

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

For Academic Year:	2025-2026
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School of Education Mission

Master of Arts in Education 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.

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
Aligns with GLO: Effective Communication

GLO: Effective Communication (EC): Graduates will be able to elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.)

aligns with **MA Programs** : Promote Active Learning (PAL)

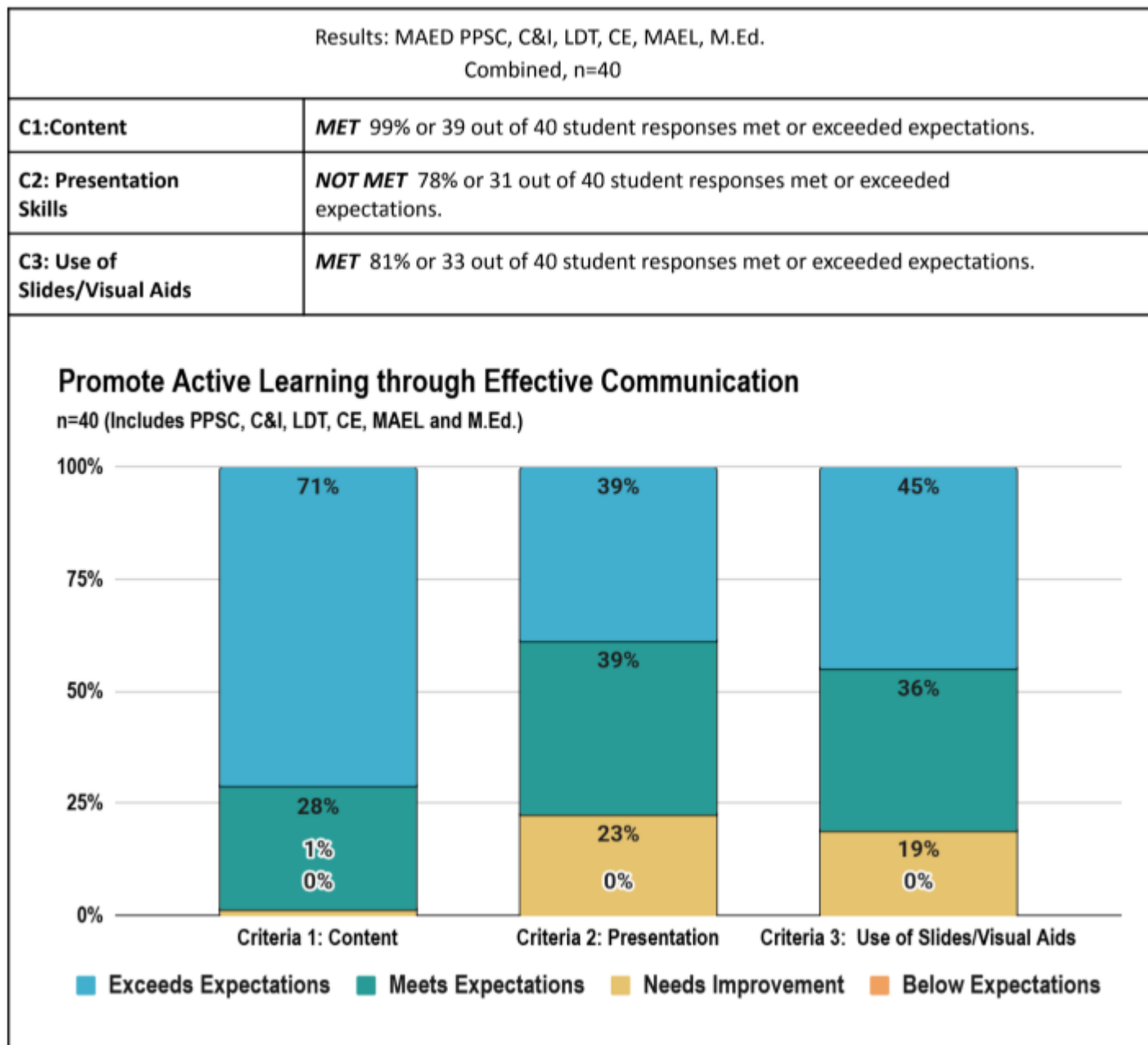
(See above for program-specific PLOs)

Note: All measures below assess this PLO.

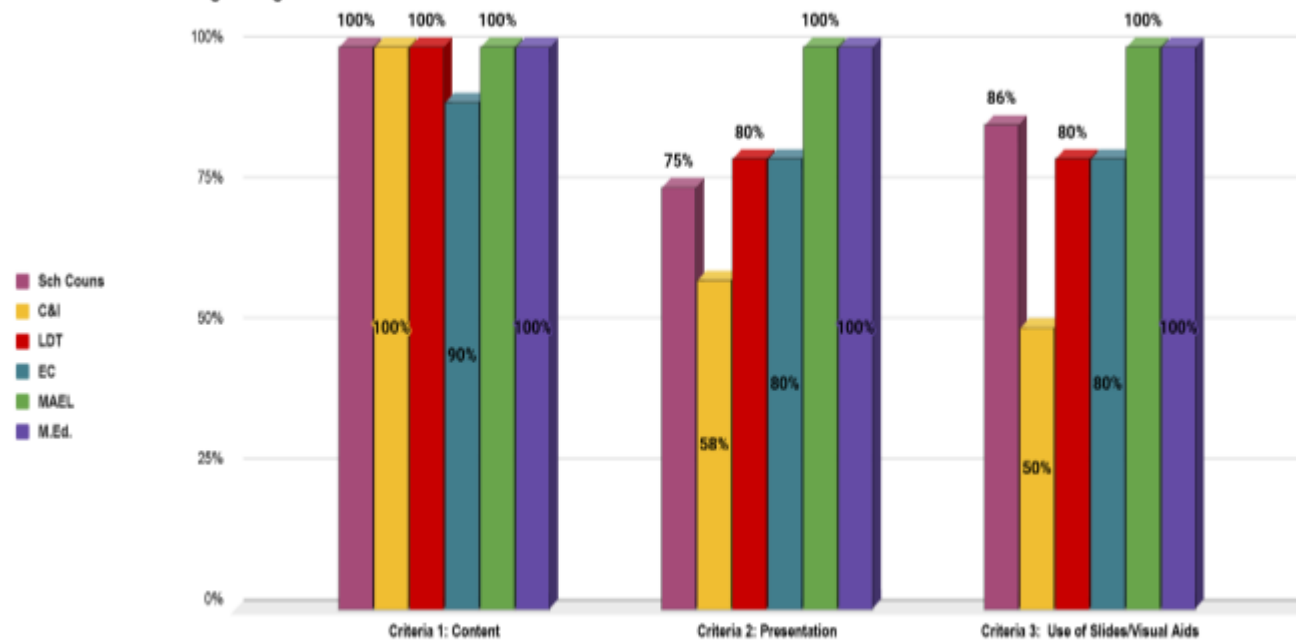
Part	Program / Assignment	Course	# of Students Assessed	Expected Standard
Measure 1 (Indirect)	Exit Surveys 2025 ProgramsL All	NA	142 Completers	80% of graduates will report that our program helped them to achieve this PLO
Measure 2a (Direct)	Student Artifacts (Capstone Presentations) Programs: MAED PPSC, C&I, LDT, CE, MAEL, M.Ed.	EDR 605	40 Students	80% will earn a 3 or 4 on a 4 pt rubric
Measure 2b (Direct)	Student Artifacts (Assignment #3) Program: MAED Admin	EDUA 563	13 Students	80% will earn a 3 or 4 on a 4 pt rubric
Measure 3 (Direct)	CalAPA Cycle 3 Average Rubric Scores (2024-Present) Program: MAED Admin	NA	120 Completers	The average rubric score will be a 3 or higher
Measure 4 (Indirect)	2024-2025 CTC Completer Surveys Programs: MAED Admin and Sch Couns	NA	155 Completers	80% of students will respond with a rating of 4 or 5 to the prompts

Program Assessment Results 1 & 2a

Measure	Criteria/Question	Result
All Programs: Exit Surveys 2025	The MAED/MAEL program contributed to my personal ability to Promote Active Learning.	Met 95% of students responded Agree or Strongly Agree.
Artifact 1: MAED Sch Couns, C&I, LDT, EC; MAEL; M.Ed: EDR 605 Capstone Presentation --- Artifact 2: MAED Admin: EDUA 563 CalAPA Leadership Cycle 3 Step 3: Coaching Session	C1: Content C2: Presentation Skills C3: Use of Slides/Visual Aids -- C1: How well does the candidate communicate ...coaching session?	MET 99% met or exceeded expectations. MET 78% met or exceeded expectations. MET 81% met or exceeded expectations. -- MET 92% met or exceeded expectations.
MAED Admin: Cal APA Cycle 3 Average Rubric Scores (2024-Present)	How well have our Admin students performed on the Cal APA cycle 3 since 2024. Are average rubric scores improving over time?	Very positive upward trend for all rubrics Average Rubric scores are trending up!
2024-2025 CTC Completer Surveys MAED Admin MAED Sch Couns	MAED Admin Nine Select questions -- MAED Sch Couns Four Select questions	MET: Completers rated their preparedness between 89% and 98% (See below for specific questions) -- MET Completers rated their preparedness between 92% and 95% (See below for specific questions)



Promote Active Learning through Effective Communication



SOE APLO 2025-2026 Percent of Student Artifacts that Met or Exceeded Expectations

Summary of Program Assessment Findings 1 & 2a

Discussion

The results for the MAED PPSC, C&I, LDT, CE, MAEL, M.Ed. assessment showed strong performance in content, with 99% of students (39 out of 40) meeting or exceeding expectations on the Content criterion (C1). However, Presentation Skills (C2) did not meet the 80% threshold, with only 78% of students (31 out of 40) meeting or exceeding expectations. Use of Slides/Visual Aids (C3) barely met expectations at 81% (33 out of 40).

When broken down by program, all programs achieved 90-100% on content, with EC at 90% and all others at 100%. Presentation Skills varied more widely across programs, with School Couns at 75% and C&I at 58% falling well below the 80% standard, while LDT, EC, MAEL, and M.Ed. all met or exceeded the threshold. C3: Use of Visual aids showed similar variation, with C&I at 50% being a notable outlier.

While faculty celebrated the strong results in Content (C1) as direct evidence of solid academic preparation, they expressed concerns about the low scores in Presentation Skills (C2) and the marginal performance in Visual Aids (C3). Two MA faculty members who also served as reviewers provided valuable context for understanding the scores. One reviewer noted that while content was strong, students struggled to capture audience attention. Many simply read content from slides or rambled rather than delivering clearly articulated, engaging presentations. She emphasized that time management was also a significant issue, the rubric specified that presentations should be approximately 10 minutes, and going over time immediately impacted scores. Another reviewer echoed these observations, noting that the content was excellent and while some slides looked professional, others did not. Also some students seemed disinterested in their own presentation which also impacted their scores. Further discussion revealed important context about how the assignment fits within the programs and why some faculty felt this assignment might not be the best measure for assessing effective communication skills. For School Counseling, the 80+ page capstone document is the primary focus, with the video recording being somewhat of an add-on in terms of point allocation. Students naturally put more time and effort into the final document because that's where the rubric points are weighted. Similarly, across C&I, LDT, EC, MAEL, and M.Ed., the presentation is worth only 6% of students' grades in EDR 605 and is due the same day as their final written capstone project. Faculty questioned whether this assignment, as currently designed and valued, provides an accurate picture of program effectiveness in teaching students how to communicate effectively. This concern about using a low-stakes assignment to evaluate program quality was affirmed by many faculty members.

Closing the Loop

Based on the faculty discussion, the following actions will be taken to improve student performance in presentation skills and use visual aids, as well as to ensure more valid assessment of communication skills:

1. Emphasize "ending with a bang" and visual appeal. Faculty will stress to students the importance of ending their capstone experience strong and presenting their excellent work in a visually appealing, engaging way rather than treating the presentation as an afterthought.
2. Teach synthesis and scripted narrative skills. Faculty will provide explicit instruction on how to synthesize comprehensive content into focused key points and create scripted narratives that support (rather than simply read) slides. A 5-minute exemplar video will be developed showing an effective presentation to give students a concrete model of what success looks like.
3. Address time management. As a best practice, the Faculty will emphasize time management throughout the presentation development process. They will also explore restructuring the presentation to 5-6 minutes, formatted more like an elevator pitch. This would force students

to practice synthesis skills and apply the principle that creating something short and focused requires more skill than creating something comprehensive.

4. Reassess the assignment used for APLO measurement. The Assessment Coordinator will work with the Director of MA Programs to either:

- Option 1: Choose a different assignment that has a much higher point value and is more central to student learning in the program, or
- Option 2: Design the assessment rubric to more effectively evaluate communication skills given the low-stakes nature (6% of grade) of the current presentation assignment and adjust expectations accordingly. This final action addresses faculty concerns that using a low-value assignment due the same day as a major capstone paper may not provide an accurate picture of how well the programs are teaching students to communicate effectively.

Program Assessment Results Measure 2b & 3

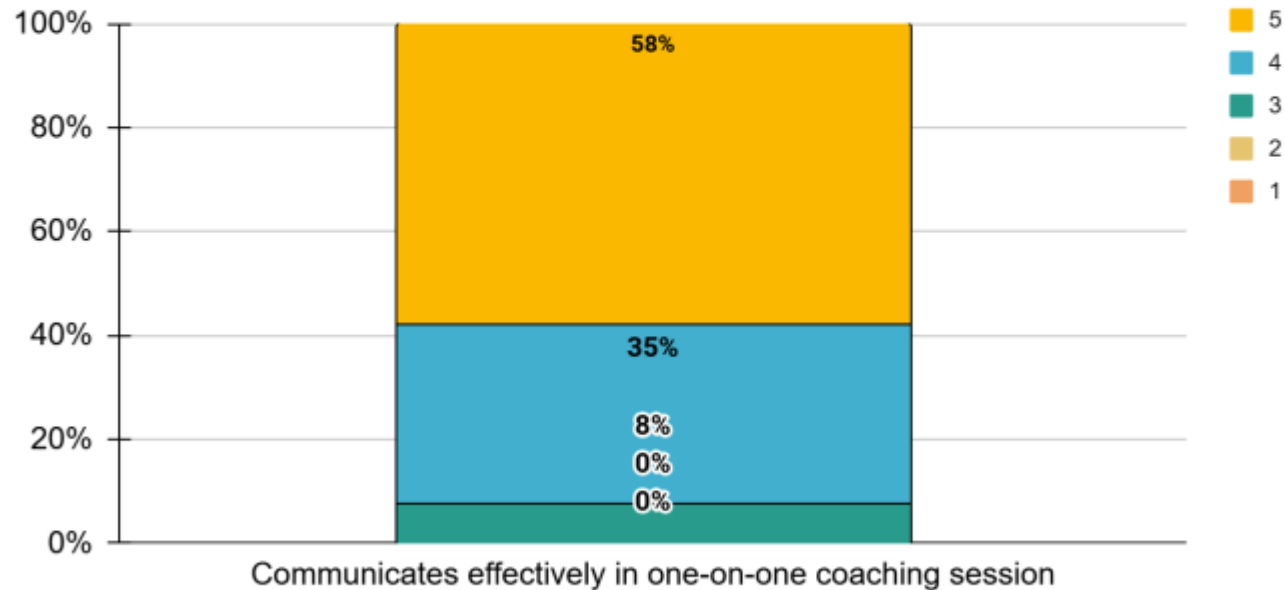
MAED Admin Results n=13

C1: Communicates Effectively in one-on-one coaching session

MET 92% or 12 out of 13 student responses met or exceeded expectations.

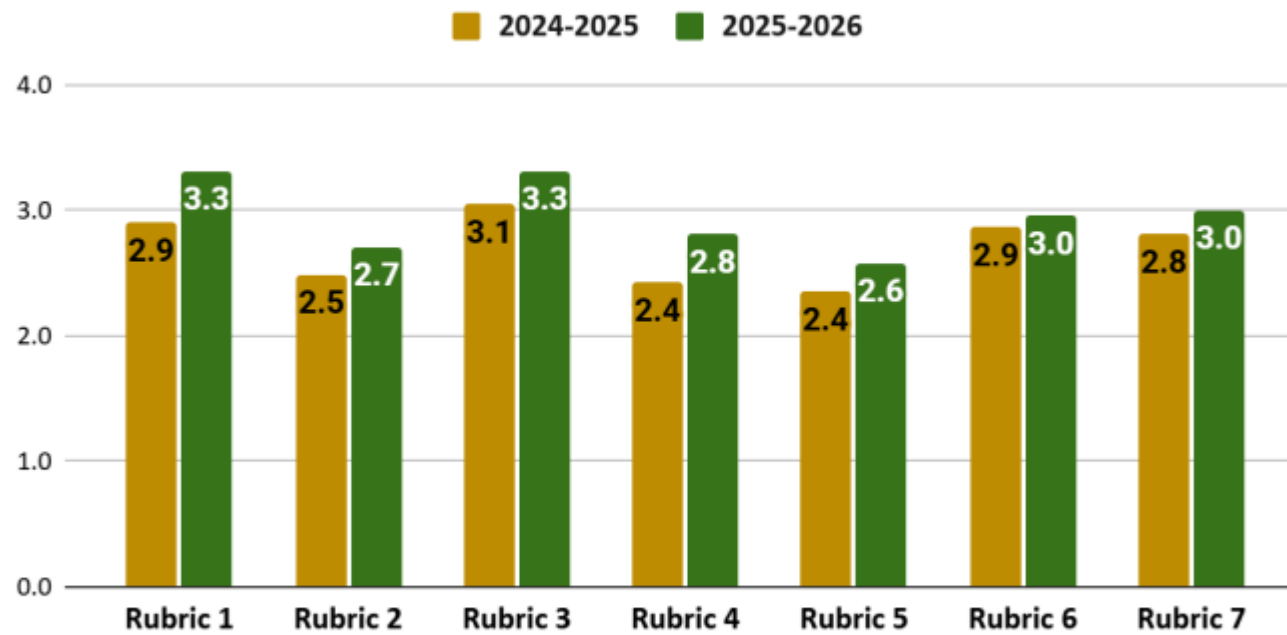
Cal APA Cycle 3, Step 3

n=13



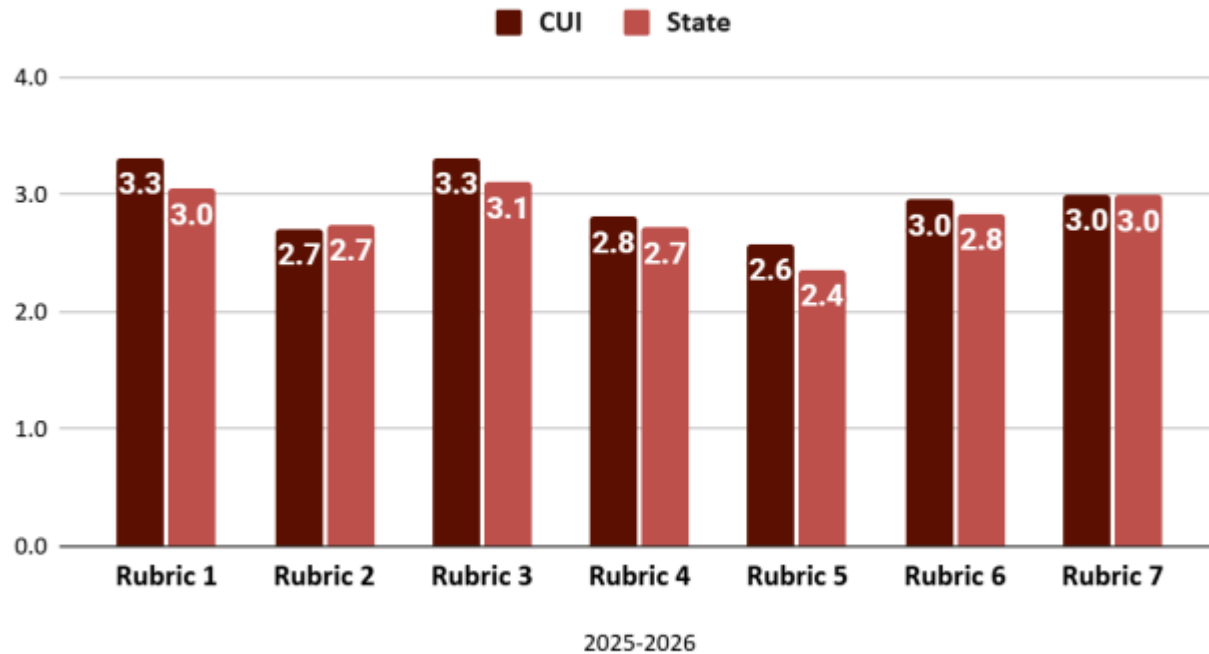
SOE APLO 2025-2026

CAI APA Cycle 3 Mean Rubric Scores



2024-2025, n=59; 2025-Present, n=48

Cycle 3 2025-2026 Vs State



Summary of Program Assessment Findings Measure 2b & 3

Discussion

The Director of MAED Admin, Catherine Webb explained that CalAPA Cycle 3, Step 3 requires candidates to coach a volunteer teacher through an evaluation or coaching cycle, submitting three video clips demonstrating their communication strategies. She noted that improving video elements and communication effectiveness has been a focus area for Cycle 3, and the data confirms this work is paying off. The year-over-year improvement across all rubrics, combined with performance that matches or exceeds state averages, demonstrates strong program effectiveness.

The Assessment Coordinator noted that while the video submissions were created in a somewhat contrived environment for CalAPA purposes, candidates still had to articulate important concepts and communicate well with Teachers.

Closing the Loop

Based on the strong performance in both direct assessment of communication skills (92% meeting/exceeding expectations) and CalAPA Cycle 3 scores (improvement on all rubrics, matching or exceeding state averages), the MAED Admin program demonstrates effective preparation of candidates in communication skills.

Action: The program will continue current instructional practices that focus on video elements and communication effectiveness in coaching sessions, as these have proven successful. Catherine Webb will continue to monitor CalAPA score trends and maintain the instructional emphasis on helping candidates communicate effectively and articulate next steps aligned with TPEs. Given the positive trajectory and strong results, no major programmatic changes are needed at this time.

Program Assessment Results Measure 4

Administrative Services Credential Completer Surveys, n=63 How well did your administrator preparation program prepare you to do each of the following as an administrator?	
Q.13 Model life-long learning and job-related professional growth	98 % of Admin Completers responded "Well or Very Well."
Q.14 Help teachers improve their individual professional practice through professional growth activities	95 % of Admin Completers responded "Well or Very Well."
Q.15 Identify and facilitate a variety of professional and personal growth opportunities for faculty, staff, parents, and other members of the school community in support of the educational program	97 % of Admin Completers responded "Well or Very Well."
Q.33 How effective was your preparation program at helping you develop the skills and tools you needed to become a school leader?	90% of Admin Completers responded "Effective or Very Effective."
Q.31a How well did your administrative services preparation program prepare you to complete the APA in your content area?	89 % of Admin Completers responded "Effective or Very Effective."
Q.31b How well did your administrative services preparation program help you understand the purpose of the APA?	90 % of Admin Completers responded "Effective or Very Effective."
Q.31c How well did your administrative services preparation program help you understand the specific APA tasks?	89 % of Admin Completers responded "Effective or Very Effective."
Q.31d How well did your administrative services preparation program help you understand the APA scoring rubrics?	90% of Admin Completers responded "Effective or Very Effective."
Q.31e How well did your administrative services preparation program help you understand the APA submission and scoring processes?	92 % of Admin Completers responded "Effective or Very Effective."

Pupil Personnel Services Credential Completer Surveys, n=92

Q.7d My coursework provided me with the knowledge and skill I need to be effective in my professional role	92% of PPS Completers agreed or strongly agreed!
Q.7f Overall I felt supported as a student in my program	95% of PPS Completers agreed or strongly agreed!
Q.14a My preparation program allowed me to develop the skills and tools I need to be effective in my Professional work.	95% of PPS Completers agreed or strongly agreed!
Q.14F I would recommend my program to others	93% of PPS Completers agreed or strongly agreed!

Summary of Program Assessment Findings Measure 4

Discussion

The completer survey data for both Administrative Services and Pupil Personnel Services credentials demonstrates strong program satisfaction and perceived preparation, with the vast majority of completers (89-98%) reporting they feel well-prepared across all measured areas.

Administrative Services: The high ratings on questions related to modeling lifelong learning (98%), helping teachers improve practice (95%), and facilitating professional growth opportunities (97%) align well with the strong CalAPA Cycle 3 performance and direct assessment results showing 92% of candidates communicating effectively in coaching sessions. This triangulation of data confirms the program is successfully preparing admin candidates in communication and leadership skills.

However, faculty noted during discussion that the CalAPA-related questions (Q.31a-e) showed slightly lower ratings (89-92%) compared to other areas. Catherine Webb expressed particular interest in understanding why 10-11% of completers reported not fully understanding the purpose and tasks of the CalAPA, despite passage rates being significantly higher than these percentages would suggest.

Action: Catherine Webb and the Assessment Coordinator will join forces to conduct deeper analysis by cross-referencing completer survey responses with CalAPA passage rates to determine if students who did not pass are driving the lower scores, or if there is a broader communication gap about the CalAPA's purpose and structure. Based on findings, the program may add more explicit content about the CalAPA's purpose and big-picture context to Week 1 synchronous sessions across admin courses.

Pupil Personnel Services: The consistently high ratings (92-95%) across all questions, particularly the 95% who felt supported in the program and would recommend it to others, indicate strong program quality and student satisfaction. The 95% who agreed they developed the skills and tools needed for effective professional work validates that the program is meeting its core mission.

Action: Continue current practices that are generating high satisfaction and perceived preparation. Monitor these metrics annually to ensure continued strong performance.

Program Proposed Course of Action for Improvement in Learning Outcomes

Recommendation Should be specific & measurable	Intended Outcome Rationale/purpose	Timeline By when?	Implementer By whom?	Effectiveness Evaluated When?
Emphasize "ending with a bang" and visual appeal. Faculty will stress to students the importance of ending their capstone experience strong and presenting their excellent work in a visually appealing, engaging way rather than treating the presentation as an afterthought.	Improve oral presentations	Summer 2026	Directors will work with faculty teaching EDR 605	Next cycle

Teach synthesis and scripted narrative skills. Faculty will provide explicit instruction on how to synthesize comprehensive content into focused key points and create scripted narratives that support (rather than simply read) slides.	Improve oral presentations	Summer 2026	Directors will work with faculty teaching EDR 605	Next cycle
Address time management. As a best practice, the Faculty will emphasize time management throughout the presentation development process	Improve oral presentations	Summer 2026	Directors will work with faculty teaching EDR 605	Next Assessment cycle
Reassess the assignment used for APLO measurement. The Assessment Coordinator will work with the Director of MA Programs	Improve assessment of oral presentation	Summer 2026	Assessment Coordinator	Next Assessment cycle