

Annual Key Assessment Findings and Curricular Improvements

Department of Education, School of Arts & Sciences

Graduate Programs in Teacher Education (M.A. and GTCP in Secondary Education, Special Education, and Early Childhood Special Education)

and

Doctoral Program in Catholic Educational Leadership and Policy Studies (CELPS)

Key Assessment Findings AY2013-2014 - Submitted in Summer 2015

Teacher Education faculty members have identified learning goals for each undergraduate candidate. These goals are aligned with professional standards published by Specialized Professional Associations in each discipline, such as early childhood, elementary, secondary math, secondary social studies, and secondary English. The following tables include each key assessment (major assignment) in each program and the means for the AY 2013-14 cohort in each program.

The assessment scale used for key assessments (with the exception of licensure tests, comprehensive exams, and grades) is a 3-point scale (3=exceeding expectations, 2=meeting expectations, and 1=acquiring skill). The discussion below each table includes an evaluation of candidates' performance including areas for improvement.

Please note that data for one candidate in any program or key assessment are not reported.

GRADUATE PROGRAMS

Secondary Social Studies Education

Table 6. GRAGUATE Secondary Social Studies Education

Assessment #	Assessment Name	n	Mean
2	GPA	3	3.8

Data collected on candidates' performance in the AY 2013-14 indicate that candidates earned very high GPAs, the average of which is 3.8.

Special Education

Table 7. GRAGUATE Special Education

Assessment #	Assessment Name	n	Mean
1	Praxis II: PLT (passing 157-160)	2	191.5
2	Planning for all Learners	4	2.6
3	Case Study	2	2.3
4	Student Teaching Evaluation	6	2.1
5	Action Research Project	2	2.3
6	Functional Behavioral Assessment	6	2.6

Data collected on candidates' performance in the AY 2013-2014 year found that graduating candidates passed Praxis II in Special Education handily (191.5 mean with passing 157-160 level). They earned passing scores on the Student Teaching Evaluation (2.1), but a majority of the candidates taking the test this year were in their first year practicum, which partially explains the lower score. Highest scores were seen with the Planning for All Learners (2.8) due to the candidates' backgrounds and also to the well-run course and teaching staff. The functional Behavioral Assessment was another area of strength.

Early Childhood Special Education

Table 8. GRAGUATE Early Childhood Special Education

Assessment #	Assessment Name	n	Mean
1	Praxis II: Content (passing 159)	10	177.8
1	Praxis II: PLT (passing 157)	10	170.2
2	Child Portfolio	4	2.6

3	Environmental Observation and Analysis/Planning for all Learners	3	2.3
4	Student Teaching Evaluation	14	2.4
5	Action Research Project	13	2.6
6	Family Systems Performance	17	2.5
7	Functional Behavioral Assessment	14	2.6
8	Formal Assessment	9	
9	Case Study	4	2.2

Data collected on candidates' performance in the AY 2013/14 indicate that candidates passed all the key assessments with mean scores ranging from 2.2 in the Case Study (Emergent Literacy) to 2.8 for Formal Assessment. The two Praxis II scores also show that all ten candidates passed both tests with a 177.8 mean scores for Praxis II: Content (159 passing) and a 170.2 mean score for Praxis II: PLT (157 passing). The two lowest (but passing) means were in the Case Study for Emergent Literacy and the Environmental Observation and Analysis/Planning for All Learners.

The Case Study is offered in one of the initial foundation courses and the second is offered in the first practicum just following the foundation course offerings. Thus, these assessments show performance in the initial phase of the program and higher scores (Formal Assessment and Action Research and Functional Behavior Analysis Assessment for example, demonstrate mature performance in the last phase of the program.

Curricular Improvements in Teacher Education

Education faculty members have made several curricular improvements based on candidates' AY 2013-14 performance on key assessments, research, and best practices. The table below delineates the changes recommended as a result of data based discussions and decisions.

- Secondary: Key assessments for Math and Social Studies were revised during the academic year to bring them in conformity with recent NCTM and NCSS standards, respectively.
- Early Childhood Special Education: The Student Teaching Observation was augmented with enhanced definitions of the indicators for each performance level, i.e., exceeding

expectations, meeting expectations, and acquiring skills. It was also re-organized according to the ten standards to enhance interpretation of the findings.

- Early Childhood Special Education: The Case Study performance assessment was re-organized to make it a more functional and targeted assessment.
- Early Childhood Special Education: Student Praxis II test taking was monitored by the Program staff to ensure that all candidates had enough time to prepare for the test and report timely results.
- Early Childhood Special Education: We added a component related to child change in the Action Research Project and performance assessment to demonstrate outcomes as a part of the process.
- Early Childhood Special Education: We made a number of improvements to the language of our assignments and performance assessments to achieve clarity and enhance student performance.

Doctoral Program in Catholic Educational Leadership and Policy Studies (CELPS)

Progress Results

CELPS Comprehensive Exam Results

	Fail	Pass	TOTAL
	#	#	
Summer 2014	0	2	2

The 2 CELPS students who took comprehensive examinations in 2014 performed very strongly. Both students are anticipated to be above average in their ability to complete a dissertation successfully.

Key Assessment AY2013-2014

Students Enrolled in Courses

Cohorts 2012, 2013 & 2014

During AY 2013-2014, all of the doctoral students in the Catholic Educational Leadership and Policy Studies Program still in coursework were rated as demonstrating above average academic progress and above average in terms of readiness or potential readiness for dissertations. All CELPS students demonstrated an above average commitment to Catholic Education.

Scale	Above Average (8-10)	Satisfactory (4-7)	Improvement Needed (1-3)	Average Scale Score
Academic Progress	12	0	0	9.0
Potential Readiness for Dissertation	12	0	0	9.0
Commitment to Catholic Education	12	0	0	9.0

Key Assessment AY2013-2014

Students Enrolled in Dissertation Guidance

Scale	Excellent (10)	Above Average (7-9)	Satisfactory (3-6)	Unsatisfactory (0-2)	Average Scale Score
Research Skills	1	11	3	0	8.0
Writing Skills	1	12	2	0	8.1
Synthesis of Knowledge Base	1	11	3	0	8.0
Potential as Independent Scholar	1	10	3	1	7.75

Doctoral Program in Educational Psychology

All doctoral students who remain in the doctoral program have successfully completed coursework and comprehensive examinations.

Progress Results

During AY 2013-2014, four of six doctoral students were rated as demonstrating above average academic progress and four of five were also rated as above average in terms of readiness or potential readiness for dissertations. Two were rated as satisfactory in academic progress. One was rated as needing improvement in readiness to produce the dissertation. One student chose to

terminate with the MA degree in Learning and Instruction and is therefore not included in the rating for dissertation readiness.

In AY 2013-2014, one student successfully completed a final defense.

Key Assessment AY 2013-2014

Academic Progress in Educational Psychology

	Above Average (8-10)	Satisfactory (4-7)	Improvement Needed (1-3)	Average Scale Score
Academic Progress				
2013-2014 (n=6)	4	2	0	8.3
Potential Readiness for Dissertation				
2013-2014 (n=5)	4	0	1	8.2

Curricular Improvements

CELPS

CELPS doctoral students are located throughout the nation and do not return to campus regularly following coursework. These doctoral students typically hold full time, high level challenging administrative position. This situation continues to challenge their ability to complete a dissertation in a timely fashion. A significant number of CELPS doctoral students require the entire five years allotted for dissertation completion, and sometimes even an extension.

Two of the core faculty members with essential expertise are over retirement age and another is approaching retirement age. The recruitment of a new cohort of students allows for 4 summers to complete coursework and comprehensive examinations and another five years to complete the dissertation, a total of potentially nine years in a cohort cycle, (projecting a summer 2015 cohort would complete their timeline in 2023).

The discussion of faculty is crucial to the curriculum because at this time the Department of Education has a body of faculty focused on Teacher Education. There are no faculty members outside of the CELPS core faculty with the administrative knowledge or practical expertise to deliver the CELPS program's coursework if these faculty members are no longer available. This is the most immediate curricular challenge that must be met in order to continue the program.

The individual faculty in the program continuously assess and revise their courses to keep them effective and current with the most recent research and developments in the field.

There are currently 26 students actively enrolled in the CELPS program; 14* are at the dissertation level, 4 are preparing to take Comps in the summer of 2105, and 8 will be returning to continue their course work in 2015. It is anticipated that a new cohort will join the program in the summer of 2015

The progress of all students in the program was assessed by the faculty; all were deemed to be performing at least above average academically and making at least satisfactory progress on their research.

*There are 15 students evaluated in the data above; one completed his dissertation in the fall of 2014 and therefore is not counted as “currently” enrolled.

Educational Psychology

Admission to the PhD program in Educational Psychology was suspended in Spring, 2010 due to faculty losses. In the context of CUA introducing an income-cost model as part of the evaluation of academic programs, the Department of Education is allocating its resources to existing graduate and undergraduate programs. As it updates its Strategic Plan, the Department will consider whether to prioritize reopening admissions to the PhD program in Educational Psychology program, which would require a defined financial model and the hiring of new faculty for reactivation.