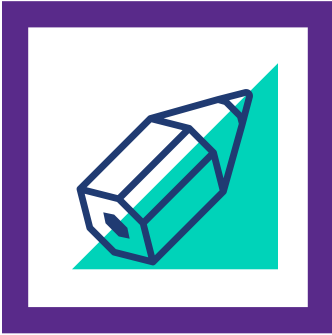# College of Education

Actions Taken to Improve Student Learning Based on Analysis of Results

Undergraduate

*Programs included:
- Elementary Education (BS)

Graduate

*Programs included:
- Adult Education (MAEd)
- Computer-based Instruction (Certificate)
- Educational Leadership (EdD)
- School Administration (MSA)
- Special Endorsement in Computer Education (Certificate)
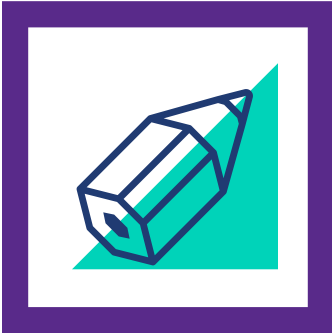
Undergraduate Examples

- Curriculum was revised to include an assessment course to improve student performance
- Faculty incorporated an embedded signature assessment on feedback

Graduate Examples

- Faulty used assessment data and national standards to begin drafting new coursework

- Faculty made the connections to the final paper more clear and incorporated digital projects throughout the program Faculty discussed course assignments in course and faculty meetings

- Faculty were reminded of scoring protocols to ensure fairness and understanding

- The graduate program advisor made contact regularly with students to encourage them to take the COE Exit Survey

- Presentations and activities were assigned to be used as building blocks for final assignment completion and for students to receive more frequent feedback

- Students named and framed their problem of context to increase understanding of the problem from multiple perspectives

Institutional Planning, Assessment & Research / Institutional Assessment

College of Education
Graduate Examples

Actions Taken to Improve Student Learning Based on Analysis of Results

Graduate Examples

- Students identified the initial causes of problems by conducting a review and presentation of relevant literature

- Faculty reviewed dissertations to provide feedback and promote students to think more deeply about the context of their research

- Writing retreats were offered to help students strengthen their dissertation writing

- Faculty added directions of what should be included and provided examples of completed assignments to help students better understand what should be included in their project

- Technology tools were made available to aid students with ample and affordable options to help complete their projects

- Faculty implemented a new means of assessment in order to gather new data on one student learning outcome

- Resources and guidance was given to students on how to connect with foreign contacts using various sources and on how to interview those foreign educators to gain insight about educational similarities and differences

Graduate

*Programs included:
- Adult Education (MAEd)
- Computer-based Instruction (Certificate)
- Educational Leadership (EdD)
- School Administration (MSA)
- Special Endorsement in Computer Education (Certificate)

Program name	Elementary Education (BS)
Delivery mode	Face to Face and Online
Outcome being summarized	Impact on Student Learning - Elementary Education BS candidates will be able to evaluate the progress of student learning through appropriate assessment.
Program level example	The BS in Elementary Education prepares and develops individuals who are committed to working with children in an elementary school setting. The degree allows a candidate to be licensed to teach in the elementary grades (K-6) in North Carolina public schools. To monitor program quality and inform curricular/pedagogical changes, faculty collect and analyze data from assessments in Content Knowledge, Impact on Student Learning, Evidence of Planning, Global Perspective, and Leadership Development. To determine candidates' ability to evaluate and provide feedback on P-12 student learning, scores on Rubric 11 (Analysis of Student Learning), 12 (Providing Feedback to Guide Further Learning) and 13 (Student Use of Feedback) of edTPA – Elementary Literacy are examined. (edTPA is a nationally-available, valid performance assessment of teacher candidate readiness to teach.) The criterion for success was set at 80% of candidates scoring 3 or higher on each of the three rubrics. During 2015-16, the criterion was not met. For Rubric 11, 83% of the candidates scored 3 or above. For Rubric 12, 83% of the candidates scored 3 or above. For Rubric 13, 70% of the candidates scored 3 or above. **To improve candidate performance in Impact on Student Learning, faculty engaged in revision of curriculum, including the additions of an assessment course for Senior 1 teacher candidates (ELEM 4400). In the Junior 2 methods course (ELEM 3600), faculty incorporated an embedded signature assessment on feedback.** In 2017-18, 91% of candidates scored 3 or higher on Rubric 11. For Rubric 12, 89% of candidates scored 3 or higher. For Rubric 13, 69% of candidates scored 3 or higher. Performance improved on Rubrics 11 and 12. There was a negligible decrease on the score for Rubric 13, therefore the criterion was not met. Faculty believe that the actions taken in 2017-18 had a positive overall impact on candidate performance; however, candidates still need work on identifying student use of feedback. Faculty will continue to refine the assessment course to focus on

	student use of feedback. The Junior 2 candidates that completed the embedded signature assessment in 2017-18 will take their edTPA in 2018-19. Improvement in Rubric 13 is expected.

Program name	Adult Education (MAEd)
Delivery mode	Face to face and Online
Outcome being summarized	Content Knowledge – Adult Education (MAED) candidates graduating from the program will demonstrate their knowledge of the principles and practice of Adult/Continuing Education.
Program level example	The mission of the adult education program is to develop professional adult educators who are reflective practitioners. The program assesses outcomes around content knowledge, evidence of planning, reflective practitioner, global perspective, leadership development, and pedagogical/andragogical knowledge. In order to demonstrate their knowledge of the principles and practice of Adult/Continuing Education and articulate their plan for continuing professional development, candidates submit a culminating portfolio that corresponds to core competencies in the field. The criterion for success is that 90% of students will score "meet standards or higher" on a rubric completed by a selected committee. In 2015-2016, 100% of the students (25 passed out of 25; N=9 Fall 2015; N=16 Spring 2016) scored "satisfies standard" or "exceeds standard" on all essays of the cumulative portfolio. Since the program rotates years of reporting on outcomes in its five-year cycle, 2016-2017 results for the content knowledge were collected but not reported. **As a result of the 2015-2016 actions planned, the Adult Education faculty updated ADED core course materials with current research studies, theory-based articles, and practical guides covering the multiple facets of Adult and Continuing Education in coursework.** In 2017-2018, 100% of the students (N= 56 2016-2017; 2017-2018) scored "satisfies standard" or "exceeds standard" on all essays of the cumulative portfolio. The Adult Education faculty reviewed the 2015-2016 portfolio results and agreed that the curricular changes were effective in improving student learning of the knowledge of the core areas of Adult/Continuing Education and their proposed professional development opportunities.

Program name	Computer-based Instruction (Graduate Certificate)
Delivery mode	Face to Face and Online
Outcome being summarized	Global Perspective – Candidates will demonstrate the knowledge and skills necessary to develop a print-based visual design that incorporates universal design principles, which are inclusive of and effective for diverse learners.
Program level example	The certificate in Computer-based Instruction is designed to teach basic instructional, visual, and interface design principles. Certificate candidates apply these principles using various software tools, including computer-based, online, and virtual reality tools. The focus is on developing instructional software and related computer-based instruction applications within corporate training, higher education, military training, and K-12 settings. For program improvement, faculty track and analyze results from assessments that address outcomes in Global Perspective, Evidence of Planning, and Reflective Practitioner. For the Global Perspective outcome, there are two means of assessment. MOA1 is the scoring of a print-based visual design project using a five-point rubric. The scoring is done by a panel of faculty. The criterion for success is set at 90% of candidates scoring 4 or above. Only 83% of candidates scored 4 or above on MOA1 during 2016-17; therefore, the criterion was not met. **Informed by the 2016-17 results, students were provided presentations and activities that served as scaffolds to successful completion of the assignment. These activities included stand-alone presentation on the principles of effective visual design (contrast, repetition, alignment, and proximity) and a guided discussion in which students shared their drafts of a print based visual design and received critical feedback from classmates and the instructor.** In 2017-18, candidate performance improved. 88% of candidates scored 4 or above. Even though the criterion was still not met, faculty posited that the pedagogical action taken did result in improvement. Faculty plan to create new presentations on print-based media design to improve candidate learning in this area. A second MOA was added to this outcome for 2017-18. The criterion for success was set at 85% of candidates scoring 4 or above (on a five-point scale rubric) on the Evaluation and Critique of Educational Media assignment. 90% of candidates

	scored 4 or above on the assessment. Although the criterion for MOA2 was met, the overall criterion for the outcome was not met because the criterion for MOA1 was not met.

Program name	Educational Leadership (EdD)
Delivery mode	Face to Face and Online
Outcome being summarized	**Scholarly Practitioners** - EDD graduates will become scholarly practitioners who think creatively and critically, frame problems of practice with an understanding of the complexities of diverse learners and environments.
Program level example	The Doctor of Education in Educational Leadership degree is designed to prepare experienced educational leaders for senior level positions in the K-20 environment. The advanced level of preparation fosters the development of knowledge, skills and abilities for individuals to resolve complex educational issues and problems. To monitor program quality, faculty collect and analyze data from assessments in Scholarly Practitioners, Diverse Clinical/Field Experiences, Servant Leaders, Global Leaders, Professional Practitioners, and Civic Leaders. Faculty assess dissertation proposals utilizing the Dissertation in Practice Formative Assessment Rubric (DiPFAR) to determine whether EdD students frame problems of practice with an understanding of the complexities of diverse learners and environments and have a plan to apply research and professional knowledge to improve education. The DiPFAR rubric used a 4-point scale where 1=unacceptable, 2=developing, 3=proficient, 4=exemplary. The rubric elements are: naming and framing a problem of practice; describing a contextual understanding of the problem; demonstrating the root cause of the problems having included understanding diverse learners and environments; presenting a scholarly understanding of the problem based in relevant literature; using formative evaluations and/or engaging in current scholarly methods and tools to investigate problems of practice. The criterion for success is that on the dissertation proposal, 90% of EDD students score at 3 (proficient) or 4 (exemplary) on the DiPFAR. In 2016-2017, 100% of EDD Candidates (n=12) scored a 3 (proficient)or above on the DiPFAR at dissertation proposal. In analyzing the results faculty reviewed dissertation proposals and concluded that candidates were doing a good job of framing a problem at the school and district level; however, candidates could improve their scholarly knowledge by deepening their understanding the relevant literature that demonstrates their ability to consume and utilize scholarly knowledge. They noted that students needed opportunities early in the program to analyze literature reviews and that scaffolding strategies to help

	students grow in their literature review writing skills also would benefit student learning.
	During 2017-18 faculty and candidates worked on naming and framing their problem of practice by presenting a contextual understanding of the problem from a local and state perspective. Candidates also worked on identifying root causes of the problems by presenting a relevant review of literature. Faculty read completed dissertations and provided feedback about the complexities of EdD candidates' problems of practice and prompted students to consider in depth the specific contexts of their studies. Faculty piloted the literature map (Creswell, 2014) to help students frame their problems of practice in the context of the literature. Faculty offered writing retreats to help students strengthen their dissertation writing.
	That year, 100% of EDD Candidates (n=34) scored a 3 (proficient) or above on the DiPFAR at dissertation proposal. To maintain meeting the criterion for success, the actions implemented in 2017-18 will be continued into the upcoming academic year. From a thorough analysis, faculty determined that there was a need to work on consistency and calibration across concentrations for program development.

Program name	School Administration (MSA)
Delivery mode	Face to Face, Online, and Off-Campus Instructional Site
Outcome being summarized	Content Knowledge – MSA candidates will demonstrate the core body of knowledge associated with the North Carolina State Standards for School Executives and the Education Leadership Constituent Council (ELCC) through service leadership projects that impact school improvement.
Program level example	The Master of School Administration (MSA) degree is designed to prepare individuals to become school leaders. Program studies are aligned with the North Carolina School Executive (NCSE) standards and include strategic planning, problem solving, instructional leadership, managerial leadership, political analysis, organizational theory and development, and leadership skill application. To provide data for program improvement, MSA candidates are assessed in Content Knowledge, Professional Dispositions, Evidence of Planning, Diversity, Leadership Development, and Diverse Clinical/Field Experiences. The means of assessment for the Content Knowledge outcome is the planning and design of a service learning project and accompanying digital story. The project is assessed with a rubric based on the North Carolina State Standards for School Executives. The expectation (CFS) is that 100% of candidates will score proficient or above on the project. The criterion for success was not met in 2016-17. 97.6% of candidates score proficient or above. Faculty recognized that candidates were not proficient with the use of technologies required for a quality presentation. **In 2017-18, faculty added directions about the content to be included in the digital story project. Faculty also provided examples of completed digital stories. Additional technology tools were made available to candidates to provide ample and affordable sources with which to develop digital stories.** In the 2017-18 academic year 100% of candidates scored proficient or above on the project. Faculty recognized that the changes to the directions related to the digital story component of the project clarified the way to use the language of leadership when telling stories. Faculty intend to continue requiring the digital story assessment and will select some positive exemplars to share with candidates.

Program name	Special Endorsement in Computer Education (Graduate Certificate)
Delivery mode	Face to Face and Online
Outcome being summarized	Global Pedagogical Knowledge – SECE candidates will demonstrate knowledge of cultural differences evident in educational practices used in a foreign country.
Program level example	The Special Endorsement in Computer Education certificate program provides licensed teachers the opportunity to fulfill requirements for the 18079 endorsement, which enables teachers to seek employment as a Technology Facilitator in North Carolina schools. While enrolled in this certificate program, students develop Information and Communication Technology (ICT) knowledge and skills to serve as instructional technology leaders working with their own students and colleagues to enhance learning in North Carolina K-12 educational environments. For program improvement, faculty track and analyze results from assessments that address outcomes in demonstration of leadership in instructional technology, evidence of planning, focus on programmatic or administrative activities, focus on student recruitment, and global pedagogical knowledge. In order to demonstrate SECE candidates' knowledge of cultural differences evident in educational practices used in a foreign country, the EDTC 6035 course instructor uses a rubric with a 20-point scale to rate the quality of the report of the foreign teach interview submitted by candidates in EDTC 6035. The criterion for success is that at least 90% of the candidates in EDTC 6035 will attain a score of at least 16 out of 20 to demonstrate mastery of global pedagogical knowledge. In AY 2016-2017, the course instructor used the attached rubric to determine that 70% (n=23) of the candidates in EDTC 6035 earned at least 16 points on the candidate report on the interview. Based on the 2016-2017 results, the criterion for success was not met. **Informed by the 2016-17 results, faculty determined that to improve instruction in global pedagogical knowledge, new data was needed. Faculty initiated a new means of assessment for the global pedagogical knowledge student learning outcome. Faculty provided candidates with guidance on how to connect with educators in foreign countries utilizing various forms of social media. Faculty provided guidance, support and direction in developing a list of interview questions that would enable**

	each candidate to compare educational cultural values, beliefs and sensibilities. In 2017-18, 100% of the candidates in EDTC 6035 (n=19) scored 90% or more on the scoring rubric for the Educator Interview. Faculty determined the added support provided in utilizing social media tools to connect with educators in foreign countries was successful improving candidate success and learning. Upon further analysis of data, faculty determined that utilizing additional forms of communication for connecting with educators in foreign countries would provide candidates with stronger understanding of digital communication and literacy and professional learning communities utilizing new social media tools and resources.