

IUPUI Program Review and Assessment Committee
Final Report

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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-August 2013

Restatement of the Project Purpose and Summary:

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. 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 three semesters in 2012, instructors of each course 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. Until this project, the unit had 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 was to measure the effectiveness of the assessment strategies developed in 2010 by evaluating how well the end of course assignments measure student learning outcomes. Results led to refinement the assessment plan, the development of common assessment rubrics to be used in the three benchmark courses, and connections between the student learning outcomes and the Principles of Graduate Learning (PGL).

Summary of Accomplishments:

1. We compiled and summarized student performance data from end of course assignments from academic years 2010-2012.
2. Student learning outcomes from Y520, Y510, and T590 were linked and compared to program competencies. A curriculum map was developed to show the linkages between learning outcomes and program competencies for each course.

3. Standardized rubrics were developed for the culminating assignments in each course. Our intention is that any instructor teaching Y520, Y510, and T590 will use these rubrics for consistency. We also intend to gather samples of student assignments to serve as exemplars of the desired learning outcomes in each course.

Assessment Methods and Data Analysis:

We summarized and analyzed existing data from student assessments from 2010-2012 and compared the assessment data against course learning outcomes and program competencies.

This process involved several steps:

1. Gathered and organized pilot data from 2010-2012.
2. Conducted content analysis of syllabi to determine the alignment of course outcomes with end of course assessments in order to understand current practice. Aligned course outcomes with the program competencies and PGL.
3. Developed standardized rubrics to be used by all instructors for culminating assignments in Y520, Y510, and T590.

Findings from the Project:

After reviewing current practices of instructors in Y520, Y510, and T590, we found that each instructor was using a different rubric and guidelines for the final assignments. Though the intended outcomes were very similar, the structure of the assignments and grading was quite different. We also found significant differences in student performance in each section. It is our hope that standardizing the student assessments and rubrics will provide consistency among the course and instructors. Additionally, the School of Education will use the standardized instruments to collect longitudinal assessment data about student learning in the master's

program. The results should 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.