Report of Student Learning and Achievement
Concordia University Irvine
School of Education – Master of Arts in Education (MAED) & Master of Education (M.Ed.) Program

For Academic Year: 2019-2020

School of Education Mission
Master of Arts in Education (MAED) & Master of Education (M.Ed.) Program Purpose
The **School of Education's** mission is to prepare servant leaders who transform lives through innovative and exceptional educational practices to positively impact local and global communities. Its vision is to be a distinguished school of education that attracts, equips, and supports servant leaders for today's public and private schools. And its core values are to pursue excellence in: Christ-like Service; Treating students with love, dignity, and respect; Scholarly and Practice-Based Instruction; Perfecting the practice of teaching through scholarship and research; Innovative and Relevant Curriculum; Teaching practical pedagogical and leadership strategies; Community and Alumni Partnerships; and Developing strategic collaborative relationships. The **Combined Credential and M.Ed.** program prepares teachers who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. The **MAED** program helps established professional educators develop skills to become exemplary educators by enhancing their teaching abilities, keeping them up-to-date with recent developments in the educational field, and enabling them to use current technologies in their classroom.

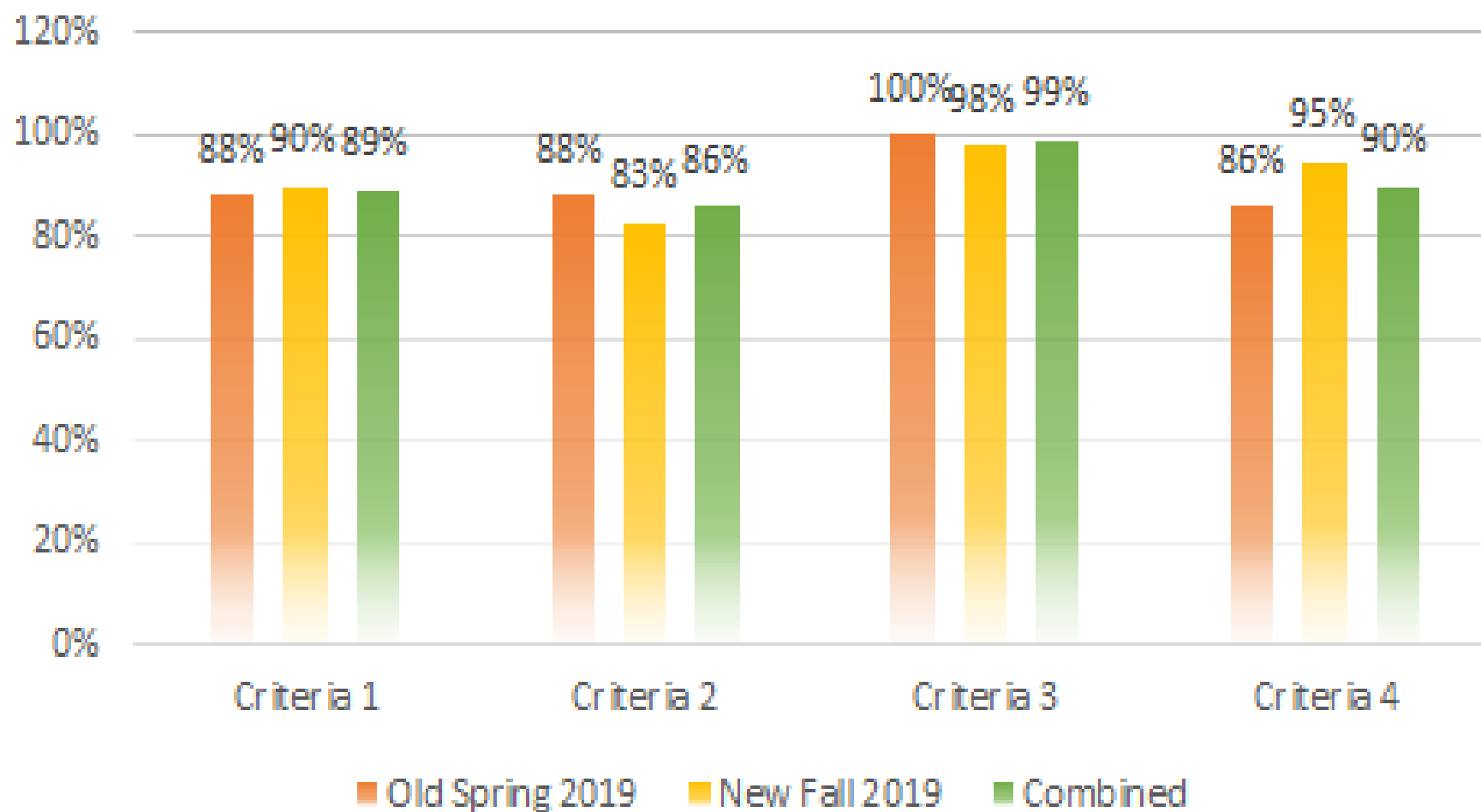| Student Learning Assessment for Master of Arts in Education (MAED) & Master of Education (M.Ed.) Program |
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| **Program Learning Outcomes (PLOs)** |
| 1. Integrate Intentional Design (Integrated Learning, Scholarly Research)
   • Educational Administration: Facilitate the development and implementation of a vision of learning that recognizes the needs of the school community.
   • School Counseling: Research and create comprehensive school counseling programs that focus on student outcomes.
   • Curriculum & Instruction: Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students.
   • Educational Technology: Develop an understanding of the dynamic relationship between technology, pedagogy and content in order to creatively apply a variety of technologies to support and assess the attainment of learning outcomes for all students. |

- M.Ed.: Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students.

2. Apply Disciplinary Competencies (Community Engagement, Integrated Learning)
   - Educational Administration: Collaborate with the community to promote teaching and learning within school systems.
   - School Counseling: Demonstrate legal, ethical and professional knowledge and skills in pre-K-12 public and private school settings.
   - Curriculum & Instruction: Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy.
   - Educational Technology: Demonstrate and apply the requisite technical skill and knowledge necessary for effectively integrating technology into the curriculum.
   - M.Ed.: Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy.

3. Model Ethical Leadership (Community Engagement, Ethical Leadership, Reflective Practice)
   - Educational Administration: Model servant leadership while actively nurturing and sustaining a school culture and instructional programs conducive to student learning and professional growth for faculty and staff.
   - School Counseling: Model servant leadership to actively promote ethical school counseling practices in a pre-K-12 public or private school.
   - Curriculum & Instruction (F2F and OL): Model servant leadership by supporting, collaborating and sharing expertise within a diverse professional community.
   - Educational Technology: Model servant leadership as applied to the role of an effective and ethical technology steward, by encouraging, supporting, collaborating, and sharing expertise within a professional community.
   - M.Ed.: Model servant leadership by supporting, collaborating and sharing expertise within a diverse professional community.

4. Exercise Informed Reflection (Integrated Learning, Reflective Practice)
   - Educational Administration: Implement a balanced approach to decision making in an educational environment.
   - School Counseling: Implement an impartial and balanced approach to the analysis and development of the teaching and learning processes.
   - Educational Technology: Demonstrate a balanced, informed, and reflective approach to the integration of technology into the teaching and learning processes.
   - M.Ed.: Implement an impartial and balanced approach to deliver services within a diverse school setting.

5. Promote Active Learning (Effective Communication, Community Engagement)
   - Educational Administration: Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in educational administration.

- School Counseling: Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in school counseling.
- Curriculum & Instruction: Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in curriculum and instruction.
- Educational Technology: Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in educational technology.
- M.Ed.: Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous growth in curriculum and instruction.

Assessment Overview for Master of Arts in Education (MAED) & Master of Education (M.Ed.) Program			
2019-20 PLOs Assessed	**Evidence and Assessment Instrument**	**Performance Objectives (Targets/Criteria) Measures:**	**Results 2019-20 for Measures of Student Learning:**
MAED Educational Administration: Facilitate the development and implementation of a vision of learning that recognizes the needs of the school community.	EDUA 563: Supporting Teacher Growth EDUA 605	CalAPA Leadership Cycle 3: Supporting Teacher Growth Scores CTC Completer Survey results Chapter 2: Lit Review- 80% or more of the Admin candidates will receive a score of 3, 4, or 5 on Cal APA Rubrics	Percentages of students that Met or Exceeded expectations: Criteria 1: Organization Scholarship Synthesis- 70% Criteria 2: Synthesis of the literature- 75% Criteria 3: The review consists of professional sources- 100% Criteria 4: A logical and well-organized presentation- 80%
MAED School Counseling: Research and create comprehensive school counseling programs that focus on student outcomes.	EDSC 605 Capstone	Chapter 2: Literature Review- 80% of students Met or Exceeded expectations (received a 3 or 4) on a 4-point Rubric	Percentages of Students that Met or Exceeded Expectations: Criteria 1: Organization Scholarship Synthesis- 93% Criteria 2: Synthesis of the literature- 79% Criteria 3: The review consists of professional sources- 96% Criteria 4: A logical and well-organized presentation- 93%
MAED Curriculum & Instruction: Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students.	EDU 605 Capstone	Chapter 2: Literature Review- 80% of students Met or Exceeded expectations (received a 3 or 4) on a 4-point Rubric	Percentages of students that Met or Exceeded Expectations: Criteria 1: Organization Scholarship Synthesis- 100% Criteria 2: Synthesis of the literature- 100% Criteria 3: The review consists of professional sources- 100% Criteria 4: A logical and well-organized presentation- 100%

MAED Educational Technology: Develop an understanding of the dynamic relationship between technology, pedagogy and content in order to creatively apply a variety of technologies to support and assess the attainment of learning outcomes for all students.	EDUT 605 Capstone	Chapter 2: Literature Review- 80% of students Met or Exceeded expectations (received a 3 or 4) on a 4-point Rubric	Percentages of students that Met or Exceeded expectations: Criteria 1: Organization Scholarship Synthesis- 100% Criteria 2: Synthesis of the literature- 92% Criteria 3: The review consists of professional sources- 100% Criteria 4: A logical and well-organized presentation- 100%
M.Ed.: Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students.	EDU605 Capstone	Chapter 2: Literature Review- 80% students Met or Exceeded expectations (received a 3 or 4) on a 4-point Rubric	Percentages of students that Met or Exceeded expectations: Criteria 1: Organization Scholarship Synthesis- 100% Criteria 2: Synthesis of the literature- 100% Criteria 3: The review consists of professional sources- 100% Criteria 4: A logical and well-organized presentation- 50%
All programs combined			Combined percentages of all programs that Met or Exceeded expectations: Criteria 1: Organization Scholarship Synthesis- 89% Criteria 2: Synthesis of the literature- 86% Criteria 3: The review consists of professional sources- 99% Criteria 4: A logical and well-organized presentation- 90%

ALL PROGRAMS

Bar chart showing assessment results across four criteria with three series: Old Spring 2019, New Fall 2019, and Combined.

- Criteria 1: 88%, 90%, 89%
- Criteria 2: 88%, 83%, 86%
- Criteria 3: 100%, 98%, 99%
- Criteria 4: 86%, 95%, 90%

Legend: ■ Old Spring 2019 ■ New Fall 2019 ■ Combined

Summary of Achievement of Program Learning Outcomes		
2019-2020 PLO MAED Educational Adiminstration	**Student Evidence: Capstone**	**Student Evidence:**
Criterion Measured	**Performance Target Was…**	**Performance Target Was…**
1. Organization Scholarship Synthesis	Not Met	
2. Synthesis of the literature	Not Met	
3. The review consists of professional sources…	Met	
4. A logical and well-organized presentation	Met	
2019-2020 PLO MAED School Counseling	**Student Evidence: Capstone**	**Student Evidence:**
Criterion Measured	**Performance Target Was…**	**Performance Target Was…**
1. Organization Scholarship Synthesis	Met	
2. Synthesis of the literature	Not Met	
3. The review consists of professional sources…	Met	
4. A logical and well-organized presentation	Met	
2019-2020 PLO MAED Curriculum & Instruction	**Student Evidence: Capstone**	**Student Evidence**
Criterion Measured	**Performance Target Was…**	**Performance Target Was…**
1. Organization Scholarship Synthesis	Met	
2. Synthesis of the literature	Met	
3. The review consists of professional sources…	Met	
4. A logical and well-organized presentation	Met	

2019-2020 PLO MAED Educational Technology	Student Evidence: Capstone	Student Evidence:
Criterion Measured	**Performance Target Was…**	**Performance Target Was…**
1. Organization Scholarship Synthesis	Met	
2. Synthesis of the literature	Met	
3. The review consists of professional sources…	Met	
4. A logical and well-organized presentation	Met	
2019-2020 PLO MAED Master of Education (M.Ed.)	Student Evidence: Capstone	Student Evidence:
Criterion Measured	**Performance Target Was…**	**Performance Target Was…**
1. Organization Scholarship Synthesis	Met	
2. Synthesis of the literature	Met	
3. The review consists of professional sources	Met	
4. A logical and well-organized presentation	Not met	
2019-2020 PLO MAED Combined Programs	Student Evidence: Capstone	Student Evidence:
Criterion Measured	**Performance Target Was..**	**Performance Target Was…**
1. Organization Scholarship Synthesis	Met	
2. Synthesis of the literature	Met	
3. The review consists of professional sources	Met	
4. A logical and well-organized presentation	Not Met	

Proposed Course of Action for Improvement in Learning Outcomes

The data from the three assessment parts were compiled and analyzed by the assessment coordinator during the month of June 2020. Due to the constraints created by both preparation for the upcoming CTC Site visit and the COVID 19 pandemic, at the time of this writing, only minimal discussion with SOE leadership had taken place regarding these findings. In September 2020 after the start of the Fall term the coordinator will meet with the SOE MAED Leadership team for a more thorough analysis. At that time we will discuss and prepare Closing the Loop plans. The results were shared with the MAED program Directors on September 10, 2020. A lively discussion resulted in several Closing the Loop items to address the issues identified.

Assessment Part A: New Vs. Old Capstone

Areas for growth

While there has been a dramatic improvement over the past 3 years, Synthesis is still an area for growth for the MAED students.

- Add as an agenda item a discussion of, and tips for teaching Synthesis to our upcoming February 2021 Adjunct Professional Development
- Lori Doyle is creating a professional APA video that will address synthesis. This video will be shared with all faculty and students.
- Update courses to include the EDD model of Peer Review.
  - The program directors are looking at their own programs to determine where to add a REQUIREMENT for Peer Review.
- Continue to stress in every course the benefits of both the Writing Studion and Library Services. This can include designating one or more assignments that must be submitted to both Grammarly and the WS in each program.
  - The program directors are looking at their own programs to determine where to add a REQUIREMENT to submit to Grammarly and the Writing Center. They are also considering adding a discussion prompt that asks them to reflect upon the feedback from Grammarly and the Writing Center.

Assessment Part B CalAPA Scores

While these scores are fantastic for our first CalAPA, there is always room for improvement. The results were shared with the MAED Admin Program leaders on September 15, 2020, during which a lively discussion ensued. As a result of reviewing the scores from the Cal APA assessment, the coordinator in concert with the program director implemented the following course improvements.

- Course specific modifications were made to many of the assignments in EDUA 563 to ensure that they are all very clear.
- For Course and Instructional Improvement
  - In addition to the traditional SME video which sets instructors up for success, the CalAPA Coordinator also hosts Pre-term meetings with all instructors for each course.
- These meetings are mandatory and are recorded and shared with instructors to review.
  - Instructors are asked to fill out a feedback form while teaching the course to provide important expert practitioner feedback.
- Instructors are encouraged to provide ongoing feedback to SME and many course revisions have been implemented as a result of this feedback already.

- Instructor questions responded to "on-demand." The Cal APA Coordinator responds to the question and mass emails the answer to all the instructors to ensure that all instructors are on the same page.
  - Student feedback is strongly encouraged and looked at heavily.
  - The Cal APA Coordinator has created a Common Errors and Mistakes sheet is shared with instructor and students to help them bypass the common errors and focus instead on the content and quality of their Cal APA submission.
  - Students are asked to share what they felt was most difficult about the cycle. The Cal APA coordinator shares this with all students.
  - The Cal APA Coordinator tracks all student scores on the Candidate Tracking spreadsheet. Allows us to identify students who are struggling so we can provide additional support.
  - For Cycle 3 developed CUI templates for our students to use for the supporting documents.
  - Ensuring that cohorts have three different instructors for each of the three cycles which enhances student learning.
  - Synch sessions take place in weeks 1, 3, 5, and 8.
  - Peer Review has been added to all courses.
    - All four steps of the cycle are reviewed by two peers.

Assessment Part C CTC Program Completer Survey

While the scores on the completer survey are truly solid there is always room for improvement. The lowest score on this assessment was on Q 6. Evaluate, analyze, and provide feedback on the effectiveness of classroom instruction to promote student learning and teacher professional growth. The work we have done in EDUA 563 addresses this item.