Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

SCTL (Secondary Education) Reading MA with Specialist Certification P-12: Over the past three years, we have redesigned four (e.g., CRD 511, 595, 510, 696) of the courses in the program to reflect the new Alabama Standards and to add more clinical experience hours. We intend to redesign four more this coming spring and summer to reflect new insights in literature and current practice. Further, we systematically began looking at the Reading Praxis scores to determine areas of weakness with regard to student performance. While our students did well overall when compared to other institutions, their performance nationally was slightly behind in the area of Literacy Leadership. Consequently, we will be redesigning our CRD 590 Literacy Seminar course and the companion practicum course, CRD 593 to address these weaknesses in this area.

Reading MA Course Rubrics: A set of rubrics for course papers/products was developed with target courses at the beginning, middle, and end of the Reading MA program identified. The course rubrics were used in summer 2013 and revised for fall 2013, and continued in use in spring 2014 and summer 2014. The rubrics at the three checkpoints are staged so that each set has progressively higher expectations and greater sophistication from the early to middle to final checkpoints. The rubrics are stored in a departmental program database and a sample course paper or product for each checkpoint also is stored for faculty review and comparison. We have seen students’ demonstrating growth over the checkpoints in research interpretation abilities and in sophistication of understanding.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Content Knowledge

Students will demonstrate appropriate knowledge of theories, practices and pedagogy that reflect effective teaching and learning practices within the literacy field.

Related Measures

M 1: Individual Course Papers--Literacy Content

M 1: Individual Course Paper--Literacy Content Students will submit a scholarly paper/project that demonstrates their burgeoning understanding of the literacy literature at the preschool, elementary and secondary levels. This paper will be assessed in CRD 553 using a rubric. Each student in the Secondary Education Reading Master’s (P-12) with Reading Specialist Certification program must complete this course to graduate.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
25% Outstanding; 50% Very Good or Acceptable; 25% or less Unacceptable on CONTENT KNOWLEDGE according to Reading MA Course Paper Rubric.

Finding (2013-2014) - Target: Not Reported This Cycle
SEE ACTION PLAN

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan
Established in Cycle: 2013-2014
We now will be collecting data on the paper completed by students enrolled in the course CRD 553--a requirement for all our stud...

M 2: Comp Exams--Content

Comp Exam--Literacy Content

Students will complete a sit down comprehensive exam in which they must answer 2 multipart questions. The students have 3 days to complete the exam. For this measure, Master’s students will be assessed on their ability: 1) analyze and synthesize the pedagogical content knowledge (PCK) literature in literacy 2) apply their PCK to formulate school wide plans and professional development opportunities for improving classroom teaching and learning. Only the rubric row CONTENT KNOWLEDGE will be used for this measure.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
25% Outstanding; 50% Very Good or Acceptable; 25% or less Unacceptable on the CONTENT KNOWLEDGE row on the Reading MA Comp Exam Paper Rubric.
SLO 2: Research and Application
Students will exhibit an understanding of the research base that informs practice and/or begin developing their own empirical research skills.

Related Measures

M 3: Individual Course Papers--Research
Individuals Course paper from ONE of the following pairs of courses: CRD 511, CRD 595; CRD 510, CRD 695; CRD 654, CRD 696. All students are required to take the following pairs of courses but in no particular order. ONE of these papers will be assessed using a rubric. Students will submit:
1) Literacy Learning Record (e.g., CRD 511 or CRD 510) that demonstrates their burgeoning ability to identify a research question, collect and analyze data that provides answers to the question, and develop a plan for improving classroom teaching and learning; and/or 2) well-developed literature review on a trend/issues/problem in literacy (e.g., CRD 654).

Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 25% Outstanding; 50% Very Good or Acceptable; 25% or less Unacceptable on RESEARCH AND APPLICATION according to Reading MA Course Paper Rubric.
Finding (2013-2014) - Target: Not Reported This Cycle
SEE ACTION PLANS
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan
Established in Cycle: 2013-2014
We have created new rubrics to assess this measure. After a year of instituting these rubrics, we will have grade norming sessio...

M 4: Comp Exam--Research
Comp Exam--Literacy
Content Students will complete a comprehensive exam in which they must answer 2 multipart questions. For this measure, Reading Master's students will be assessed on their ability: 1) analyze and synthesize the pedagogical content knowledge (PCK) literature in literacy 2) apply their PCK to formulate school wide plans and professional development opportunities for improving classroom teaching and learning. Only the rubric row CONTENT KNOWLEDGE will be used for this measure.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 25% Outstanding; 50% Very Good or Acceptable; 25% or less Unacceptable on the RESEARCH AND APPLICATION row of the Reading MA Comp Exam Rubric.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 3: Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 5: SOLs
Student evaluations of Reading MA course Professors.
Source of Evidence: Student course evaluations on learning gains made
Target: Mean of 3/5 for Course and Instructor.

M 6: Professional Activities
All faculty teaching certification courses will do two or more of the following each and every year: 1. Attend professional development sessions 2. Present papers at professional conferences 3. Submit papers to professional journals 4. Publish in books and/or peer-reviewed journals 5. Develop and submit a proposal for external funding of $100,000 or more as PI or Co-PI 6. Complete 10 guest teaching hours in public school each semester.
Source of Evidence: Activity volume
Target: Activity Volume

OthOtcn 4: Enrollments and Completions
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 7: OIRA Data on Enrollments
Data from OIRA and department about Reading MA degree enrollments and progress toward program completion.
Source of Evidence: Existing data
Target: To consistently exceed the national average for program completion in seven years.
Finding (2013-2014) - Target: Not Reported This Cycle
SEE ACTION PLAN

Related Action Plans (by Established cycle, then alpha):

Action Plan
Established in Cycle: 2013-2014
Presently we are gathering baseline data on this measure. However, we have recognized the need for the department to develop bet...

For full information, see the Details of Action Plans section of this report.

M 8: OIRA Data on Completions
Data from OIRA on degree completions.
Source of Evidence: Evaluations
Target:
Finding (2013-2014) - Target: Not Reported This Cycle
SEE ACTION PLAN

OthOtcm 5: Highly Valued
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 9: Graduates and Professional Activities
Source of Evidence: Evaluations
Target:

M 10: Exit Survey
Exit Survey
Source of Evidence: Exit interviews with grads/program completers
Target:

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plan
Presently we are gathering baseline data on this measure. However, we have recognized the need for the department to develop better data tracking systems in order to avoid duplication and omission of data.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: OIRA Data on Enrollments | Outcome/Objective: Enrollments and Completions

Action Plan
We have created new rubrics to assess this measure. After a year of instituting these rubrics, we will have grade norming sessions to determine if the rubrics are viable and then determine necessary changes.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Individual Course Papers--Research | Outcome/Objective: Research and Application

Action Plan
We now will be collecting data on the paper completed by students enrolled in the course CRD 553--a requirement for all our students. This course will now serve as one Content Knowledge Measure. Data collection for this measure will begin this fall 2013 semester. We have currently developed a new rubric that will be used to assess the assignment.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Individual Course Papers--Literacy Content | Outcome/Objective: Content Knowledge

Measure 3 Action Plan
We have created new rubrics to assess these measures. After a year of instituting these rubrics, we will have grade norming sessions to determine if the rubrics are viable and then determine necessary changes.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Projected Completion Date: 10/2014

Measure 7 Action Plan
Presently, we have tracking systems to collect data on this measure. However, we have recognized a need for the department to develop better data tracking systems in order to avoid data duplication and omission. Consequently, new data tracking systems have been developed. We will assess their functionality and make any necessary changes if...
Exit surveys have been created using the online software program, Qualtrics to determine graduates' program satisfaction and how highly they value their experiences. These surveys will be sent electronically to graduates in November of each calendar year. The link to the survey will be provided to the students with a short email requesting their participation.

**Measure 9 Action Plan**

- Established in Cycle: 2013-2014
- Implementation Status: Planned
- Priority: High
Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Content Knowledge

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Related Measures

M 1: Individual Course Papers--Literacy Content

M 1: Individual Course Paper--Literacy Content Students will submit a scholarly paper/project that demonstrates their burgeoning understanding of the literacy literature at the preschool, elementary and secondary levels. This paper will be assessed in CRD 553 using a rubric. Each student in the Secondary Education Reading Master’s (P-12) with Reading Specialist Certification program must complete this course to graduate.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
25% Outstanding; 50% Very Good or Acceptable; 25% or less Unacceptable on CONTENT KNOWLEDGE according to Reading MA Course Paper Rubric.

Finding (2012-2013) - Target: Not Reported This Cycle

We now will be collecting data on the paper completed by students enrolled in the course CRD 553—a requirement for all our students. This course will now serve as one Content Knowledge Measure. Data collection for this measure will begin this fall 2013 semester. We have currently developed a new rubric that will be used to assess the assignment.

M 2: Comp Exam--Content

Comp Exam--Literacy Content

Students will complete a sit down comprehensive exam in which they must answer 2 multipart questions. The students have 3 days to complete the exam. For this measure, Master’s students will be assessed on their ability: 1) analyze and synthesize the pedagogical content knowledge (PCK) literature in literacy 2) apply their PCK to formulate school wide plans and professional development opportunities for improving classroom teaching and learning. Only the rubric row CONTENT KNOWLEDGE will be used for this measure.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
25% Outstanding; 50% Very Good or Acceptable; 25% or less Unacceptable on the CONTENT KNOWLEDGE row on the Reading MA Comp Exam Paper Rubric.

Finding (2012-2013) - Target: Met

4 students completed the comprehensive exam from fall 2012 through fall 2013. Of the 4 students, 25% scored outstanding and 75% scored Very Good or Acceptable.

SLO 2: Research and Application

Students will exhibit an understanding of the research base that informs practice and/or begin developing their own empirical research skills.

Related Measures

M 3: Individual Course Papers--Research

Individuals Course paper from ONE of the following pairs of courses: CRD 511, CRD 595; CRD 510, CRD 695; CRD 654, CRD 696. All students are required to take the following pairs of courses but in no particular order. ONE of these papers will be assessed using a rubric. Students will submit: 1) Literacy Learning Record (e.g., CRD 511 or CRD 510) that demonstrates their burgeoning ability to identify a research question, collect and analyze data that provides answers to the question, and develop a plan for improving classroom teaching and learning; and/or 2) well-developed literature review on a trend/issue/problem in literacy (e.g., CRD 654).

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
25% Outstanding; 50% Very Good or Acceptable; 25% or less Unacceptable on RESEARCH AND APPLICATION according to Reading MA Course Paper Rubric.

Finding (2012-2013) - Target: Not Reported This Cycle

We began collecting data this fall 2013 on this measure. We have created new rubrics to assess this measure.

M 4: Comp Exam--Research

Comp Exam--Literacy
Content Students will complete a comprehensive exam in which they must answer 2 multipart questions. For this measure, Reading Master's students will be assessed on their ability: 1) analyze and synthesize the pedagogical content knowledge (PCK) literature in literacy 2) apply their PCK to formulate school wide plans and professional development opportunities for improving classroom teaching and learning. Only the rubric row CONTENT KNOWLEDGE will be used for this measure.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
- 25% Outstanding; 50% Very Good or Acceptable; 25% or less Unacceptable on the RESEARCH AND APPLICATION row of the Reading MA Comp Exam Rubric.

**Finding (2012-2013) - Target: Met**
Of the 4 students who took the Comprehensive Exam in 2012-2013, 75% scored Very Good or Acceptable and 25% scored Outstanding.

### Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcn 3: Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 5: SOLs**
Student evaluations of Reading MA course Professors.

Source of Evidence: Student course evaluations on learning gains made

**Target:**
Mean of 3/5 for Course and Instructor.

**Finding (2012-2013) - Target: Met**
Course evaluations range from 4.5 to 5.00 for the spring and summer semesters.

**M 6: Professional Activities**
All faculty teaching certification courses will do two or more of the following each and every year: 1. Attend professional development sessions 2. Present papers at professional conferences 3. Submit 2 papers to professional journals 4. Publish in books and/or peer-reviewed journals 5. Develop and submit a proposal for external funding of $100,000 or more as PI or Co-PI 6. Complete 10 guest teaching hours in public school each semester.

Source of Evidence: Activity volume

**Target:**
Activity Volume

**Finding (2012-2013) - Target: Met**
100% of literacy faculty attend professional development sessions. 100% of literacy faculty present papers at professional conferences. 100% of literacy faculty submit papers to professional journals. 60% of literacy faculty publish in books and/or peer-reviewed journals. None (0%) of the literacy faculty developed and submit a proposal for external funding of $100,000 or more as PI or Co-PI. 100% of literacy faculty complete 10 guest teaching hours in public school each semester.

**OthOtcn 4: Enrollments and Completions**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 7: OIRA Data on Enrollments**
Data from OIRA and department about Reading MA degree enrollments and progress toward program completion.

Source of Evidence: Existing data

**Target:**
We will analyze trends over the past three years and develop a target for next year.

**Finding (2012-2013) - Target: Partially Met**
In 2011-2012, a total of 13 students were enrolled in the program. In the fall 2012, 2 new students enrolled. In 2012-2013, there were 15-18 students enrolled in the Reading Master's program. 1 of the 15 students graduated in fall 2012, 2 of the 15 students graduated summer 2013 and 1 will graduate fall 2013. 2 students currently have applications pending. 2 students are scheduled to take the Comprehensive Exam spring 2014. Of the total number of students presently enrolled, 2 are scheduled to take the Comprehensive Exam in spring 2014. Approximately 50% of the students, have completed 1/2 of the 36 hour program.

**M 8: OIRA Data on Completions**
Data from OIRA on degree completions.

Source of Evidence: Evaluations

**Target:**
We will be looking at trends over the past three years and developing a target for this year.

**Finding (2012-2013) - Target: Partially Met**
During the 2012-2013, 3 students have graduated and 1 is scheduled to graduate fall 2013. We have 2 students who are scheduled to take the Comprehensive Exam spring 2014. Consequently, these 2 individuals will graduate spring 2014.

**OthOtcn 5: Highly Valued**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 9: Placement of Graduates**
Placement of our graduates will demonstrate that they are highly valued by employers
Source of Evidence: Evaluations

**Target:**
- 80% employment or better

  **Finding (2012-2013) - Target: Met**
  We earned an A on the State Report Card

**M 10: Exit Survey**
Exit Survey
Source of Evidence: Exit interviews with grads/program completers

**Target:**
- Mean of 5/7 on survey items related to how highly the students value their program.

  **Finding (2012-2013) - Target: Not Reported This Cycle**
  Exit Surveys will go out to graduates in May and August of the calendar year.
## Curriculum Maps 1-2 (Outcomes, Measures, and Evidence)

### 2012-2013 Reading Master’s with Reading Specialist Certification P-12

**University of Alabama**

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>SLO 2</th>
<th>Other Measure</th>
<th>Other Measure</th>
<th>Other Measure</th>
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<tbody>
<tr>
<td>Content Knowledge</td>
<td>Research Methods</td>
<td>Program Quality</td>
<td>Program Enrollments</td>
<td>Program Highly Valued</td>
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<tr>
<th>CRD 553</th>
<th>Individual Course Paper</th>
<th>Rubric Assessed</th>
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<td>Comprehensive Exam</td>
<td>Rubric Assessed</td>
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<tr>
<th>Other Measures</th>
<th>OIRA Program Enrollment Data</th>
<th>Exit Surveys</th>
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<td>Other Measures</td>
<td>Faculty Proposal Submissions and Presentations</td>
<td>OIRA Program Completion Data</td>
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**Exam RS#2**

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<thead>
<tr>
<th>Grading Criteria</th>
<th>1- Very Weak</th>
<th>2- Weak</th>
<th>3- Average</th>
<th>4- Good</th>
<th>5- Excellent</th>
<th>List Ratings</th>
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<tbody>
<tr>
<td>A. Addressing all parts of the question (Comprehensiveness)</td>
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<td>B. Presenting a valid &amp; logical argument</td>
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<td>C. Using critical thinking skills (e.g. analysis, evaluation, synthesis)</td>
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<td>D. Providing appropriate facts and citations from research</td>
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<td>E. Using good language mechanics (spelling, punctuation, grammar)</td>
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Total

Mean (Divide Total by 5)

**NOTE: A mean score of 3 is passing**

Check One: Pass Question #1  
Fail Question #1

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Total

Mean (Divide Total by 5)

**NOTE: A mean score of 3 is passing**

Check One: Pass Question #2  
Fail Question #2