### 1. Introduction and Context

#### Program Mission and Goals and Alignment with University’s Mission and Direction

To support the University’s mission and direction, the School of Education has embraced the following statements:

- The mission of the School of Education is to equip Christian educators to impact, public, private, mission and homeschools through biblically centered education, scholarship, and service.

- The vision of the School of Education is to equip a generation of influential educators focused on God’s calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God.

#### Purpose of Review of Programs

Every five years, the leadership of the School of Education (SOE) wishes to conduct a broader and deeper review of its program than is done in its annual reviews. During this time, the desire of the SOE leadership is to assess the program’s mission and vision and review its learning outcomes to make adjustments where needed. Examining the patterns of student enrollment and growth in SOE’s programs that have occurred as a result of the leadership’s efforts to add concentrations, meet students’ needs more effectively, and better equip its students for their educational endeavors seems important at this juncture. As the University requests tighter alignment of SOE’s program learning outcomes to the University learning outcomes and greater connection of SOE’s program learning outcomes to their course learning outcomes, the utilization of rubrics to score assessments becomes critical. The use of rubrics for its assessments allows the SOE leadership to more clearly identify the programs’ areas of strength as well as the areas in which the programs can improve. Submitting SOE’s programs to an outside reviewer gives the SOE leadership a new perspective from which to consider suggestions for improvement of its programs. As the SOE leadership summarizes the findings of its evaluation, the leadership will make commitments to implement specific program changes in the months and years ahead.
The Program Learning Outcomes for the M.A.T. are the following:

- 1. Analyze, evaluate, and apply knowledge of current educational issues, settings, and legislative requirements from a biblical perspective through preparing a philosophy of education, analyzing case studies, and developing an educational portfolio (ULO 1).
- 2. Identify personal assumptions and generalizations related to diversity (e.g., gender, ethnicity, socioeconomic status, sexual orientation, academic abilities) in a paper, analyzing personal biases, and describing how they will create a safe environment within K–12 classrooms where all students are valued as image bearers of God (ULO 1).
- 3. Demonstrate Christian attitudes and actions conducive to the development of professional excellence and witness to the community through writing a personal educational philosophy statement, completing spiritual formation assignments, and conducting ethical research (ULO 1 & 2).
- 4. Exhibit initial commitment to lifelong learning, professional growth, and a lifestyle of service to others as an act of worship through completing spiritual formation assignments, conducting research, and participating in an educational conference or professional educational organization (ULO 3).
- 5. Conduct quality research, communicate findings, and evidence initial pursuit of lifelong learning by successfully completing action research (ULO 1 & 5).

2. Program Quality

Student Learning, Assessment, and Effectiveness

- Describe how students are being assessed and evaluated in achieving the expected Standards of Performance.
  - Students enrolled in the SOE’s masters programs are currently being assessed and evaluated through their course-embedded key assignments (such as student portfolios, research papers, major projects, research proposals, and oral individual/group presentations).
  - Explain how analysis was conducted to determine whether your students met the expected Standards of Performance.
Utilizing analytic rubrics, the key assignments embedded in each of the program’s classes were assessed. The results of these assessments serves as evidence for program learning objective mastery. The scores for each aspect of the analytic rubric are averaged and a total score is computed for each student. When a student does not show proficiency by scoring at least 83% on a key assignment, the student is required to make revisions on the key assignment until the student passes the assignment with at least that score.

Indirect measures of learning (such as alumni feedback, surveys, rates of graduate school acceptance and completion, monitoring student publications, presentations, academic honors) and external reviews were also evaluated.

Annual assessments of departmental goals and Program Learning Outcomes (PLO) provided additional evidence. This process evaluates one or more of the School of Education’s program learning goals to determine if the analyses of the key assignments provide evidence of its students’ mastery of these goals. Efforts to ensure mastery of these goals are identified.

- What new insights have been learned about Students’ Opportunities to be Introduced, Develop, and Master PLOs?
  - The M.A.T. began the year of our last five-year review so it was not included in the last self-study.

- How are students being prepared for their careers and graduate school work?
  - **The specific goal of our Master of Arts in Teaching** is to provide extended preparation for teachers in the classroom to use their strengths, gifts and scholarship to meet the needs of diverse students in the classroom to advance the Kingdom of God.

### 3. Program Goals and Planning for Improvement

What are the program’s primary goals for the next five years?

After review of information and data gleaned from the 5th-year review for the School of Education, the SOE leadership has set the following goals related to the MAT (each goal is followed by the evidence supporting the need to address this area):

- Review our School of Education vision statement to ensure alignment with the new university vision statement. (Mission/Vision Statement evaluation) F14
Reorder M.A.T. Program Learning Outcomes (PLOs) to match ordinal numbering with M.A.Ed. PLO’s when they are identical or similar. (External Reviewer Recommendation) F 14

Confirm that M.A.T. and M.A.Ed. PLOs that are similar connect with the same University Learning Outcomes (ULOs). (External Reviewer Recommendation) F 14

Consider use of program portfolio to manage their construction as students progress through the program and evaluate if they can be used more efficiently for formative as well as summative assessment. (External Reviewer Recommendations) S15

Evaluate the effect of adding new courses or program offerings to learn if SOE programs will be drawing new students or simply spreading available students more thinly in the additional class offerings. (External Reviewer Recommendations) S15

Consider offering additional Masters of Science in Curriculum and Instruction and Masters of Science in Special Education and offering Ph.D./Ed.D programs. (Alumni Survey) F14/S15

Make sure that all professors provide sub-scores for assessments for Key Assignments. (Student Evidence of Learning) F 14

Collect data from concentrations to evaluate student learning. (Evidence of Student Learning) S15

How will the program address any weaknesses while building on existing strengths?

Ensure that each syllabus indicates professional content and skills to be learned including major theorists or proponents of philosophies or methodologies and that assignments in syllabi are explicitly connected to Course Learning Outcomes (CLOs) and PLOs. (External Reviewer Recommendations) S 15

Develop a system to ensure parity of workload for classes of equal units earned. (External Reviewer Recommendations) S15

Review advising structure for graduate students to improve student access to longer-term course scheduling and to mentoring by faculty. (Student Survey, Alumni Survey) S15

Ensure all new students receive LMS training before taking on-line classes. (Student Survey) S 15

Review means to improve student writing and research skills, especially in the use of grammar and APA format. (Student Evidence of Learning) F 15

Provide means to assess verbal presentation skills for our programs. (Student Evidence of Learning) S 16