Graduate Program Assessment Plan

Part I. Graduate Program Learning Goals (GPLG):

Graduate Program Learning Goals are broad, general statements defining the scope and focus of learning that will take place over the program. UMD Graduate Programs should identify Graduate Program Learning Goals (GPLG) that align with each of the UMD Campus-wide Graduate Learning Goal Categories.

<table>
<thead>
<tr>
<th>UMD Graduate Learning Goal Categories</th>
<th>MEd Graduate Program Learning Goals</th>
<th>MEd Graduate Program Learning Outcomes</th>
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<tbody>
<tr>
<td>1. Knowledge and Scholarly Formation</td>
<td><strong>M.Ed. Program Goal #1:</strong> Learners will develop critical analytical skills of reading, interpreting and applying scholarship in the field of education to demonstrate foundational knowledge on the field, inclusive of divergent paradigms and (re)construct just curriculum in divergent contexts.</td>
<td><strong>M.Ed 1.A</strong> Learners will analyze divergent theories and/or paradigms that shape educational practices [EDUC 7008 Foundations of Teaching and Learning: Curriculum Theory and Design (3cr)]</td>
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<td><strong>M.Ed 1.B</strong> Learners will juxtapose liberatory and colonizing curricula [EDUC 7008 Foundations of Teaching and Learning: Curriculum Theory and Design (3cr)]</td>
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<td><strong>M.Ed 1.C</strong> Learners will identify and deconstruct persistent issues in educational practice in an educational field of specialization [EDUC</td>
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<td>2. Research and Methodological Skills Relevant to Field</td>
<td>M.Ed Program Goal #2: Learners will demonstrate competence in evaluating and conducting research and scholarship in education</td>
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<td>7008 Foundations of Teaching and Learning: Curriculum Theory and Design (3cr), EDUC 7009 Assessment of Student Learning (3 cr)</td>
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<td>M.Ed 2.A Learners will identify a researchable problem and review literature [EDUC 7004 Foundations of Educational Research (3cr)]</td>
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<td>M.Ed 2.B Learners will specify research and choose appropriate methods [EDUC 7011 Integrated Research in Practice (3cr)]</td>
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<td>M.Ed 2.C Learners will collect, analyze and appropriately interpret data or create design [EDUC 7016 Qualitative Methods for Educational Research, EDUC 7018 Statistics for Educational Research]</td>
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<td>M.Ed 2.D Learners will report and evaluate research or design [EDUC 5990 Research Project]</td>
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<td>3. Communication Skills</td>
<td>M.Ed Program Goal #3: Learners will communicate effectively with multiple constituencies</td>
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<td>M.Ed 3.A Learners will communicate scholarly information effectively with peers, experts and with those unfamiliar with the field. [EDUC 7009 Assessment of Student Learning, EDUC 5990 Research Project]</td>
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<td>M.Ed 3.B Learners will teach topics effectively through multiple modalities [EDUC 7006 Ethics and Professionalism in Education (2cr)]</td>
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<tr>
<td>4. Leadership and Collaborative Skills</td>
<td>M.Ed Program Goal #4: Learners will demonstrate skills in collaboration and in leadership</td>
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<td>M.Ed 4.A. Learners demonstrate transferable positive leadership skills in educational contexts [EDUC 7009]</td>
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<td>M.Ed 4.B Learners engage collaboratively to effectively conduct and produce research and scholarly work [EDUC 7001 Introduction to Graduate Study (3cr), EDUC 7004 Foundations of Educational Research (3cr), EDUC 7009 Assessment of Student Learning (3cr)]</td>
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</table>
### M.Ed Program Goal #5:

Learners gain understanding of how “where we’re from” and “who we think we are” shape what is focused on and what is left out of educational endeavors.

#### M.Ed 5.A

Learners will articulate what some others view as important in education [EDUC 7002 Human Diversity and Exceptionality (3cr)]

#### M.Ed 5.B

Learners will articulate race/class/gender identification implications for educational endeavors [EDUC 7002 Human Diversity and Exceptionality (3cr)]

### Part II. Graduate Program Learning Outcomes (GPLO):

<table>
<thead>
<tr>
<th>Course Numbers/Program Requirements: In addition to specific courses, this can include internships, portfolios, and other requirements not associated with a course number, such as thesis/dissertation proposals, thesis/dissertation defenses, and comprehensive and/or professional examinations.</th>
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<td>7001-Sm1</td>
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**Part III. Graduate Program Assessment Timeline/Schedule:** This table indicates when and how your Program Learner Outcomes will be assessed over a three-year cycle, during which you will assess and report all of your program’s Graduate Learner Outcomes.

<table>
<thead>
<tr>
<th>UMD Graduate Goal Category</th>
<th>Graduate Program Outcome(s)</th>
<th>Assessment Evidence (direct/indirect)</th>
<th>Assessment Method</th>
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<tr>
<td></td>
<td>WHICH outcome(s) will you examine in each period?</td>
<td>WHAT student work or other evidence will you examine in order to generate conclusions and recommendations? Please designate for each requirement</td>
<td>HOW will you look at the evidence; what means will you use to quantify the evidence? Please designate for each source of evidence.</td>
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<td>Grading rubric for the assignments 1-10: Completed, Not Completed, On Time But Not Completed</td>
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<td>Grading rubric for the quizzes 1-3: Of 15 full-point, 12 (80% correct) is the passing score.</td>
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<td>Grading rubric for the Thesis Draft chapters 1-2: Baseline (=not meeting the standard): Paper includes limited or confusing information, based on the guidelines in the thesis template. Standard: Paper includes ample and consistent information, based on the guidelines in the thesis template</td>
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</table>

**2016-17 UMD Goal Category 2**

2.A MEd students in their second semester will complete the assignments 1-10 to identify research problem and review literature (including CITI completion record as the assignment 10), three quizzes, and a paper (Thesis draft chapters 1 and 2) for EDUC 7004

Assignments 1-10: Title/Topic/Task
1. Your research saga
2. Research idea
3. Systemic literature review methods and Zotero
4. Critical article summary 1- Quantitative research studies
5. Critical article summary 2- Qualitative research studies
6. Organize literature – Literature table and map
7. Literature logic, rationale of the study and research questions
8. Topic outline
9. Peer feedback
10. CITI training completion

Quizzes 1-3: Title/Topic/Task
1. Research ideas and problem
2. Literature search
3. Research purpose and question

Thesis draft chapters 1-2: Title/Topic/Task
1. Introduction – Purpose of the study, Background and Significance of the study (including research problem and questions), Definitions, 2. Literature review – Two themes with 20 references at the minimum
MEd students in their third semester will complete the assignments 1-10 to specify research question and choose appropriate methods (including IRB application forms completed as the assignment 10), three quizzes, and a final paper (Thesis draft chapters 1, 2, and 3) for EDUC 7011 (Fall 2016).

Assignments 1-10: Title/Topic/Task

1. Introduce yourself: Challenges anticipated in this course
2. Feasibility and significance of research study
3. IRB form draft
4. Experimental design exercise
5. Survey research exercise
6. Creating a survey at Qualtrics
7. Individual interview exercise
8. Focus group interview exercise
9. Peer feedback for thesis draft chapters 1-2
10. IRB form completed

Quizzes 1-3: Title/Topic/Task

1. APA manuscript elements
2. Quantitative data
3. Qualitative data

Thesis draft chapters 1-3: Title/Topic/Task

1. Introduction – Purpose of the study, Background and Significance of the study (including research problem and questions), Definitions,
2. Literature review – Three themes with 20 references at the minimum
3. Method – Design, participants, measures
| 2.C | M.Ed. students in their fourth (last) semester will complete the assignments 1-4 to collect, analyze and interpret the data and a final paper (Thesis draft chapters 1, 2, 3, and 4) for EDUC 7016/7018 (Spring 2017).

Assignments 1-4: Title/Topic/Task

1. Refine research questions
2. Data collection
3. Data analysis
4. Report results

Thesis draft chapters 1-4: Title/Topic/Task

1. Introduction – Purpose of the study, Background and Significance of the study (including research problem and questions), Definitions,
2. Literature review – Three themes with 20 references at the minimum
3. Method – Design, participants, measures, data gathering and analysis
4. Results and Discussion – Results, discussion, summary

Grading rubric for the assignments 1-4: Completed, Not Completed, On Time But Not Completed

| 2.D | M.Ed. students in their fourth (last) semester will complete the thesis to report and evaluate research (Thesis chapters 1-5) for EDUC 5990 (Spring 2017). The thesis paper was evaluated on a 20-point grading rubric with 5 criteria. Of the 20 full-score, 15 point (75%, and 3 point for each of 5 criteria/chapter) was defined as the satisfactory completion of the work.

Grading rubric for the thesis draft chapters 1-4:

Baseline (=not meeting the standard): Paper includes limited or confusing information, based on the guidelines in the thesis template

Standard: Paper includes ample and consistent information, based on the guidelines in the thesis template

Using the grading rubric the instructor of EDUC 5990 (thesis adviser), committee (=reader), and DGS will evaluate the thesis by using the rubric.
1. Education Theories Chart: The chart is a device to summarize and juxtapose the different bodies of theories we study and synthesize their overarching application and influence as situated in educational contexts.
   - Format: Individual work
   - Evaluation: 15% of the final grade

2. Online Discussion of Texts: Individual Work. Reading/viewing and discussion are assigned weekly. An expectation is that group members take turns leading the weekly online discussions. All group members are also expected to engage in the discussion of each week. Each group will determine your own schedule for who will lead each week.
   - Format: Individual work
   - Evaluation: 30% of the final grade

3. Group Theory Project and Video Presentation. The Group Theory Project involves pairs or trios collaborating to investigate and prepare a video presentation in which you explicate the tenets and application of an education theory.
   - Format: Group project
   - Evaluation: 20% of the final grade

4. Scholarly Paper: Individual Work. The purpose of the scholarly paper is to apply a curriculum theory lens to a topic that furthers your understanding of teaching, learning, and education. The scholarly paper will require reviewing appropriate literature, synthesizing your review and crafting a formal paper, following APA format.
   - Format: Individual work
   - Evaluation: 35% of the final grade

EDUC 7008
Each of 4 assignments is evaluated by using the following A – D grades to quantify the evidence (work):

- A 10
- A- 9.5
- B+ 9
- B 8.5
- B- 8
- C+ 7.5
- C 7
- C- 6.5
- D 6

Then, the final grade (100) =

Score of A#1 x 1.5 + Score of A#2 x 3.0 + Score of A#3 x 2.0 + Score of A#4 x 3.5
1.B

**EDUC 7008 Foundations of Teaching and Learning: Curriculum Theory and Design (3cr)**

*Fall 2017 Student Work 1-2*

1. **Education Theories Chart: Individual Work.** The chart is a device to summarize and juxtapose the different bodies of theories we study and synthesize their overarching application and influence as situated in educational contexts.
   - **Format:** Individual Work
   - **Evaluation:** 15% of the final grade

2. **Online Discussion of Texts: Individual Work.** Reading/viewing and discussion are assigned weekly. An expectation is that group members take turns leading the weekly online discussions. All group members are also expected to engage in the discussion of each week. Each group will determine your own schedule for who will lead each week.
   - **Format:** Individual Work
   - **Evaluation:** 30% of the final grade

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1.C

**EDUC 7008 Foundations of Teaching and Learning: Curriculum Theory and Design (3cr)**

*Fall 2017 Student Work 1-2*

1. **Group Theory Project and Video Presentation.** The Group Theory Project involves pairs or trios collaborating to investigate and prepare a video presentation in which you explicate the tenets and application of an education theory.
   - **Format:** Group Work
   - **Evaluation:** 20% of the final grade

2. **Scholarly Paper: Individual Work.** The purpose of the scholarly paper is to apply a curriculum theory lens to a topic that furthers your understanding of teaching, learning, and education. The scholarly paper will require reviewing appropriate literature, synthesizing your review and crafting a formal paper, following APA format.

Measurement of the Assignments 1-4:
   - **Format:** Individual Work
   - **Evaluation:** 35% of the final grade
| 3.A | **EDUC 5990 Research Project**  
**Spring 2018 Student Work 1** | **EDUC 7009**  
**Assessment of Student Learning (3 cr)**  
**Fall 2017 Student Work 1** |
|---|---|---|
| 1. Write a 5-chapter thesis paper  
- Format: Paired Presentations  
- Evaluation: Rubric on a 1-4 rating scale for each of 5 criteria (chapter) = 5-20 points | 1. Teach others in the Course: Reliability, Validity and Absence of Bias relative to a Measure  
- Format: Paired Presentations  
- Evaluation: Evaluated on a 1-4 rating scale |

**EDUC 7009 Assessment of Student Learning (3cr)**  
**Fall 2017 Student Work 1**  
1. Research assignment and discussion regarding mandated testing and accountability: Students will research and evaluate efficacy of use of multiple forms of assigned large scale tests and present findings and compare and contrast within categories of use  
- Format: Individual Work  
- Evaluation: Rubric on a 1-4 point scale |

| 3.B | **[EDUC 7006 Ethics and Professionalism in Education (2cr)]**  
**Spring 2018 Student Work**  
**Assignments 1-3: Title/Topic/Task** | **Assignments 1-3**  
Grading rubric for the assignments: Completed, Not Completed. |
|---|---|---|
| 1. A mid-term paper: Normative ethics  
2. A final paper: Applied ethics  
3. Capstone project (thesis research project): Review critically the ethical aspect of the capstone research project |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Grading Rubric</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7009</td>
<td>Assessment of Student Learning (3cr)</td>
<td>Fall 2017 Student Work 1</td>
<td>Graded using a 1-5 scale rubric</td>
<td>1. Letter to Legislator assignment - students compose a letter to one of their federal legislators identifying possible affirmations and/or revisions to current legislation that includes mandated assessment</td>
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<tr>
<td>EDUC 7001</td>
<td>Introduction to Graduate Study (3cr)</td>
<td>Fall 2017 Student Work 1-2</td>
<td>Graded using a 1-5 scale rubric</td>
<td>1. Discussion - Students participated weekly in discussions of educational history and philosophy. 2. Final Paper - They delineated their own working philosophies of education in a final research based paper.</td>
</tr>
<tr>
<td>EDUC 7009</td>
<td>Assessment of Student Learning (3cr)</td>
<td>Fall 2017 Student Work 1</td>
<td>Graded using a 1-5 scale rubric</td>
<td>Final project - Students peer review one another’s work as they complete comprehensive unit designs based on thorough review of their topic, clearly defined metrics and aligned, relevant and context-specific outcomes.</td>
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</tbody>
</table>
### 5.A

**EDUC 7002 Human Diversity and Exceptionality (3cr)**  
**Spring 2018 Student Work 1**

1. **Discussion:** Students participated weekly online discussions related to race, ethnic, cultural and socioeconomic background, gender, sexual orientation, and religion - intended to demonstrate the idea that there is more than one worldview. People have differing experiences which lead them to view events and circumstances differently. It is important, both from a personal as well as professional point of view, that we learn not only to appreciate the diversity of cultures and world-views, but also the potential pitfalls of failing to understand others' perspectives.

### 5.B

**EDUC 7002 Human Diversity and Exceptionality (3cr)**  
**Spring 2018 Student Work 1-3**

1. **Discussion:** Students participated weekly online discussions related to race, ethnic, cultural and socioeconomic background, gender, sexual orientation, and religion. They examined the systemic effects difference world views have in our lives, institutions and society and discussed implications for education.

2. **Assignments (examples):**
   Example 2-1: Immigration Assignment: Research (using the internet, primary/first hand sources, newspapers etc.) at least two topics related to immigration from the list provided and do the following:
   i. Briefly share some of the pros and cons of immigration (10 points).
   ii. Take a stand on immigration reform. Justify your answer and argue your case with examples, facts, and statistics from your research (10 points).
   iii. Formulate a brief immigration plan/draft an immigration bill OR write a letter to the editor describing your views and ideas about immigration reform (I encourage you to email state lawmakers and/or send your letter to your local newspaper) (10 points).

   Example 2-2: Sustainable Development and Global Outreach:
   i. Sustainable Development: At the United Nations (UN) Sustainable Development Summit on 25 September 2015, world leaders adopted the 17 Sustainable Development Goals (SDGs or Global Goals) to end poverty, fight
inequality and injustice, tackle climate change etc. by 2030. Review the 17 Sustainable Development Goals below and pick 1 goal to research and write about (10 points).

ii. Global Outreach: Pick one program from the examples provided and do the following. Research your program goals, mission, impact, funding etc. Share a story/project/initiative related to your program briefly. Share your reflections about the program in general (10 points):
- Bill & Melinda Gates Foundation
- UNICEF
- United Nations Development Program
- Clinton Global Initiative
- Global Citizen

3. Quizzes on text:
Example- “Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race” *(Twentieth Anniversary Edition)* - by Beverly Daniel Tatum