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## REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

**Submission date:** 11/14/2023

**Assessment Plan covered in the report:** Teaching & Learning MEd

**College:** School of Education

**Campuses where the program(s) is delivered:**  Anchorage  KOD  KPC  MSC  PWSC

**Submitted by:** Tim Jester, Professor and Program Coordinator, tejester@alaska.edu

*After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

***Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.***

1. Demonstrate advanced content and pedagogical knowledge for teaching--Met faculty expectations
2. Use research to inform professional practice -- Met faculty expectations
3. Explain the relationship between education and social justice -- Met faculty expectations
4. Demonstrate leadership skills for the professional context -- Met faculty expectations
5. Translate educational theories into culturally responsive practice -- Met faculty expectations

- 2. Describe your assessment process in AY23 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (1000 words or less)**

The program assessments in EDTL A698, Phases 1 and 2, and EDTL A651 provide formative data about students' progress in meeting the five PSLOs. The assessments are outlined in the program assessment plan. In 2022-2023, data from these assessments indicated students in the M.Ed. Teaching and Learning program were making adequate progress in PSLO attainment.

The summative assessment in the M.Ed. in Teaching and Learning is the program portfolio (EDTL A651--Phase 3) consisting of a research project report, PSLO artifact report, and self-reflection of learning. These items were mechanisms for collecting assessment data in 2022-2023. Eleven (11) students submitted portfolios in 2022-2023--all in Spring 2023. Students were expected to demonstrate attainment of the five Program Student Learning Outcomes in the program portfolio. Data were analyzed using the Program Student Learning Outcomes as criteria at the end of the spring semester. Faculty reviewing the portfolio evaluated students' performance, evaluated their performance, and considered program implications.

**3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

Students successfully demonstrated progress on the five PSLOs in the formative assessments and attainment of the PSLOs the portfolio assessment. These results indicate that the program is effectively preparing M.Ed. Teaching and Learning students to 1) demonstrate advanced content and pedagogical knowledge, 2) use research to inform professional practice, 3) explain the relationship between education and social justice, 4) demonstrate leadership skills in professional contexts, and 5) translate educational theories into culturally responsive practice.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? No**

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Students' performance on the program assessments indicated no program changes were needed.

**5. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures

- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High-Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY23. *(If no options above were selected)*

**If you checked “Other” above, please describe. (100 words or less)**

**6. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (1000 words or less)**

The program is achieving its goals as stated in the five PSLOs.

To enhance the faculty's understanding of students' performance on the PSLOs and implications for the program, a PSLO rubric will be piloted in 2023-2024 with M.Ed. Teaching and Learning students enrolled in EDTL A698 phases 1 and 2 and EDTL A651. If the rubric meets the intended goal, it will be added to the assessment plan the following year.

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**DEAN SECTION (Due to the program on January 15)**

*After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_oaa@alaska.edu](mailto:uaa_oaa@alaska.edu) for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

**1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

The Teaching and Learning program has reported no necessary changes for two years running. However, program faculty took advantage of redesigning an essential rubric in 22-23 and is piloting this rubric in 23-24 to “enhance the faculty’s understanding of students’ performance...and implications for the program.” I commend the faculty for recognizing that while existing assessment data showed positive student performance, data collection measures might still be improved to reveal hidden aspects of achievement and student accomplishments. The faculty might consider investigating new features of Blackboard Ultra that allow for tagging individual rubric criteria to aligned standards (e.g., PSLOs) for more precise data collection and reporting.

- 2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The use of portfolio-based assessment coupled with a standardized rubric represents a high-quality and high-fidelity approach to assessment. Additionally, using the Alaska Cultural Competencies as the basis for the rubric reinforces the SOE's commitment to the professional preparation of educators with culturally responsive strategies. The UAA Teaching and Learning master's program serves as the current example within the SOE for innovative, rigorous assessment of student learning.

**Dean's signature:**

DocuSigned by:  
*Tonia A. Dousay*  
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**Date:** 1/12/24