

IUPUI Program Review and Assessment Committee
Assessment Project Proposal
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Project Directors:

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Project Title: Improving the Assessment of Student Learning in the *Masters of Education with a Focus on Technology* Program

Project Dates: October 2012-October 2013

Project Checklist

Letter of support from Dr. Pat Rogan, Executive Associate Dean
(submitted via email to tbanta@iupui.edu)

Budget (last paragraph of proposal)

IRB approval

Based on the IUPUI IRB Exempt Research Checklist, we believe this project is exempt from IRB review: does not involve human subjects; uses pre-existing, non-medical, data.

Abstract:

This proposal describes the continued development of a plan to assess student learning outcomes in the *Masters of Education with a Focus on Technology* in the School of Education. The unit developed an assessment plan in 2010 and has piloted data collection for three semesters. Initial reviews of this data indicate that the collection process has not been standardized or mandatory for instructors. The purposes of this assessment project are to review, refine, and standardize the assessment procedures in order connect them with specific learning outcomes and the Principles of Graduate Learning (PGL).

Purpose of the Project:

The *Masters of Education with a Focus on Technology* is offered entirely online, and the assessment of student learning in the program is a high priority as we navigate this new educational frontier. In 2010, the unit developed a plan to assess student learning in three required core courses (Y520, Y510, T590) at specific points during the program (entry, midpoint, end). Students take these courses in sequence in order to develop their skills and knowledge progressively: learning about research in a specific professional area, learning about practitioner research methodology, then conducting and reporting on their own inquiry project. To this end, the assessment plan involved the development of standardized end-of-course assignments in these three courses.

Course	Culminating Assignment
EDUC Y520: Strategies for Educational Inquiry	Literature Review
EDUC Y510: Action Research	Research Design
EDUC T590: Inquiry Practicum	Presentation of Inquiry Project

Over the past three semesters, instructors of each course have reported student performance data from the culminating assignments. However, each instructor developed his/her own rubric to measure student learning based on his/her own learning outcomes for the course. To date, the unit has not investigated how well these end of course assignments measure student learning or developed a common assessment rubric linked to specific outcomes in these courses or the program.

The purpose of this project is to measure the effectiveness of the current assessment strategies developed in 2010 by evaluating how well the end of course assignments measure student learning outcomes. Results will be used to refine the assessment plan, develop common assessment rubrics to be used in the three benchmark courses, and connect the student learning outcomes with the Principles of Graduate Learning (PGL).

Intended Outcomes of the Project:

The intended outcomes of this assessment project are:

- Summary of existing performance data from end of course assignments from 2010-2012
- Map of the current learning outcomes for Y520, Y510, and T590
- Comparison of current course learning outcomes to desired program competencies
- Standardized rubric to measure learning outcomes (connected with PGL) in end of course assignments
- Selected samples of student assignments to serve as exemplars of the desired learning outcomes
- All instructors of Y520, Y510 and T590 will collect and report data using the standardized rubric

Assessment Methods and Data Analysis:

The School of Education has data from 2010-2012 that will be summarized and analyzed for this project. The student performance data from the end of course assignments in Y520, Y510, and T590 will be reviewed against the current course learning outcomes and the program competencies. This process will occur in several steps:

1. Gather and organize the pilot data from 2010-2012.
2. Conduct content analysis of syllabi to determine the alignment of course outcomes with end of course assessments in order to understand current practice. We will determine if all instructors of the same course teach toward common outcomes, and examine how those outcomes align with the program competencies and PGL.
3. Present this content analysis to program faculty and request that they discuss and implement changes leading to continuity in the assignments and rubrics.
4. Develop a standardized rubric to be used for culminating assignments in Y520, Y510, and T590.
5. Program faculty will select samples of student work (end-of-course assignments) that exemplify high, medium, and low performance in relationship to the rubrics and program learning outcomes.

Methods of Evaluation and Dissemination of the Results:

A final report will be submitted to PRAC at the end of the Fall 2013 semester. Results will be presented to the Graduate Programs Committee, the Evaluation Committee, and the Inquiry faculty in the School of Education.

Details on Use of Findings for Program Improvement:

Results of this study will be used to document the degree of effectiveness of the current assessment process in Y520, Y510, T590 at measuring specific learning outcomes. This project will also result in a standardized rubric that will be used by all faculty teaching Y520, Y510, and T590 in the program. The School of Education will use these instruments to collect longitudinal assessment data about student learning in the masters program. The results of this study will also

be used to develop a process of continuous feedback among instructors who teach in the inquiry pillar in order to support continued program improvement.

Budget:

The grant monies requested will be utilized to review and refine the effectiveness of the current assessment strategies used to measure learning outcomes in the *Masters of Education with a Focus on Technology*. The amount of \$2500 is requested as a stipend for Sarah Zahl as the Project Leader to cover additional work hours required for the project and development of a final report.