

Report of Student Learning and Achievement
Concordia University Irvine
School of Education – Master of Arts in Education Program

For Academic Year:	2024-2025
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School of Education Mission

Master of Arts in Education Program Purpose
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The School of Education mission is to prepare servant leaders who transform lives through innovative and exceptional educational practices to positively impact local and global communities.

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.

Program Learning Outcomes (PLOs)

1. Intentional Design

- **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.
- **School Psychology:** Candidates have knowledge to design preventive and responsive services that promote academic skill development, resilience and positive behavior, support socialization and adaptive skills, enhance mental and behavioral health, and respond to culture and context.
- **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.
- **Learning, Design, and Technology (formerly 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.
- **Early Childhood:** 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.
- **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.
- **MAEL:** Facilitate the development and implementation of a vision of learning that recognizes the needs of the school community.

2. Apply Disciplinary Competencies

- **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.
- **School Psychology:** Candidates understand and utilize various assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports.
- **Curriculum & Instruction:** Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy.
- **Learning, Design, and Technology (formerly Educational Technology):** Demonstrate and apply the requisite technical skill and knowledge necessary for effectively integrating technology into the curriculum.
- **Early Childhood:** Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed early childhood content and pedagogy.
- **M.Ed.:** Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy.
- **MAEL:** Collaborate with the community to promote social emotional learning, character, and ethics within school systems.

3. Model Ethical Leadership

- **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.
- **School Psychology:** Candidates provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as servant leaders within school psychology.
- **Curriculum & Instruction:** Model servant leadership by supporting, collaborating and sharing expertise within a diverse professional community.
- **Learning, Design, and Technology (formerly 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.
- **Early Childhood:** Model servant leadership by supporting, collaborating and sharing expertise within a diverse professional community.
- **M.Ed.:** Model servant leadership by supporting, collaborating and sharing expertise within a diverse professional community.
- **MAEL:** 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.

4. Exercise Informed Reflection

- **Educational Administration:** Implement a balanced approach to decision making in an educational environment.
- **School Counseling:** Implement an impartial and balanced approach to deliver services within a diverse school setting.

- **School Psychology:** Candidates understand principles related to social-emotional well-being, self-care, and apply professional work characteristics needed for effective practice as school psychologists, including responsibility, adaptability, initiative, dependability, and respect for human diversity.
- **Curriculum & Instruction:** Implement a balanced approach to the analysis and development of the teaching and learning processes.
- **Learning, Design, and Technology (formerly Educational Technology):** Demonstrate a balanced, informed, and reflective approach to the integration of technology into the teaching and learning processes.
- **Early Childhood:** Implement a balanced approach to the analysis and development of the teaching and learning processes.
- **M.Ed.:** Implement an impartial and balanced approach to deliver services within a diverse school setting.
- **MAEL:** Implement a balanced approach to decision making in an educational environment.

5. Promote Active Learning

- **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.
- **School Psychology:** Candidates promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety.
- **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.
- **Learning, Design, and Technology (formerly 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.
- **Early Childhood:** Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in early childhood education.
- **M.Ed.:** 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.
- **MAEL:** Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in servant leadership.

Program Assessment Overview

GLO: Scholarly Research Generate scholarly research on problems and issues in their field of study. <i>aligns with MA Programs</i> PLO1: Integrate Intentional Design (IID) (See above for program-specific PLOs) <i>Note: All measures below assess this PLO.</i>				
Part	Program/Assignment	Course	# of Students assessed	Expected Standard*
Measure 1 (Direct)	MAED Sch Couns, C&I, LDT; MAEL; M.Ed.: Discussion Board Assignment -- MAED Admin: CalAPA Leadership Cycle 1 Step 2: Plan	EDR 605 -- EDUA 561	63 Students -- 15 Students	80% will earn a 3 or 4 on a 4 pt rubric
Measure 2 (Direct)	MAED Admin: Longitudinal review CalAPA Average Rubric Scores	NA	573 Completers	The average rubric score will be a 3 or higher
Measure 3 (Indirect)	MAED Admin and Sch Couns 2023-2024 CTC Completer Surveys	NA	135 Completers	80% of students will respond with a rating of 4 or 5 to the prompts
Measure 4 (Indirect)	All Programs: Exit Surveys 2024	NA	143 Completers	80% of graduates will report that our program helped them to achieve this PLO

Program Assessment Results

Measure	Criteria/Question	Result
MAED Sch Couns, C&I, LDT; MAEL; M.Ed.: Discussion Board Assignment -- MAED Admin: CalAPA Leadership Cycle 1 Step 2	C1: Problem Statement C2: Research Questions C3: Assumptions, Limitations -- C1: Articulating... problem C2: Identifying needs C3: Problem Statement	MET 81% met or exceeded expectations. MET 98% met or exceeded expectations. MET 85% met or exceeded expectations. -- MET 83% met or exceeded expectations. MET 100% met or exceeded expectations. MET 90% met or exceeded expectations.
MAED Admin: Longitudinal review CalAPA Average Rubric Scores	How well have our Admin students performed on the Cal APA over time? Are average rubric scores improving over time?	MIXED All years combined Cycle 1 Avg Rubric Score=2.8 Cycle 2 Avg Rubric Score=2.7 Cycle 3 Avg Rubric Score=2.9 Average Rubric scores are trending up!
2023-2024 CTC Completer Surveys MAED Admin MAED Sch Couns	MAED Admin Select questions -- MAED Sch Couns Select questions	MET 97% or more of the respondents felt they were well or very well prepared in all areas surveyed -- MET 94% or more of the respondents felt they were well or very well prepared in all areas surveyed
All Programs: Exit Surveys 2024	The MAED/MAEL program contributed to my personal ability to Integrate Intentional Design .	Met 99% of students responded Agree or Strongly Agree.

Summary of Program Assessment Findings

Results Measure 1: Assessment of Student Artifacts

Overall, across all programs (excluding Admin), MA students scored very well on this assessment, meeting or exceeding expectations in each of the three criteria. The strongest scores were in Research Questions; the weakest were in C1: Problem Statement.

A breakdown by program reveals some small areas for improvement. School Counseling had the largest range between scores, posting the only Not Met score of the assessment in C1 (75%) but a perfect score in C2 and a respectable 83% score in C3. LDT had the smallest range between scores, with a high of 94% in C2 and C3 and a solid 89% in C1. MAEL and C&I posted nearly identical scores across the criteria. The big surprise came from M.Ed students who posted 100% scores in C1 and C2 and 88% in C3. This is in contrast to the scores posted in the 2023-2024 APLO and could be an indication that our Closing the Loop efforts are having a positive impact on our students' learning.

MAED Admin students scored very well on the artifacts assessment as well, meeting or exceeding expectations in all three Criteria.

Finally, 83% of all our MA Programs' students met or exceeded expectations in the Common Criteria.

While the results for this assessment are very good, there is always room for improvement. Much of the conversation revolved around what is being done differently with the M.Ed. students (who showed dramatic improvement over last year) and how we can model that in the other programs. During the discussion, we learned that the Capstone course has recently been updated, and much of the improvement that we are seeing in the M.Ed. could be a result of how the updates are being implemented.

We are also aware of the need to develop a specialized assessment for Sch Couns and Sch Psych that aligns with our Admin assessment. The PPS programs do not have a standardized assessment like CalAPA, so we do not have test scores or test prep courses to review. The Program Directors, along with the MA Programs director and Assessment Coordinator, will work on this together.

Results Measure 2: Longitudinal review CalAPA Average Rubric Scores

What follows are the results of the Cal APA review disaggregated by year.

Cycle 1, Average Rubric Score across all years =2.8

Cycle 1 Pass Rate (First Attempt) 99%

Cycle 1 consists of 8 rubrics. 2019 was the first year of the Cal APA and was considered an inconsequential year, meaning that the scores were not counted. All students, regardless of what they submitted, passed in 2019. Scores in 2019 varied widely from a very high 3.4 on Rubric 1 to a very low 2.3 on Rubric 8. The chart below depicts how much the scores tightened up in the following years after the inconsequential year was over. The highest scores in 2020 were Rubrics 1 and 6, while the lowest were Rubrics 7 and 8. It is important to note that throughout the next 4 years, Rubric 1 scores remain consistently high and Rubric 7 scores remain consistently low. This mirrors the scores across the State of California. On a very positive note, while all scores dipped in 2022 and 2023, as a result of COVID, there is a noticeable upward trend in 2024.

Cycle 2: Average Rubric Score across all years =2.7**Cycle 2 Pass Rate (First Attempt) 94%**

Cycle 2 consists of 7 Rubrics. In 2019, much like Cycle 1, the scores varied widely; however, no score was above a 3, and the lowest (Rubric 6) was a 2.1. The chart below reveals that every score improved in 2020 and jumped again in 2021. 2022 showed a moderate decline in scores for all Rubrics except Rubric 3, which took a massive dive. 2023 saw a more precipitous dip in scores for all but Rubric 3, which actually went up! This mirrors the scores across the State of California. Unlike Cycle 1, 2024 scores declined further. It will be important to track the scores for 2025.

Cycle 3: Average Rubric Score across all years =2.9**Cycle 3 Pass Rate (First Attempt) 95%**

Cycle 3 consists of 7 Rubrics. Due to the timing of the testing, there were no results for 2024 at the time the Assessment coordinator pulled the scores from EdReports. In 2019, unlike the other two cycles, the scores were more tightly bunched, and three of the scores were a 3.0 or higher. The chart below reveals that every score improved in 2020 and dropped in 2021. 2022 and 2023 have proved to be a very mixed bag with some scores improving, some dropping, and some remaining the same. This mirrors the scores across the State of California.

The Cal APA Director is reviewing these scores with her Leadership Series Instructors as well as her University Supervisors. While our pass rates are consistently high and higher than the average State of California pass rates, there is still room for improvement in our individual rubric scores.

Results Measure 3: 2023-2024 CTC Completer Surveys

While this survey is intended to assess our students' perceptions of our program and the instruction we provide, it also speaks to our students' perceptions of how prepared they feel in each of the areas below. The Admin survey questions were chosen because they most closely align with the CalAPA Rubrics above. The Sch Couns questions are more generic due to the nature of the survey. Highlights include the fact that 97% of Admin and 97% of School Couns completers agreed that their programs effectively prepared them for their respective roles!

Results Measure 4: 2024 Student Exit Surveys

99% of students completing our MA programs Agreed or Strongly Agreed that our programs contributed to their ability to Integrate Intentional Design.

Our students are very pleased with our programs and feel well prepared for their roles. Keep doing what we are doing, always striving to improve. The Completer Survey response rate is actually low. We need to increase this rate before our next site visit.

Program Proposed Course of Action for Improvement in Learning Outcomes	
Recommendation Should be specific & measurable	Intended Outcome Rationale/purpose
The Completer Survey response rate for both Admin and Sch Couns is low. Work with our Academic Advisors to develop a plan to communicate the importance of filling out the survey to our completers.	Increase the Completer Survey response rate. These surveys are very important for our upcoming CTC site visit.
Continue to work to improve the CalAPA Rubric Scores. Focus on the peer reviews for reflection, using the reflective practice textbook, and explicitly, including citations from the text to reflect their learning	Improved CalAPA test scores and better-prepared completers/administrators.
Include a workshop in the CalAPA Leadership courses that teaches our students how to think critically and to reflect with purpose	Improves our students' ability to think critically and to use the reflection process purposefully
Continue to explore ways to improve our students' performance on the Capstone.	Improving our students' ability to design and develop research.
Develop a specialized assessment for PPSC: School Counseling and School Psychology.	This is important for our upcoming CTC site visit