

Southern Utah University – Graduate Studies in Education Assessment Report 2005-2006

<i>Expanded Statement of Institutional Purpose</i>	<i>Program Intended Educational Outcomes</i>	<i>Means of Program Assessment and Criteria for Success</i>	<i>Summary of Data Collected</i>	<i>Use of Results</i>
	Program Goals			
<p>Southern Utah University Graduate Studies in Education Program Master's of Education</p> <p>Program Assessment 2005-2006</p> <p>Graduate Studies in Education Mission:</p> <p><i>The mission of Graduate Studies in Education Program is to develop dynamic professional educators and educational administrators and leaders who constantly search for truth, excellence and knowledge through effective practice, collaboration and scholarship.</i></p>	<p><i>The Graduate Studies in Education Program in the College of Education at Southern Utah University has the following 4 goals:</i></p> <p><i>1. To provide a rigorous, cutting edge graduate course of study that leads to a Master's of Education degree.</i></p> <p><i>7 Areas of Emphasis –</i></p> <ul style="list-style-type: none"> • <i>Educational Leadership -33 hrs.</i> • <i>Reading - 20-29 hrs.</i> • <i>Technology - 18 hrs.</i> • <i>Gifted/Talented - 15 hrs.</i> • <i>ESL - 16 hrs.</i> • <i>Mathematics (K-6 & Level II) - 18-21 hrs.</i> • <i>Integrated Studies – 9 -12 hrs.</i> 	<p><i>1A. Course Evaluations</i></p> <p><i>1B. Annual Review and Revision of Course Syllabi</i></p> <p><i>1C. Professional Review of Current Literature in the Field</i></p> <p><i>1D. Bi-Monthly Faculty Meetings</i></p> <p><i>1E. Faculty Participation in Professional Organizations</i></p> <p><i>1F. Alignment with NBPTS Standards</i></p> <p><i>1G. Program Evaluation by State and National Accreditation Agencies</i></p>	<p><i>1A. All Graduate courses were evaluated each semester with an average instructor effectiveness rating of 88%.</i></p> <p><i>1B. All Graduate course syllabi were reviewed and revised for WebCT delivery.</i></p> <p><i>1C. All Graduate Faculty participated in individual and group analysis of professional literature pertaining to their area of expertise.</i></p> <p><i>1D. Graduate faculty met bi-monthly this year to discuss program needs and review department and college goals. Minutes were kept and filed for all meetings.</i></p> <p><i>1E. Graduate Faculty are active in a variety of professional organizations as identified in their FARR reports.</i></p> <p><i>1F. All Graduate courses are fully aligned to NBPTS Standards.</i></p> <p><i>1G. Program was accredited by NCATE in May, 2003.</i></p>	<p><i>1A. Continue to acknowledge positive professor instruction. Encourage full participation in SUU's FARR system.</i></p> <p><i>1B. Continue review and update of all WebCT delivery. Graduate WebCT Review committee was established.</i></p> <p><i>1C. Continue to encourage individual and peer analysis of faculty expertise and course content.</i></p> <p><i>1D. Continue regular Graduate faculty meetings. File all minutes and agendas of meetings.</i></p> <p><i>1E. Encourage faculty to continue professional productivity. FARR System.</i></p> <p><i>1F. Review alignment of courses to standards on an annual basis.</i></p> <p><i>1G. Continue data collection for next NCATE review. Refine procedures for data collection, reporting, and analysis.</i></p>

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<i>Expanded Statement of Institutional Purpose</i>	<i>Program Intended Educational Outcomes</i>	<i>Means of Program Assessment and Criteria for Success</i>	<i>Summary of Data Collected</i>	<i>Use of Results</i>
<p>Southern Utah University Graduate Studies in Education Program Master's of Education</p> <p>Program Assessment 2005-2006</p> <p>Graduate Studies in Education Mission:</p> <p><i>The mission of Graduate Studies in Education Program is to develop dynamic professional educators and educational administrators and leaders who constantly search for truth, excellence and knowledge through effective practice, collaboration and scholarship</i></p>	<p>3. <i>To provide high quality graduate coursework for educators to promote Professional Development, relicensure options, and meet the needs of school districts in facilitating local, state, and national initiatives.</i></p> <p>Examples include:</p> <ul style="list-style-type: none"> • <i>Clark County Education Association/ Clark County School District Advanced Studies Programs in Teacher Leadership and Urban/TESOL Education</i> • <i>Southern Nevada Regional Professional Development Program</i> • <i>Community College of Southern Nevada Cooperative Elementary Education Program</i> • <i>The Utah Rural Schools Conference</i> • <i>The SUU Reading Conference</i> • <i>The SUU Early Childhood Conference</i> • <i>The SUU Cedar Mountain Science Center Program</i> • <i>School/District Professional Development Workshops</i> • <i>Summer Institutes and Specialty Programs</i> • <i>Southern Utah Teaching Excellence Consortium</i> 	<p>3A. <i>Bi-Monthly faculty meetings.</i></p> <p>3B. <i>Coordination and Collaboration with SCPS on Program development as well as the coordination of all Distance Education courses taught EDNET and Online.</i></p> <p>3C. <i>Coordination and Collaboration with SCPS on all 5000 and 6000 level courses delivered jointly with the COE.</i></p> <p>3D. <i>Professional collaboration and coordination with the Clark County Education Association/ Clark County School District and the Advanced Studies Programs in Teacher Leadership and Urban/TESOL Education.</i></p> <p>3E. <i>Professional collaboration and coordination with the Nevada Regional Professional Development Program.</i></p> <p>3F. <i>Professional collaboration and coordination with the Community College of Southern Nevada Cooperative Elementary Education Program</i></p> <p>3G. <i>Professional Collaboration and Partnerships with Utah/Schools and Districts.</i></p> <p>3H. <i>Coordination and collaboration with COE and other Departments at SUU.</i></p> <p>3I. <i>Coordination and collaboration with Southern Utah Teaching Excellence Consortium.</i></p>	<p>3A. <i>Graduate faculty met bi-monthly this year to discuss program needs and review department and college goals.</i></p> <p>3B. <i>Regular meetings were held with SCPS leadership and staff to coordinate the delivery of distance programs.</i></p> <p>3C. <i>Regular meetings were held with SCPS leadership and staff to coordinate the facilitation of 891-5000 courses to 14,676 students</i></p> <p>3D. <i>Periodic meetings were held to initiate this program and develop a collaborative MOU between all parties.</i></p> <p>3E. <i>Conversations and meeting were held with Bill Hanlan, director of this program.</i></p> <p>3F. <i>Conversations and meetings were held with CCSN to finalize MOU and plans for Fall 2006 delivery of courses.</i></p> <p>3G. <i>Ongoing collaboration with Utah School Districts, especially collaborative Cohort MED Groups.</i></p> <p>3H. <i>Ongoing coordination and collaboration with COE and other Departments at SUU.</i></p> <p>3I. <i>Ongoing coordination and collaboration with SUTEC.</i></p>	<p>3A. <i>Continue regular Graduate faculty meetings. File all minutes and agendas of meetings.</i></p> <p>3B. <i>Continue coordination and collaboration with SCPDS on all EDNET and Online courses.</i></p> <p>3C. <i>Continue coordination and collaboration with SCPDS on all 5000 Level courses. If increases continues, more staff will be needed.</i></p> <p>3D. <i>Continue to build and culture this new partnership.</i></p> <p>3E. <i>Continue to build and culture this partnership. More communication needed on possible cohort MED programs.</i></p> <p>3F. <i>Continue to build and culture this new partnership.</i></p> <p>3G. <i>Continue ongoing collaboration with school districts and agencies</i></p> <p>3H. <i>Continue ongoing collaboration with COE and other SUU Departments.</i></p> <p>3I. <i>Continue to build and culture this new partnership.</i></p>

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	<p><i>1D. Graduate Educator Licensure Program Enrollments.</i></p> <p><i>1E. Non-degree seeking Enrollments</i></p> <p><i>1F. Graduate Studies Program Totals</i></p>	<p><i>1D. Quantification of GELP applications from July 1, 2005 – June 30, 2006.</i></p> <p><i>1D1. Quantification of GELP admissions from July 1, 2005 – June 30, 2006</i></p> <p><i>1D2. Quantification of GELP total program candidates from July 1, 2005 – June 30, 2006.</i></p> <p><i>1E. Quantification of non-degree seeking applications from July 1, 2005 – June 30, 2006.</i></p> <p><i>1E1. Quantification of non-degree seeking admissions from July 1, 2005 – June 30, 2006</i></p> <p><i>1E2. Quantification of non-degree seeking total program candidates from July 1, 2005 – June 30, 2006.</i></p> <p><i>1F. Quantification of total Graduate Studies applications from July 1, 2005 - June 30, 2006.</i></p> <p><i>1F1. Quantification of total Graduate Studies admissions from July 1, 2005 – June 30, 2006.</i></p> <p><i>1F2. Quantification of total Graduate Studies program candidates from July 1, 2005 – June 30, 2006.</i></p>	<p><i>1D. 59 GELP applications were received.</i></p> <p><i>1D1. 18 or 31% were admitted.</i></p> <p><i>1D2. 256 GELP candidates in the program, a 149 % increase over 2005-2006.</i></p> <p><i>1E. 69 non-degree seeking applications were received</i></p> <p><i>1E1. 69 or 100% were admitted.</i></p> <p><i>1E2. 221 non-degree seeking candidates in the program, a 10% increase over 2005-2006.</i></p> <p><i>1F. 366 total Graduate Studies applications.</i></p> <p><i>1F1. 258 Total Graduate Studies admissions or 70%.</i></p> <p><i>1F2. 1,399 total Graduate Studies candidates in the program.</i></p>	<p><i>1D. Review application procedures annually. Develop a strategic plan for the recruitment of new students.</i></p> <p><i>1D1. Review admission procedures annually.</i></p> <p><i>1D2. Monitor GELP growth. Sustain quality and seek additional staff and faculty positions as merited.</i></p> <p><i>1E. Review application procedures annually.</i></p> <p><i>1E1. Review admission procedures annually.</i></p> <p><i>1E2. Monitor non-degree seeking status. Continue to provide professional development and relicensure options for interested candidates.</i></p> <p><i>1F. Review application procedures annually. Develop a strategic plan for the recruitment of new students.</i></p> <p><i>1F1. Review admission procedures annually.</i></p> <p><i>1F2. Monitor Graduate Studies growth. Sustain quality and seek additional staff and faculty positions as merited. Continue to focus upon program needs and providing high quality service to candidates.</i></p>
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Summer 2005</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Instruct.</th> <th>#</th> <th>Enr.</th> <th>Ave.</th> <th>SCH</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>30</td> <td>567</td> <td>18.9</td> <td></td> </tr> <tr> <td>EDNET</td> <td>10</td> <td>221</td> <td>22.1</td> <td></td> </tr> <tr> <td>Online</td> <td>13</td> <td>245</td> <td>18.8</td> <td></td> </tr> <tr> <td>Breeze</td> <td>3</td> <td>21</td> <td>7.0</td> <td></td> </tr> <tr> <td>Interns/ Practicums</td> <td>3</td> <td>17</td> <td>5.6</td> <td></td> </tr> <tr> <td>Clinical. Practice</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>Capstone Projects</td> <td>1</td> <td>11</td> <td>11.0</td> <td></td> </tr> <tr> <td>Total</td> <td>60</td> <td>1082</td> <td>18.3</td> <td>3,085</td> </tr> </tbody> </table> <p>Fall 2005:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Instruct.</th> <th>#</th> <th>Enr.</th> <th>Ave.</th> <th>SCH</th> </tr> </thead> <tbody> <tr> <td>EDNET</td> <td>9</td> <td>192</td> <td>21.3</td> <td></td> </tr> <tr> <td>Online</td> <td>15</td> <td>160</td> <td>10.7</td> <td></td> </tr> <tr> <td>Breeze</td> <td>2</td> <td>24</td> <td>12.0</td> <td></td> </tr> <tr> <td>Interns/ Practicums</td> <td>4</td> <td>52</td> <td>13</td> <td></td> </tr> <tr> <td>Clinical. Practice</td> <td>4</td> <td>19</td> <td>4.75</td> <td></td> </tr> <tr> <td>Capstone Projects</td> <td>4</td> <td>9</td> <td>2.25</td> <td></td> </tr> <tr> <td>Total</td> <td>38</td> <td>456</td> <td>12.0</td> <td>1,454</td> </tr> </tbody> </table> <p>Spring 2006:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Instruct.</th> <th>#</th> <th>Enr.</th> <th>Ave.</th> <th>SCH</th> </tr> </thead> <tbody> <tr> <td>EDNET</td> <td>5</td> <td>129</td> <td>25.8</td> <td></td> </tr> <tr> <td>Online</td> <td>18</td> <td>145</td> <td>8.0</td> <td></td> </tr> <tr> <td>Breeze</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>Interns/ Practicums</td> <td>10</td> <td>76</td> <td>7.6</td> <td></td> </tr> <tr> <td>Clinical. 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Summer enrollments are over twice that of Fall and Spring enrollments. While this is traditional, summer enrollments will continue to be high. Ways must be found to bolster Fall and Spring enrollments to maintain program quality year-long.</i></p> <p><i>There has been a marked increase in the use and popularity of Online instruction. Efforts must be taken to ensure the quality of Online courses and to determine the best way to load and facilitate such courses.</i></p> <p><i>Analysis must also be done on all Internships, Clinical Practice, and Practicums in terms of loading and facilitation.</i></p> <p><i>Further budget analysis must take place to ensure that the Graduate Studies in Education Program is adequately funded.</i></p> <p>Strengths:</p> <p><i>Personalized approach to meeting candidate needs.</i></p> <p><i>Availability of and support from program faculty.</i></p> <p><i>Strong working relationships with Utah schools, districts, and companion universities.</i></p> <p>Limitations:</p> <p><i>Meeting the needs of candidates in remote locations in the State.</i></p>
Instruct.	#	Enr.	Ave.	SCH																																																																																																																													
Cohort	30	567	18.9																																																																																																																														
EDNET	10	221	22.1																																																																																																																														
Online	13	245	18.8																																																																																																																														
Breeze	3	21	7.0																																																																																																																														
Interns/ Practicums	3	17	5.6																																																																																																																														
Clinical. Practice	0	0	0																																																																																																																														
Capstone Projects	1	11	11.0																																																																																																																														
Total	60	1082	18.3	3,085																																																																																																																													
Instruct.	#	Enr.	Ave.	SCH																																																																																																																													
EDNET	9	192	21.3																																																																																																																														
Online	15	160	10.7																																																																																																																														
Breeze	2	24	12.0																																																																																																																														
Interns/ Practicums	4	52	13																																																																																																																														
Clinical. Practice	4	19	4.75																																																																																																																														
Capstone Projects	4	9	2.25																																																																																																																														
Total	38	456	12.0	1,454																																																																																																																													
Instruct.	#	Enr.	Ave.	SCH																																																																																																																													
EDNET	5	129	25.8																																																																																																																														
Online	18	145	8.0																																																																																																																														
Breeze	0	0	0																																																																																																																														
Interns/ Practicums	10	76	7.6																																																																																																																														
Clinical. Practice	3	13	4.3																																																																																																																														
Capstone Projects	7	21	3.0																																																																																																																														
Total	43	384	8.9	1,277																																																																																																																													

	<p>2B. Graduate Program Completers.</p> <p>2C. Exits Surveys.</p> <p>GELP Program</p> <p>3A. Praxis Content Exam Scores.</p> <p>3B. Praxis PLT Exam Scores.</p> <p>3C. Professional ePortfolio Scores.</p> <p>Educational Leadership Program</p> <p>4A. Educational Leadership Professional Internships.</p> <p>4B. Educational Leadership Professional Work Sample Performance.</p> <p>4C. Educational Leadership Praxis Exam Scores</p>	<p>2B. Quantification of successful Graduate Program completers.</p> <p>2C. Quantification of amount of Exit Surveys distributed.</p> <p>GELP Program</p> <p>3A. Quantification of Praxis Content Exam scores.</p> <p>3B. Quantification of Praxis PLT Exam scores.</p> <p>3C. Quantification of Professional ePortfolio scores.</p> <p>Educational Leadership Program</p> <p>4A. Quantification of Educational Leadership Professional Internships.</p> <p>4B. Quantification of Graduate Professional Work Sample Performance.</p> <p>4C. Quantification of Educational Leadership Praxis Exam scores.</p>	<p>2B. 170 Graduates (105 M.Ed. Cohort Candidates, 8 Educational Leadership with M.Ed., and 57 M.Ed.)</p> <p>38 Educational Leadership Candidates recommended for State Licensure.</p> <p>2C. 208 Exit Surveys were distributed. 133 Exit Surveys were returned or 64%.</p> <p>GELP Program</p> <p>3A. Average Content scores were 258.8</p> <p>3B. Average PLT scores were 164.2</p> <p>3C. Data collections and scoring is in the process of being Implemented.</p> <p>Educational Leadership Program</p> <p>4A. 143 Educational Leadership Professional Internships were completed. 17 Summer, 52 Fall, 74 Spring</p> <p>4B. 38 Graduate Professional Work Samples were scored with passing grades. 38 candidates were recommended to the USBOE for licensure.</p> <p>4C. 21 Praxis Educational Leadership Exams were taken. High score 820, Low score 560, Average score 707.</p>	<p>2B. This was the largest graduating class in several years at SUU of Graduate Education Candidates. This trend will continue as long as the M.Ed. Cohort Program maintains viability.</p> <p>2C. Exit survey data is being compiled at the time of this report.</p> <p>Follow-up candidate surveys at Years 1, 3, and 5 following completion need to be administered.</p> <p>GELP Program</p> <p>3A. Content scores vary depending on the academic area. These will continue to be monitored and evaluated based upon USOE requirements.</p> <p>3B. No comparative results as of this report. USOE requires score of 160 to be passing.</p> <p>3C. No comparative results as of this report.</p> <p>Educational Leadership Program</p> <p>4A. Monitor Educational Leadership Internships. Sustain quality and determine how best to supervise candidates in the field.</p> <p>4B. These numbers are comparable to the previous year where 43 candidates completed the PWS and were recommended for licensure.</p> <p>4C. No data to compare this with yet. No cut score has been established by the USOE.</p>
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