

**Master of Arts in Teaching
Macon
Spring Semester 2018**

Academic Program Assessment

Program and Assessment Report Information

Prepared on: 7/31/2018 1:32:33 PM	By: loleta.sartin@mga.edu
In which college or school is this program located?	Education and Behavioral Sciences
Program Type:	Graduate
Program Name:	Master of Arts in Teaching
Reporting Cycle: (Note: Some programs are required to report on a semester basis for reasons of secondary accreditation or a graduate program required to established assessment data before the next five-year report to SACSCOC.)	Annual Reporting Cycle
Which semester were the data collected and analyzed? If it crossed multiple semesters, select the latest semester of data.	Spring Semester 2018
For which campus are these assessments being submitted? A separate assessment report is needed for each location a program is offered.	Macon
Approximately how many students are in this program at this location?	5

Student Learning Outcomes

SLO 1

What is the first student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Develop and maintain a strong academic knowledge of the content they want to teach and an understanding of the pedagogy that best meets graduate interns' needs.
What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	edTPA Performance Assessment
What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).	Minimum cut-off as set by the State for secondary content for edTPA [minimum score = 38 for 15 rubric portfolio] - Measured in EDUC 5005
What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)	4
During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	80

SLO 2

What is the second student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Understand the culture and structure of schools and how schools shape the values and work of teachers and graduate interns.
What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Critical Assignment for EDUC 5001 and Key Assessment for EDUC 5003: Best Practices Competency in Literacy
What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).	80%
What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)	4
During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	100

SLO 3

What is the third student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Understand the research in human development and learning, working with exceptionalities in the classroom, learning theory and cognitive development, adolescent psychology and the impact of reflective action research on classroom practice.
What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Formative Instructional Practice: Measured by Key Assessment for EDUC 5005 and EDUC 5006: Lesson Planning.
What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct)	80
What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)	90% (in answer 19 response should be 80% form does not allow % sign)
During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	5

SLO 4

What is the fourth student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Understand the importance of learning about the community in which they teach and encourage people to think of themselves as teachers in a community, as well as in a school.
What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Summative Instruction and Assessment – Measured by Key Assessments for EDUC 5004, EDUC 5005, and EDUC 5006
What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).	80%
What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)	90
During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	100%

Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	N=5
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Evidence of changes based on an analysis of results

What changes were implemented based on an analysis of the students' performance on these Student Learning Outcomes? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.)	<ul style="list-style-type: none">• This is the first cohort of students in a new graduate program. First cohort student performance data [N = 5] collected in Fall 2017 and Spring 2018 was used for baseline program evaluation and will be applied during the second year for program evaluation during summer 2019.• Collaborating graduate faculty met on a regular basis to assess the program and modified the course syllabi, practica requirements and field support strategies and protocols to improve program quality and increase graduate intern success during the clinical experiences. The modifications were based on graduate faculty and graduate intern evaluations of course content, scope and sequence. A review of the MAT in Secondary Education program will be conducted as part of the accreditation process for the Department of Teacher Education and Social Work during its next review.
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Form run:

Monday, June 17, 2019

