

# CMU Assessment Plan Template

Program M.A. Education: Guidance & Development  
Assessment Coordinator Dr. Jennifer Cochran  
Department(s) or Interdisciplinary Council Responsible for the Program Master of Arts Degree in Education Council  
Five-Year Implementation Dates (2004-2005 to 2008-2009) \_\_\_\_\_

**1. Student Learning Outcomes for the program.** List the Student Learning Outcomes in each of the domains that apply to the program.

*This program is designed to provide knowledge and skills for individuals to function effectively in schools, businesses or in the nonprofit sector with special emphasis on managing relationships, making appropriate referrals and recognizing special needs of students, clients or co-workers.*

*This non-certification program is designed to improve practitioners' skills in communicating with their students, colleagues, clients, and supervisors. It is designed for educators or practitioners who do not desire to be fully certified counselors but are seeking counseling skills to enhance their teaching competencies.*

**Graduates of this program will be able to:**

- 1. Critically evaluate current issues and trends influencing the field of education.**
- 2. Identify relevant research, read it critically, and evaluate it appropriately.**
- 3. Conduct applied research: Formulate a researchable question or identify an organizational problem, design and conduct a study using appropriate methodologies, analyze data and draw reasonable conclusions, offer sound recommendations based on those conclusions.**
- 4. Design appropriate and effective curricula and instructional strategies that are informed by current theories of learning and pedagogy, including meeting the needs of diverse learners.**
- 5. Select and effectively utilize technologies for professional development and for enhancing student learning.**
- 6. Write and speak clearly and coherently using correct grammar and sentence structure; communicate ideas and articulate arguments/positions in ways appropriate to reach the intended audience.**
- 7. Establish effective professional relationships with a wide range of individuals in their workplace and/or associated with their work.**
- 8. Critically evaluate theories and theoretical approaches to working with people in various settings.**
- 9. Identify and accurately apply strategies, techniques, and tools for working with individuals and groups that are appropriate to their workplace.**
- 10. Demonstrate a commitment to self-exploration and self-understanding as a means to being a better human being and functioning professional.**

**2. Curriculum Alignment of Student Learning Outcomes.** Where is the information introduced, emphasized, and/or reinforced in the courses required in the program? Use the format below to list the program Outcomes and the Required Courses. Fill in each cell with either an 'I' where the outcome is *introduced*, an 'E' where the outcome is *emphasized*, and/or an 'R' where the information is *reinforced*.

Program Student Learning Outcomes	CORE COURSES					CONCENTRATION COURSES						
	CED 655	EDU 590	EDU 614	EDU 660	EDU 705	EDU 776	CED 504	CED 517	CED 580	CED 610	CED 640	CED 651
1		I	E	R	E,R	R			I,E	I,E		I,E
2		I	E	I,E, R	I,E	E, R			E			
3				I,E		E,R						
4		I,E			E, R	R						
5		I,E,R		R	I	R						
6	I,E		I, E	E,R	I, E	R	I,E	E,R	I,E	I,E	I,	E,R
7	I,E,R				I		I	I	I,E	I,E		E
8			I				I,E	I,E	I,E	E,R	E	E,R
9								R		I		E,R
10	I,E							E,R			E	E,R

I = Introduced E = Emphasized R = Reinforced

**3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan.** What instruments will be used in each of the five years? When and where will they be administered in each of the five years? Which Student Learning Outcomes will be assessed during each of the 5 years? How will results be reported (e.g. percentages, ranks, state or national comparisons) for each of the 5 years?

<b>Outcomes to be Assessed each Year</b>	<b>Instruments to be used each Year</b>	<b>Expected Measures from Instruments</b>	<b>Academic Year</b>
	<b>Direct Measures:</b>		
<b>1, 2, 6, 8</b>	Core individual written assignment/research paper evaluated with scoring rubric	Points per outcomes, scored by rubric	Annually
<b>3</b>	Capstone project evaluated with scoring rubric		Last course each cohort
<b>4, 5</b>	Curriculum unit plan with individual lesson plans (including technology component) scored by rubric		Annually
<b>6</b>	Core assignment/presentation (group), scored by rubric		Annually
<b>7, 9, 10</b>	Portfolio scored by rubric		Annually
	<b>Supporting Measures</b>		
<b>1 – 10</b>	End of Course Surveys	Survey results	As course is completed
<b>1 – 10</b>	Alumni Survey	Survey Data Analysis	2004 – 2005, 2006 – 2007 2008 – 2009
<b>1 – 10</b>	Current Student Survey	Survey Data Analysis	2005 – 2006, 2007 – 2008, 2009 – 2010
<b>1 – 10</b>	Exit Interview	Interview Data Analysis	As cohorts complete 2-year program

**4. Dissemination of Information over the 5 year period of this Plan.** When, where, and how will results be disseminated to stakeholders in each of the 5 years?

<b>Expected Measures from the Instruments</b>	<b>Affected Stakeholders</b>	<b>Dates and Locations for Dissemination of results</b>
<ul style="list-style-type: none"> <li>• Core written assignment/research paper: Points per outcomes, scored by rubric</li> <li>• Core group assignment: Points per outcomes, scored by rubric</li> <li>• Curriculum Unit Plan with individual lesson plans: Points per outcomes, scored by rubric</li> <li>• Research paper: Points per outcomes, scored by rubric</li> <li>• Capstone project: Points per outcomes, scored by rubric</li> <li>• Portfolio: Points per outcomes, scored by rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Instructors</li> <li>• ProfEd/CMU</li> <li>• Academic Departments</li> <li>• Program Director</li> <li>• Master of Arts in Education Council</li> </ul>	<ul style="list-style-type: none"> <li>• Annually or biannually; Program website (to be developed and added to CMU site)</li> <li>• Annually or biannually; Faculty Resource Center on the ProfEd website</li> <li>• Annual assessment report to the CMU Assessment Council</li> <li>• Annually or biannually; MA in Education Council</li> <li>• Annually or biannually; On Target (ProfEd Faculty publication)</li> <li>• Annually or biannually; The Voice (ProfEd Student publication)</li> </ul>
<b>Supporting Measures</b>		
<ul style="list-style-type: none"> <li>• End of Course Surveys: Data</li> <li>• Exit interview data</li> <li>• Alumni Survey data</li> <li>• Current Student Survey data</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Instructors</li> <li>• ProfEd/CMU</li> <li>• Academic Departments</li> <li>• Program Director</li> <li>• Master of Arts in Education Council</li> </ul>	<ul style="list-style-type: none"> <li>• Annually or biannually; Program website (to be developed and added to CMU site)</li> <li>• Annually or biannually; Faculty Resource Center on the ProfEd website</li> <li>• Annual assessment report to the CMU Assessment Council</li> <li>• Annually or biannually; MA in Education Council</li> <li>• Annually or biannually; On Target (ProfEd Faculty publication)</li> <li>• Annually or biannually; The Voice (ProfEd Student publication)</li> </ul>

Date sent to the Assessment Council \_\_\_\_\_

Date reviewed by the Assessment Council \_\_\_\_\_

Approval Date \_\_\_\_\_