

Date Received 6/7/05

**Annual Assessment Report Form**  
**DUE JUNE 1, 2005**

**Directions:** Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Denise Webster at x7714. Send the report form via e-mail to [devin1lk@cmich.edu](mailto:devin1lk@cmich.edu).

1. Program Information:

Program	Master of Arts Degree in Education
Department	Interdisciplinary
College	CEHS
Academic Year	2004-2005
Report Submitted by	Jennifer P.Cochran, Ph.D.
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Date Submitted	June 7, 2005

2. According to the Assessment Plan for this program, what were the planned assessment activities to be conducted during the 2004-2005 Academic Year? You may want to copy and paste from this program's assessment plan (Section 3: Evidence and Artifacts).

Outcomes assessed for this academic year	Way this assessment was carried out	Expected measures from these assessment instruments
Supporting measure— Alumni Surveys (outcomes 1-7 of core and all concentration outcomes.)	Surveys were sent out to 1471 alumni	Survey data indicating student satisfaction with the program and to what extent they felt they had achieved the learning outcomes of the program
Supporting measure— End of Course Survey (outcomes 1-7 and concentration outcomes as appropriate to course)	EOCs are conducted at the end of every course	Data re student satisfaction with the course and the instructor
Direct measure— Capstone Rubric	Rubric is currently being piloted on a	Data from the rubric will be compared with data from the current evaluation

(outcome 3)	limited basis, to evaluate the capstone projects of two cohorts in Atlanta; These projects will also be evaluated by the current means for comparative data.	instrument to determine to what degree the students have achieved the outcomes as set forth for the capstone project. These preliminary data will help to inform any further changes needed for the rubric and the capstone course.

3. Results, conclusions, and discoveries. What are the results of the planned activities listed above? What conclusions or discoveries were made from these results. Describe below or attach to the form.

Results, conclusions, and discoveries
<p>Alumni surveys: Based on a 26% return of surveys, the data indicate that students have a high degree of satisfaction with the program as it relates to their professional needs. For each learning outcome, the percentage of students reporting great or moderate improvement ranged from a low of 86.7% to a high of 100%.</p> <p>End of Course surveys: These are used on a continuing basis to note strengths and weaknesses of individual faculty and courses.</p> <p>Capstone Rubric: I anticipate having preliminary results from the pilot study by mid-July and will amend this report to include that information once it has been reported and analyzed.</p>

4. Use of Results. Did the results lead to program changes? If so, describe the changes made. If not, describe why changes were not needed.

There are not enough data at this time from which to draw any definitive conclusions as to needed changes in the program. The data from the alumni survey will be examined along with the data from the capstone rubric in an initial attempt to identify areas of the program that can be strengthened. As other evaluative instruments are implemented, the data collected will be combined with the above so that I may see a more holistic picture of students' learning and where the program needs to be strengthened.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

The Office of Research and Assessment for Off-Campus Programs collects and maintains the database of information that is gathered from the Alumni Surveys. As data from the capstone rubric and other instruments are collected, a database will be developed so that that information is available. The information will be posted on the ProfEd Web site, and will also be shared with the MA in Education Council, with faculty, and with the administration of ProfEd and of CEHS.