School of Education
PLO Data – MAT, 2022-23

Learning Outcome: PLO 1 - Candidates articulate research question(s) connected to an area of focus.

Outcome Measure: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):
Candidate average score of (3.0) out of a possible (4.0) points on Area of Focus (DQP1) section of the GED6089 Final Project Rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
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: Specialized Knowledge

	Average Score on *Area of Focus* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23*	3 yr Avg (SD)
Number of Students	54	56	51	3.86 (.29)
Area of Focus	3.94	3.85	3.80	
*2022-23 data collected 6/01/23, prior to the conclusion of the summer term.				

Conclusions Drawn from Data:
- Data is well above target criterion – MAT candidates are meeting expectations by clearly stating their area of focus and research questions in their thesis projects.
- Data is mixed over the last three years but changes fall well within the 3yr. average standard deviation of .29 indicating the changes are likely natural fluctuation around the average.

Changes to be Made Based on Data:
While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed for completing a Master's of Arts in Teaching (MAT). We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Area of Focus (DQP 1)	• **Clearly stated** area of focus • Research questions are **clearly written** and appropriate	• Area of focus is **somewhat vague** • Research questions are **somewhat vague**	• The area of focus is **overly broad or narrow** • Research questions are **unclear**	• There is **no clear area of focus** • Research questions are **inappropriate**

Learning Outcome: PLO 2 - Candidates synthesize research from/in the primary field of study.

Outcome Measure: GED6089P Written Product

Criteria for Success: Candidate average score of (3.0) out of a possible (4.0) points on Literature Review (DQP2) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
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: Broad Integrative Knowledge

	Average Score on *Literature Review* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23*	3 yr Avg (SD)
Number of Students	54	56	51	3.74 (.39)
Literature Review	3.92	3.59	3.73	

 *2022-23 data collected 6/01/23, prior to the conclusion of the summer term.

Conclusions Drawn from Data:
- Data is above target criterion each of the last three years – MAT candidates are meeting expectations by drawing upon reference sources from within the last five years, meeting minimum source counts, making sure they are relevant and credible and adhering to APA format in their thesis projects.
- Data is mixed over the last three years with 2020-21 peaking close to the top end of the rubric. Average score changes from 2020-21 to 2021-22 and again from 2021-22 to 2022-23 approach the 3yr average standard deviation of .39 and call for some investigation into why the scores have varied so. It is worth noting 2021-22 is when the program pushed to fully implement APA7 formatting, perhaps it took a year to adjust teaching practices as scores bobbed back up toward 2020-21 highs in 2022-23.

Changes to be Made Based on Data:
While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed for completing a Master's of Arts in Teaching (MAT). We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Literature Review (DQP 2)	• **5 or more recent (5 years) sources cited** • **At least 20 sources** • **All sources are relevant and credible** • **All citations are correctly made according to APA format**	• **3 to 5 recent sources cited** • **At least 15 sources** • **Most** sources are relevant and credible • **Most** citations are correctly made according to APA format	• **3 recent sources cited** • **At least 10 sources** • **Some** are relevant and credible • **Some** citations are correctly made according to APA format	• **Few or no citations** • **Less than 10 sources** • Citations are **not in the proper format**

Learning Outcome: PLO 3 - Candidates convey their data collection and analysis methods.

Outcome Measure: GED6089P Written Product

Criteria for Success: Candidate average score of (3.0) out of a possible (4.0) points on Data Collection and Analysis (DQP3) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
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: Intellectual Skills

	Average Score on *Data Collection and Analysis* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23*	3 yr Avg (SD)
Number of Students	54	56	51	
Data Collection and Analysis	3.77	3.51	3.66	3.65 (.41)

*2022-23 data collected 6/01/23, prior to the conclusion of the summer term.

Conclusions Drawn from Data:
- Data is well above target criterion – MAT candidates are meeting expectations by clearly describing their target population, describing their data collection methods, data sources and their analysis plans and findings in their thesis projects.
- Data is mixed over the last three years with changes falling well within the 3yr. average standard deviation of .41. The drop of .26 between 2020-21 and 2021-22 was followed by an increase in scores from .51 to 3.66. These changes along with the stability in the number of students support the notion of natural fluctuation around the average.

Changes to be Made Based on Data:
While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed for completing a Master's of Arts in Teaching (MAT). We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Data Collection and Analysis (DQP 3)	• **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	• **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	• **Some description** of target population • **Minimal description** of how data was collected • Utilizes **one or two sources of data** • **Little analysis** of the data	• **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

Learning Outcome: PLO 4 - Candidates connect research findings and recommendations to initial research questions and the larger field of education.

Outcome Measure: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):
Candidate average score of (3.0) out of a possible (4.0) points on Action Plan (DQP4) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data: Intellectual Skills

	Average Score on *Action Plan* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23*	3 yr Avg (SD)
Number of Students	54	56	51	3.64 (.42)
Action Plan	3.69	3.54	3.68	

*2022-23 data collected 6/01/23, prior to the conclusion of the summer term.

Conclusions Drawn from Data:
- Data is well above target criterion – MAT candidates are meeting expectations by connecting their findings, recommendation or action plan and their original research questions in their thesis projects.
- 2022-23 scores increased breaking a lowering trend over the previous three years (2019-20 to 2021-22). These changes fall well within the 3yr. average standard deviation indicating the changes are likely natural fluctuation around the average.

Changes to be Made Based on Data:
While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed for completing a Master's of Arts in Teaching (MAT). We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Action Plan (DQP 4)	• **Specific and clear connection** between findings of the study, recommendations or action plan and the original questions	• **Some connection** between findings of the study, recommendations or action plan and the original questions • Elements of the action plan are missing	• **Little connection** between findings of the study, recommendations or action plan and the original questions • Most components of the action plan are missing	• No recommendations or action plan

Learning Outcome: PLO 5 - Candidates explain the relevance of their research to the field of education and their educator practices.

Outcome Measure: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):
Candidate average score of (3.0) out of a possible (4.0) points on Impact on Teaching Practice (DQP5) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data: Intellectual Skills

	Average Score on *Impact on Teaching Practice* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23*	3 yr Avg (SD)
Number of Students	54	56	50	
Impact on Teaching Practice	3.81	3.66	3.84	3.77 (.36)

*2022-23 data collected 6/01/23, prior to the conclusion of the summer term.

Conclusions Drawn from Data:
- Data is well above target criterion – MAT candidates are meeting expectations describing transformation changes in their knowledge, skills and dispositions; making connections between their project and student learning, and connecting the work in their thesis projects back to the existing body of literature.
- Data is mixed over the last three years with 2022-23 values rebounding from lower levels in 2021-22 to levels in line with 2020-21. These changes fall well within the 3yr. average standard deviation indicating the changes are likely natural fluctuation around the average.

Changes to be Made Based on Data:
While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed for completing a Master's of Arts in Teaching (MAT). We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Impact on Teaching Practice (DQP 5)	• Project describes a **clear** transformation of candidates' knowledge, skills and dispositions • Project gives a **clear** description of how and why research improves student learning • Project is **clearly and articulately** situated in and tied to existing body of literature	• Project describes **some** transformation of candidates' knowledge, skills and dispositions • Project **somewhat** describes how and why research improves student learning • Project is **partially** situated in and tied to existing body of literature	• 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 **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**