

MSE CONCENTRATION IN SECONDARY EDUCATION GRADUATE PROGRAM ASSESSMENTS

The College of Education and related programs have designed a series of common assessments to evaluate graduate programs that prepare personnel who work in PreK-12 school settings. Data is aggregated across the Education Unit and reviewed to determine program improvements.

Assessment and Purpose	Procedures	Course and Sequence
<p>Diversity Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data about our graduate student experiences in working with students of diverse backgrounds.</p>	<p>The questions in this 10 to 15 minute survey will require students to use California Ed-Data (www.ed-data.k12.ca.us) to identify their work site and to describe recent experiences teaching or working with PreK-12 students of diverse backgrounds. Further direction on how to complete this assignment is found at http://ed.fullerton.edu/Current/mastersStudents.html.</p>	<p>EDSC 501 Introduction to Graduate Studies in Secondary Education</p>
<p>Diversity Assignment This assignment requires that secondary education graduate students demonstrate their knowledge and skills in teaching and supporting diverse student learners.</p>	<p>An assignment in the graduate program sequence has been identified as the Diversity Assignment. Students complete the assignment as required in the course and the assignment is evaluated according to the instructor's criteria.</p>	<p>EDSC 540 Graduate Studies in Teaching English Learners</p>
<p>Writing Assessment This assignment requires that secondary education graduate students demonstrate graduate-level writing skills.</p>	<p>A writing assignment in the graduate program sequence has been selected for additional evaluation via a common rubric for assessing writing. This rubric is available at http://ed.fullerton.edu/Current/mastersStudents.html. Students complete the assignment as required in the course. The assignment is evaluated according to the instructor's criteria as well as according to the writing rubric. Student Improvement Plans are developed for candidates who do not meet the minimum level of competence.</p>	<p>EDSC 536 Curriculum Theory and Design</p>
<p>Midpoint Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs at the midpoint.</p>	<p>There are 25 questions in this 10-15 minute survey; most ask for student opinions of coursework, faculty, support, and content on a Likert scale rating.</p>	<p>EDSC 536 Curriculum Theory and Design</p>
<p>Exit Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs after they have completed the program.</p>	<p>There are 25 questions in this 10-15 minute survey; most ask for student opinions of coursework, faculty, support, and content on a Likert scale rating.</p>	<p>EDSC 594/595/597/598 Culminating Experience</p>