

**Graduate: Master of Education**

**Assessment Data**

**Master of Education Comprehensive Exam Data 2004-2008**

Score	Mar-04		####		Jan-05 (Kam Cohort)		Mar-05		Nov-05		Mar-06		Nov-06		Mar-07		####		Mar-08	
4	3	14%	0	0%	3	16%	4	10%	8	14%	0	0%	1	1%	0	0%	0	0%	0	0%
3	11	52%	17	53%	8	42%	29	73%	29	50%	23	55%	54	67%	24	41%	4	7%	0	0%
2	6	29%	11	34%	7	37%	6	15%	14	24%	10	24%	22	27%	8	14%	0	0%	0	0%
1	1	5%	4	13%	1	5%	1	3%	7	12%	9	21%	4	5%	1	2%	1	2%	3	12%
Unknown															26	44%	52	91%	23	88%
<b>Total</b>	<b>21</b>	<b>100%</b>	<b>32</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>58</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>81</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>57</b>	<b>100%</b>	<b>26</b>	<b>100%</b>

4=	Pass with Honors
3=	Pass
2=	Pass with Condition
1=	Fail
Unknown	First time pass or pass with condition unknown

27% Mean of score 2 from Mar 2004-Nov 2006  
 9% Mean of score 1 from Mar 2004-Nov 2006

**Report Title: ED684 Culminating Experience**

Milestone: All Scoring: All

**Rubric: COE MED ED684 CAPSTONE PROJECT RUBRIC**

	Exceeds (3 pts)	Meets (2 pts)	Needs Improvement (1 pts)	Mean	Mode	Stdev
PRACTICE (assignment #3 and #9)	16	3	0	2.84	3	0.36
THEORY (assignment #4)	16	3	0	2.84	3	0.36
LEADERSHIP (assignment #1)	13	5	1	2.63	3	0.58
SCHOLARSHIP (assignment #11)	13	5	1	2.63	3	0.58
COMMUNICATION (assignment #10)	15	4	0	2.79	3	0.41

PRACTICE (assignment #3 and #9) HI-CHAM-MAS-ED-PO.1	16 (84%)	3 (15%)	0 (0%)
THEORY (assignment #4) HI-CHAM-MAS-ED-PO.2	16 (84%)	3 (15%)	0 (0%)
LEADERSHIP (assignment #1) HI-CHAM-MAS-ED-PO.3	13 (68%)	5 (26%)	1 (5%)
SCHOLARSHIP (assignment #11) HI-CHAM-MAS-ED-PO.5	13 (68%)	5 (26%)	1 (5%)
COMMUNICATION (assignment #10)	15 (78%)	4 (21%)	0 (0%)

Exceeds Meets Needs Improvement

**Inter-Rater Summary**

	dpollock	ecrvalho	Mean	Stdev
PRACTICE (assignment #3 and #9)	3.00	2.80	2.90	0.10
THEORY (assignment #4)	3.00	2.80	2.90	0.10
LEADERSHIP (assignment #1)	3.00	2.53	2.77	0.23
SCHOLARSHIP (assignment #11)	3.00	2.53	2.77	0.23
COMMUNICATION (assignment #10)	3.00	2.73	2.87	0.13

**Analysis and Reflection**

The Master’s in Education Program at Chaminade University is built around five ‘core courses.’ Until school year 2006-2007 these courses were:

ED 675 Learning Styles & Learning Theory  
 ED 652 Multicultural Education  
 ED 670 Issues of Peace, Social Justice, & Educational Reform.  
 ED 685 Assessing Teaching & Learning  
 ED 702 Introduction to Education Research

Upon completion of these courses, students would take a written comprehensive examination. The exam consisted of 5 questions, each question focusing on one of the core courses. Students selected three out of the five questions to discuss and respond to. This exam was taken on-site until two years ago whereby it was changed to a take-home exam. Students had one week to complete the exam and return it. Faculty members evaluated the exams using a rubric with a grading scale of 4, 3, 2, 1; 4= Pass with Honors, 3= Pass, 2=Pass with Condition, 1=Fail. If students received 2s in 2 out of 3 questions, they would receive a failure; otherwise they were given the opportunity to make improvement in their responses and resubmit. If they received 1 as a score, they needed to retake that exam question(s) at a later date.

Yet the faculty was concerned about the number of 2's -Pass with Condition and 1=Fail scores that students' received. In reviewing comp results, the average scores from years 2004-2006 reveal that 27% of students received a 2 and 9% failed the exams. Faculty discussed this at length at Division meetings and it was determined that students required extra training and support in academic writing and research. To address these concerns as well as expand the final comprehensive assessment option, changes in the M.Ed program were implemented in Academic Year 2007-2008. The ED 702 Introduction to Research course was replaced with two courses. ED 600 Introduction to the Master of Education is a 1 unit class where students gain an overview of the M.Ed. core courses, emphasis courses, and can plan for their culminating experience. In ED 601 Understanding Educational Research and Design, students explore relevant qualitative and quantitative research methods, read academic literature and write a major literature review. ED 685 Assessing Teaching & Learning (now in the licensure programs) was replaced with ED 684 Culminating Experience.

ED 600 Introduction to the Master of Education  
 ED 601 Understanding Educational Research and Design  
 ED 675 Learning Styles & Learning Theory  
 ED 652 Multicultural Education  
 ED 670 Issues of Peace, Social. Justice & Education Reform.  
 ED 684 Culminating Experience

School year 2007-2008 was a transition year as we piloted the ED 684 Culminating Experience course. Students could take the comprehensive exam or this three credit course. The Culminating Experience course was designed to be a synthesis of content covered in the core courses as well as students' area of emphasis. Hence, the Signature Assignment for the Culminating Experience can be tailored to each emphasis area such as Early Childhood, Special Education, etc. and the Signature Assignment can be

broadened to include active research or program area projects where students synthesize and apply 'core' concepts.

The ED 684 Culminating Experience data piloted during the Fall 07 and Spring 08 year indicates that most students "Exceeds" or "Meets" requirements for their Signature Assignment and Program Outcomes which addresses Practice, Theory, Leadership, Scholarship and Communication.