

**GCU Academic Program Assessment Plan (Updated Fall 2016)**  
MA, Education: Literacy/Reading Specialization

**Learning Outcomes:** Upon successful completion of the program of studies for the 33 credits in the Literacy/Reading Specialization graduate program, the student will earn a Master of Arts in Education degree and will have given evidence of the following program goals and outcomes:

LO1: Knowledge and application of the theories and concepts of literacy acquisition and development as evidenced through course exams, assigned projects, and discussions.

LO2: Identification and evaluation of a variety of instructional methods and materials to meet the needs of diverse learners evidenced through assigned projects and discussions.

LO3: The design and implementation of data-driven literacy instruction evidenced through assigned projects, discussions, and clinical practice.

LO4: Identification, evaluation, administration, and analysis of results from a variety of formal and informal assessment measures and techniques focused on the area of literacy acquisition and development evidenced through assigned projects, discussions, and clinical practice.

LO5: Literacy leadership within the educational setting evidenced through assigned projects, discussions, and clinical practice.

<b>Program:</b> MA, Education: Literacy/Reading Specialization	<b>LO 1: Knowledge</b>	<b>LO 2: Instructional Methods</b>	<b>LO 3: Data-driven</b>	<b>LO 4: Assessment</b>	<b>LO 5: Leadership</b>
<i>Related ISLG (Undergraduate)</i>	N/A	N/A	N/A	N/A	N/A
<i>Related BRIDGE General Education Goals (if applicable)</i>	N/A	N/A	N/A	N/A	N/A

<b>Program:</b> MA, Education: Literacy/Reading Specialization	<b>LO 1: Knowledge</b>	<b>LO 2: Instructional Methods</b>	<b>LO 3: Data-driven</b>	<b>LO 4: Assessment</b>	<b>LO 5: Leadership</b>
<i>Related Accreditation Standard (if applicable) ILA Standards for Rdg Prof 2010 (2017 standards TBA)</i>	Standard 1: Foundational Knowledge	Standard 2: Curriculum and Instruction Standard 4: Diversity Standard 5: Literate Environment	Standard 2: Curriculum and Instruction Standard 5: Literate Environment	Standard 3: Assessment and Evaluation	Standard 6: Professional Development and Leadership
<b>Program Courses and Experiential Learning Mapping to Program Outcomes</b>					
<b>How Where do students learn this? In what course(s) and/or co-curricular experience(s)?</b>	EDC5201 EDC5001 EDC6084	EDC5202 EDC5203 EDC5204 EDC6202 EDC5027 EDC5034 EDC6084	EDC5203 EDC6202 EDC6084	EDC6201 EDC6084	EDC6202 EDC6084 EDC5014
<b>How and in which <u>course(s)</u> do they demonstrate that they have <u>achieved</u> this outcome?</b>					
Formative Assessment will occur in ...	EDC5201	EDC5204	EDC5203	EDC6201	EDC6202
Summative Assessment will occur in...	EDC6084	EDC6084	EDC6084	EDC6084	EDC6084
<b>Assessment Protocol</b>					
<b>How and when do you assess the achievement of <i>all students</i> in your program before they graduate and record the results of your assessment?</b>					

<b>Program:</b> MA, Education: Literacy/Reading Specialization	<b>LO 1: Knowledge</b>	<b>LO 2: Instructional Methods</b>	<b>LO 3: Data-driven</b>	<b>LO 4: Assessment</b>	<b>LO 5: Leadership</b>
<b>Formative Assessment</b>					
Direct Evidence	EDC5201 Keystone assignment scoring rubric criteria 2, 3, 4	EDC5204 Keystone assignment scoring rubric criteria 2, 3, 4	EDC5203 Keystone assignment scoring rubric criteria 1, 2, 4	EDC6201 Keystone assignment scoring rubric criteria 3, 4	EDC6202 Keystone assignment scoring rubric criteria 2, 3 4
Indirect Evidence	SIR II response data for item F30 and SOE open-ended course evaluation form data for EDC5201	SIR II response data for item F30 and SOE open-ended course evaluation form data for EDC5204	SIR II response data for item F30 and SOE open-ended course evaluation form data for EDC5203	SIR II data for item F30 and SOE open-ended course evaluation form data for EDC6201	SIR II data for item F30 and SOE open-ended course evaluation data for EDC6202
<b>Summative Assessment</b>					
Direct Evidence	EDC6084 Keystone assignment scoring rubric criteria 3, 4	EDC6084 Keystone assignment scoring rubric criterion 3	EDC6084 Keystone assignment scoring rubric criterion 3	EDC6084 Keystone assignment scoring rubric criterion 1	EDC6084 Keystone assignment scoring rubric criteria 2, 4
Indirect Evidence	SIRS II and SOE open-ended course evaluation form data for EDC6084	SIRS II and SOE open-ended course evaluation form data for EDC6084	SIRS II and SOE open-ended course evaluation form data for EDC6084	SIRS II and SOE open-ended course evaluation form data for EDC6084	SIRS II and SOE open-ended course evaluation form data for EDC6084
<b>What do you consider satisfactory achievement of this outcome? WHY?</b>					
<b>Formative Assessment</b>					

<b>Program:</b> MA, Education: Literacy/Reading Specialization	<b>LO 1: Knowledge</b>	<b>LO 2: Instructional Methods</b>	<b>LO 3: Data-driven</b>	<b>LO 4: Assessment</b>	<b>LO 5: Leadership</b>
Direct Evidence	EDC5201 Keystone Assignment (Observation and Theoretical Analysis of Literacy Instruction) Using the current scoring rubric, 80% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome.	EDC5204 Keystone Assignment (Evaluation of a district language arts curriculum) Using the current scoring rubric, 80% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome.	EDC5203 Keystone Assignment (Collection of reading/writing strategies and adaptations for diverse learners) Using the current scoring rubric, 80% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome.	EDC6201 Keystone Assignment (Evaluation of three assessment case studies and recommendations for instruction) Using the current scoring rubric, 80% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome.	EDC6202 Keystone Assignment (development and implementation of literacy instruction professional development) Using the current scoring rubric, 80% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome.
Indirect Evidence	SIRS II e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS II e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS II e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS II e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS II e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5
<b>Summative Assessment</b>					

<b>Program:</b> MA, Education: Literacy/Reading Specialization	<b>LO 1: Knowledge</b>	<b>LO 2: Instructional Methods</b>	<b>LO 3: Data-driven</b>	<b>LO 4: Assessment</b>	<b>LO 5: Leadership</b>
Direct Evidence	EDC6084 Keystone Assignment (Practicum case study report) e.g. Using the current scoring rubric, 100% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome. All criteria have at least 20% of students achieving at the exceeds expectations level (5 out of 5).	EDC6084 Keystone Assignment (Practicum case study report) e.g. Using the current scoring rubric, 100% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome. All criteria have at least 20% of students achieving at the exceeds expectations level (5 out of 5).	EDC6084 Keystone Assignment (Practicum case study report) e.g. Using the current scoring rubric, 100% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome. All criteria have at least 20% of students achieving at the exceeds expectations level (5 out of 5).	EDC6084 Keystone Assignment (Practicum case study report) e.g. Using the current scoring rubric, 100% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome. All criteria have at least 20% of students achieving at the exceeds expectations level (5 out of 5).	EDC6084 Keystone Assignment (Practicum case study report) e.g. Using the current scoring rubric, 100% of students will achieve at or above “Meets Expectations” level (level 3 of 5) for the criteria related to the outcome. All criteria have at least 20% of students achieving at the exceeds expectations level (5 out of 5).
Indirect Evidence	SIRS e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5

<b>Program:</b> MA, Education: Literacy/Reading Specialization	<b>LO 1: Knowledge</b>	<b>LO 2: Instructional Methods</b>	<b>LO 3: Data-driven</b>	<b>LO 4: Assessment</b>	<b>LO 5: Leadership</b>
<b>Program Assessment Time Frame</b>					
<b>Time Frame for Assessing the outcome.</b>	Assess 2016-2017	Assess 2016-2017	Assess 2017-2018	Assess 2017-2018	Assess 2018-2019
<b>Additional information</b>	<ol style="list-style-type: none"> <li>1. Data collected each semester. Analysis completed cyclically over a three year period.</li> <li>2. The program is run using a cohort model. One cohort (5 students) finishes its last 2 courses in Spring 2017; a second cohort (27 students) began the 33 credit program in Spring 2016 and will finish in Fall 2017; a third cohort (13 students) began in Fall 2016 and will finish in Spring 2018. One or more semesters may pass before a new cohort begins</li> <li>3. Students submit Keystone assignments for evaluation through their Task Stream electronic portfolio accounts each semester. Using analytics available through Task Stream, rubric scores are collected and analyzed per rubric criteria at the end of each academic year.</li> <li>4. The International Literacy Association plans to publish revised Standards for Reading Professionals in 2017. The current draft of revised standards indicates major adjustments will need to be made to current program goals and outcomes. These will need to be put into effect as soon as possible, but no later than 2020. The timeline for assessing outcomes may need to be adjusted as more information about the new standards is published.</li> </ol>				

**GCU Program Assessment Report Form**

<b><i>GCU Academic Program Assessment Annual Report</i></b>
<b><i>Program:</i></b>
<b><i>Division:</i></b>
<b><i>Date:</i></b>
<b><i>Program Assessment Liaison:</i></b>
Based on the above plan and the designated outcome(s) assessed for the academic year, the major program submits a Program Assessment Report annually that contains the program assessment plan, assessment data and analysis, and action steps to be taken by the program based on these results. See below for the outline of this report.
Learning Outcome(s) Assessed:
Description of the Assessment Protocol.
Assessment Data and Findings.
Analysis of Data:
Are these results satisfactory? Why or Why not?
Action Plan based on Assessment Results and Analysis:
Time Frame for Action Plan:
What actions have been taken since the previous assessment of these outcomes?
Comments:

**Assessment Data:** Please include the data that you used to complete the above report. Attach rubrics, tallies, and method of validation.