A. College, Department and Date

1. College: College of Education
2. Department: Teacher Education, Educational Leadership & Policy
3. Date: November 30, 2015

B. Academic Program of Study*
MA Secondary Education

C. Contact Person(s) for the Assessment Plan
Trenia Walker
Department Chair
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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
### Program Goal

Educate teachers who are capable and competent in research practices and can apply those research practices to their own classrooms.

#### Student Learning Objective

The student will design a research proposal that demonstrates his/her understandings and abilities to inquire into one’s own classroom teaching practices.

#### COE/Univ. Goal

U, P, I

#### Key Assessment Number

4: Research

#### When Assessed

Fall/Spring/Summer when offered

#### Assessment/TP/Course if applicable

Research Proposal
EDUC 500: Research Applications in Education
EDUC 513: Process of Reflection and Inquiry

#### Direct/Indirect

D

#### Score Range

1-3

#### Expected Pass Rate

Passing Score: 2
Expected Pass Rate: 85% score ≥ 2

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### Program Goal

Educate teachers in instructional strategies that directly correlate to student learning.

#### Student Learning Objective

The student will write a detailed lesson plan, showing evidence of a minimum of 3 observable qualities that directly connect to the New Mexico State Observation Protocol

#### COE/Univ. Goal

U, P, I

#### Key Assessment Number

2: Lesson Plan

#### When Assessed

Fall/Spring/Summer when offered

#### Assessment/TP/Course if applicable

Lesson Plan and Reflection
EDUC 502: Advanced Instructional Strategies
EDUC 505: Experiential, Project-Based, and Service-Learning

#### Direct/Indirect

D

#### Score Range

1-3

#### Expected Pass Rate

Passing Score: 2
Expected Pass Rate: 85% score ≥ 2

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### Program Goal

Educate teachers who can demonstrate their understanding of teaching and learning theories and frameworks and apply that learning to their own classrooms in a multimedia format.

#### Student Learning Objective

The student will demonstrate the ability to reflect on learning experiences, make theoretical connections to practice, and identify implications for their teaching.

#### COE/Univ. Goal

U, P, I

#### Key Assessment Number

5: Professional Presentation

#### When Assessed

Fall/Spring/Summer when offered

#### Assessment/TP/Course if applicable

Multimedia Format
EDUC 590: Seminar

#### Direct/Indirect

D

#### Score Range

1-3

#### Expected Pass Rate

Passing Score: 2
Expected Pass Rate: 85% score ≥ 2

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### Program Goal

Educate teachers who can express themselves

#### Student Learning Objective

The student will successfully meet all the criteria for passage

#### COE/Univ. Goal

U, P, I

#### Key Assessment Number

6: MA Examination

#### When Assessed

Fall/Spring/Summer when

#### Assessment/TP/Course if applicable

Written Portion of Examination

#### Direct/Indirect

D

#### Score Range

1-3

#### Expected Pass Rate

Passing Score: 2
professionally and accurately about educational topics as they apply to their teaching.

| of the M. A. Examination. | offered | End of Coursework | Expected Pass Rate: 85% score ≥ 2 |

1. **Who:**
   The Program’s Assessment will include evidence from all students in the program who are enrolled in the courses that have a Key Assessment included as part of the course requirements. This is a valid sample because data is collected from every student in the course.

** 2. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**
The learning outcomes will be assessed each semester in which the course(s) are being taught. The assessment data will be discussed in a Secondary Education faculty meeting each semester, once the data from the previous semester is available. All faculty in the program will be invited to participate in the assessment data discussion to analyze the data, indicate findings, and discuss implications and program changes as needed as a result of the data analysis.

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**
   a. All faculty who teach any course with a Key Assessment will be involved in the assessment process. As instructors, faculty will collect and assess the data for each individual student. After data have been compiled by the COE, all faculty will be invited to attend a faculty meeting to discuss, analyze, and interpret the data, and to make recommendations for program changes.
   b. The process for considering implications of assessment/data for changes to the assessment mechanisms, curriculum design, and pedagogy, will be in a faculty meeting with all faculty being invited to participate in all phases of the process.
   c. The recommendations will be communicated to all faculty via a faculty meeting, with a vote being taken on any changes made to the above mentioned assessment framework. The recommendations will be communicated via email and meeting minutes after changes have been voted on by the faculty.