SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

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<tr><td>Program: EDUCATION PRINCIPLES AND PRACTICES</td><td>Department: Educational Studies</td></tr>
<tr><td>Degree or Certificate Level: M.A.</td><td>College/School: School of Education</td></tr>
<tr><td>Date (Month/Year): September 28, 2022</td><td>Primary Assessment Contact: Kathryn Mitchell Pierce, Program Director</td></tr>
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In what year was the data upon which this report is based collected? **Fall 2021-Spring 2022**

In what year was the program's assessment plan most recently reviewed/updated? **New program developed & approved Fall 2019**

1. Student Learning Outcomes
Which of the program's student learning outcomes were assessed in this annual assessment cycle?

As previously noted in Program Assessment reports, this new program was launched during the peak of the COVID Pandemic. The MA is specifically designed to serve area classroom teachers, who have been profoundly impacted by the pandemic. The impact on our enrollments in this program cannot be underestimated.

Since the program's launch, admitted students have taken LOAs, withdrawn, and graduated. Reasons cited for LOAs or withdrawal include funding, personal finances impacted by the pandemic, marriage, ability to juggle coursework on top of teaching requirements.

NOTE: "S" refers to "student". The numbers (S1, S2, etc.) can be tracked across the three terms, revealing the variety in enrollment patterns.

MA in EPE Program Options	Active Summer 2021	Active Fall 2021	Active Spring 2022
Master's with Advanced Literacy Methods specialization			
Master's with Inclusive Practice specialization	S1 S2 S3	S1 S2	S2 S3 S4
Master's with Educational Equity specialization	S5	S5	
Advanced Literacy Methods post-baccalaureate certificate *(NOTE: 2 students from 2020-2021 requested LOA for 2021-2022; 1 withdrew from SLU; 1 transferred out of the SOE)*	S6 S7	S6 Graduated	
Inclusive Practices post-baccalaureate certificate			
Educational Equity post-baccalaureate certificate		S8	S8

2. Assessment Methods: Artifacts of Student Learning
Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

NOTE: There are no Madrid students enrolled in our program.

Our first student in this program completed the Advanced Literacy Methods post-baccalaureate certificate in Spring 2021. The next student is due to graduate with the Master's with Inclusive Practice specialization in December 2022. Four students were newly admitted in Summer 2022 and Fall 2022.

Program assessment has not been appropriate given the number of students currently participating in the program. Program review remains focused on recruitment and retention of students, including exit conversations (by advisors) with students who withdraw.

3. **Assessment Methods: Evaluation Process**
    What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

    The Graduate Education Studies faculty, led by the 3 primary advisors in the MA in EPP, will use semi-structured protocols for Looking at Student Work (adapted from the National School Reform Faculty) to review selected samples of student work in the various strands of this new MA in EPP.

4. **Data/Results**
    What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

    We will share the results in next year's program assessment report.

5. **Findings: Interpretations & Conclusions**
    What have you learned from these results? What does the data tell you?

    We will discuss the implications of our work in next year's program assessment report.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**
    A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

    We will be ready to respond to this question in next year's program assessment report. Note that after so much collaborative program development work over the past three years, we have a good process in place for engaging in collaborative assessment work. Both forms of work are built into monthly graduate faculty meetings that entail a mix of building new program elements and assessing how our current programs are doing.

    B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	● Course content ● Teaching techniques ● Improvements in technology ● Prerequisites	● Course sequence ● New courses ● Deletion of courses ● Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	● Student learning outcomes ● Artifacts of student learning ● Evaluation process	● Evaluation tools (e.g., rubrics) ● Data collection methods ● Frequency of data collection

    Please describe the actions you are taking as a result of these findings.

    We will be ready to respond to this question in next year's program assessment report.

    If no changes are being made, please explain why.

    N/A

7. Closing the Loop: Review of _Previous_ Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

> Our new degree design is tied in tangible ways to our previous assessment work. We designed the new M.A. degree (and related Post-Bacc Certificates) in response to flaws that were apparent in the design of our three old M.A. degrees. In contrast to those old degrees, we did the following as we designed this new one:
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> 1. We developed learning outcomes that are degree-specific and certificate-specific.
> 2. We implemented a core curriculum.
> 3. We created room for curricular choice within a thoughtful and innovative structure.
> 4. We designed a culminating assignment that is tailored to our program learning outcomes.
> 5. We designed learning opportunities that are tailored to the needs of our students.

B. How has this change/have these changes been assessed?

> We will be ready to respond to this question in next year's program assessment report.

C. What were the findings of the assessment?

> We will be ready to respond to this question in next year's program assessment report.

D. How do you plan to (continue to) use this information moving forward?

> Once we complete initial, formal assessment work, we will use our findings to do the following:
>
> 1. Strengthen connections and scaffold student learning across assignments in the 5-course sequence for each of our three certificate areas;
> 2. Develop a project framework and an assessment rubric for the culminating experience at the end of both the M.A. degree program (e.g., the capstone project) and the standalone certificate programs (e.g., the professional forum).

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.