SCHOOL OF EDUCATION
Assessment Data Degree Qualification Profile

Graduate Studies Learning Outcome:
The School of Education offers three graduate degrees:
Masters in Teaching (MAT), Masters in Education (MAE) and the Masters in Special Education (Sped MA). All Candidates are required to demonstrate competence in each of the DQP learning areas.

Outcome Measure:
Although the DQP learning areas are integrated throughout the degree programs identified, the School of Education uses the GED 689 Research Project as the key culminating assessment to measure the competencies. All candidates conduct an investigation of primary sources. The assignment is intended to demonstrate the candidates' ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research and to demonstrate ability to form valid generalizations from the data used to produce a significant research paper. Candidates are required to present their paper and findings orally to a Master's research panel.

Criteria for Success (if applicable):
Average score for the candidate is 3.0 or higher (on a scale of 1-4 with 1 being low) on rubric in which the criteria is aligned with each of the DQP learning areas.

Aligned with DQP Learning Areas (circle one or more):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Masters in Teaching (MAT)					
Years	**DQP1**	**DQP2**	**DQP3**	**DQP4**	**DQP5**
2011-2012	4	3.79	3.47	3.87	3.83
2012-2013	3.91	3.31	3.49	3.79	3.72
2013-2014	3.97	3.47	3.43	3.75	3.67
2014-2015	4	3.8	3.94	4	3.95
Avg. Total	**3.97**	**3.6**	**3.58**	**3.9**	**3.86**

Masters in Education (MAE)					
Years	**DQP1**	**DQP2**	**DQP3**	**DQP4**	**DQP5**
2011-2012	0	0	0	0	0
2012-2013	4	3.83	3.67	3.67	3.83
2013-2014	4	3.92	3.55	3.97	4
2014-2015	4	3.9	4	4	4
Avg. Total	**4**	**3.88**	**3.74**	**3.88**	**3.94**

Masters in Special Education (Sped MA)					
Years	DQP1	DQP2	DQP3	DQP4	DQP5
2011-2012	3.89	3.89	3.89	3.89	3.89
2012-2013	3.88	3.85	3.7	3.79	3.69
2013-2014	4	3.68	3.91	3.73	3.91
2014-2015	3.86	3.82	3.89	3.86	3.86
Average	**3.91**	**3.81**	**3.85**	**3.82**	**3.84**

Conclusions Drawn from Data:
Based on the data above, all candidates have met the criteria for each of the DQO topic areas. While the lowest scores are in the Integrated Knowledge area and in the Intellectual Skill area for the MAT degree, it must be recognized that MAT candidates are in the initial credential preparation program and not in the advanced preparation program. The scores are still within the passing range.

Changes to be Made Based on Data:
The School of Education will familiarize faculty with the DQP categories at our annual assessment day in May 2016 and pay special attention to the categories of Integrated Knowledge and Intellectual Skill as the focused categories in which we want to improve.

Rubric Used:

GED 689P Written Product Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Impact on Teaching Practice (Civic and Global Learning, DQP 5)	• Project describes no transformation of candidates' knowledge, skills and dispositions • Project does not describe how and why research improves student learning • Project does not refer to existing body of literature or literature is inappropriate	• Project describes little transformation of candidates' knowledge, skills and dispositions • Project describes very little of how and why research improves student learning • Project is vaguely situated in and tied to existing body of literature	• Project describes some transformation of candidates' knowledge, skills and dispositions • Project describes how and why research improves student learning • Project is situated in and tied to existing body of lite	• Project describes clear transformation of candidates' knowledge, skills and dispositions • Project clearly describes how and why research improves student learning • Project clearly refers to existing body of literature or literature is appropriate	
Content	• Report shows no application of the research cycle	• Report shows little application of the research cycle and shows little connection throughout the paper	• Report shows some application of the research cycle that is connected throughout the paper	• Report shows a clear and detailed application of the research cycle and is connected throughout the paper	
Area of Focus (Specialized Knowledge, DQP 1)	• There is no clear area of focus • Research questions are inappropriate	• The area of focus is overly broad or narrow • Research questions are unclear	• Area of focus is somewhat vague • Research questions are somewhat vague	• Clearly stated area of focus • Research questions are clearly written and appropriate	
Literature Review (Broad and Integrative Knowledge, DQP 2)	• Few or no citations • Less than 10 total sources • Citations are not in the proper format	• 3 recent sources cited • At least 10 total sources • Some are relevant and credible • Some citations are correctly made according to APA format	• 3 to 5 recent sources cited • At least 20 total sources • Most sources are relevant and credible • Most citations are correctly made according to APA	• 5 or more recent (5 years) sources cited • At least 25 total sources • All sources are relevant and credible • All citations are correctly made according to APA	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
			format	format	
Data Collection and Analysis (Intellectual Skills, DQP 3)	• Little or no description of target population • Little or no description of how the data was collected • Utilizes one source of data • No analysis of the data	• Some description of target population • Minimal description of how data was collected • Utilizes one or two sources of data • Little analysis of the data	• Description of target population • Some details of how data was collected • Utilizes at least two sources of data • Analysis of the data mentions themes and patterns	• Clear description of target population • Detailed description of how data was collected • Utilizes multiple data sources • Detailed analysis of the data provides identification of themes and patterns	
Action Plan (Applied and Collaborative Learning, DQP 4)	• No recommendations or action plan	• Little connection between findings of the study, recommendations or action plan and the original questions • Most components of the action plan are missing	• Some connection between findings of the study, recommendations or action plan and the original questions • Elements of the action plan are missing	• Specific and clear connection between findings of the study, recommendations or action plan and the original questions	
Organization and Clarity	• Narrative is unclear and difficult to follow	• Narrative is unclear, lacks organization • Statements are rarely supported by evidence from the research	• Narrative is somewhat clear, organized and succinct • Statements are mostly supported by evidence from the research	• Narrative is clear, organized and succinct • Statements are all supported by evidence from the research	
Format and Quality	• Report does not follow APA format and/or has many grammatical, punctuation or spelling errors	• Report somewhat follows APA format with some (more than 5)grammatical, punctuation or spelling errors	• Report mostly follows APA format with minimal (fewer than 5) grammatical, punctuation or spelling errors	• Report follows APA format with no grammatical, punctuation or spelling errors	
Appendices	• Relevant documents are missing	• Some relevant documents included	• Most relevant documents included	• All Relevant documents included	