



Assessment Status 2018

Program: CEL MA and EdD

Date: Fall 2018

| | Yes | No | Comments |
|---|-----|----|---|
| Are PLOs approved and posted on website? | Y | | PLOs updated during 15/16 academic year |
| Is there a current curriculum map? | | N | Curriculum updated in 2018, as recommended in the PR action plan. Curriculum map is currently be updated. |
| Has a rubric been developed for at least one PLO? | Y | | Yes, they are provided below |
| Has a direct assignment been identified? | Y | | Yes, the CEL MA PLOs will be assessed with the MA thesis form CEL 690. The CEL EdD PLOs are assessed through the EdD Dissertation and Portfolio. |
| Is the annual assessment plan complete? | Y | | Yes, completed in fall 2018. |
| Are student entry and exit surveys reviewed? | Y | | Yes, they are regularly reviewed. Additionally, as a result of the latest program review, the Dept. hired a HESA intern to review all exit and entry surveys from the past four years and compile a comprehensive report and action plan. |
| Has program review been completed for this cycle? | Y | | PR completed in 2018. |
| Has the action plan been completed? | | N | Action plan due by December 2018 |
| What actions have the program taken as a result of annual assessment or program review? | Y | | As a result of program review, the department has created several working groups: Student Community and Outreach Advising Curriculum Student engagement. |

Program Learning Outcomes:

I. Current PLOs

CEL EdD PLOs:

- Students will be able to communicate the vision, mission, and values of Catholic education to the various stakeholders of their schools.
- Students will engage self and others in spiritual discernment and the process of reflection and personal faith development
- Students will be able to develop and evaluate school wide improvement plans rooted in current research and best practices in Catholic education that reflect transformational leadership with a personal and professional commitment to liberation, equity and inclusion.
- Students will apply Gospel values with their school communities, demonstrate a knowledge of Catholic social teaching and the promotion of justice, and will integrate cura personalis (care for the person) in their relationships with stakeholders.
- As leaders in Catholic institutions students will be able to engage current political and social reality as a core text. Students will be able to demonstrate an understanding of strategies for acting in solidarity with communities locally and globally, especially historically marginalized groups.

CEL MA PLOs:

- Students will be able to communicate the vision, mission, and values of Catholic education to the various stakeholders of their schools.
- Students will engage self and others in spiritual discernment and the process of reflection and personal faith development
- Students will be able to develop and evaluate school wide improvement plans rooted in current research and best practices in Catholic education that reflect transformational leadership with a personal and professional commitment to liberation, equity and inclusion.
- Students will apply Gospel values with their school communities, demonstrate a knowledge of Catholic social teaching and the promotion of justice, and will integrate cura personalis (care for the person) in their relationships with stakeholders.
- As leaders in Catholic institutions students will be able to engage current political and social reality as a core text. Students will be able to demonstrate an understanding of strategies for acting in solidarity with communities locally and globally, especially historically marginalized groups.

When were the PLOs last reviewed or updated?

The PLOs were reviewed and updated during the 2015 – 2016 academic year. The Director of Assessment hosted several PLO workshops and held individual meetings with each department. The faculty updated the PLOs to meet WSCUC

standards, reflect the current curriculum, and to align with the CEL mission and goals.

CEL Master's Thesis Rubric
Assesses All CEL PLOs

| Expectations | Exceeds | Meets | Approaches | Does not meet |
|---|---|---|--|---|
| 1. Communicate the vision, mission, and values of Catholic education to the various stakeholders of their schools. | Demonstrates skillful ways to communicate the vision mission and values to all stakeholders through policy and practice. | Demonstrates ways to communicate the vision mission and values to all stakeholders through policy and practice. | Demonstrates limited ways to communicate the vision mission and values to all stakeholders through policy and practice. | Does not demonstrate ways to communicate the vision mission and values to all stakeholders through policy and practice. |
| 2. Engage self and others in spiritual discernment - (process of reflection and personal faith development) | Demonstrates strong commitment to spiritual discernment - articulates in depth practice of reflection and faith development for self and others. | Demonstrates commitment to spiritual discernment - articulates practice of reflection and faith development for self and others. | Demonstrates limited commitment to spiritual discernment - articulates superficial practice of reflection and faith development for self and others. | Does not demonstrate a commitment to spiritual discernment - fails to articulate practice of reflection and faith development for self and others. |
| 3. Develop and evaluate school wide improvement plans show professional commitment to liberation, equity and inclusion. | Demonstrates a nuanced and integrated understanding of the creation and implementation of improvement plans Articulates an insightful professional commitment to liberation, equity and inclusion. | Demonstrates an understanding of the creation and implementation of improvement plans Articulates a professional commitment to liberation, equity and inclusion. | Demonstrates a limited understanding of the creation and implementation of improvement plans Articulates a limited professional commitment to liberation, equity and inclusion. | Does not demonstrate an understanding of the creation and implementation of improvement plans Does not articulate a professional commitment to liberation, equity and inclusion. |

| | | | | |
|---|--|--|---|--|
| <p>4. Demonstrate a knowledge of Catholic social thought - promotion of justice - integrate cura personalis (care for the person)</p> | <p>Demonstrates a nuanced and integrated knowledge and understanding of CST wholly integrates cura personalis in leadership role</p> | <p>Demonstrates a knowledge and understanding of CST integrates cura personalis in leadership role</p> | <p>Demonstrates a limited knowledge and understanding of CST - minimal integration of cura personalis in leadership role</p> | <p>Does not demonstrate knowledge and understanding of CST fails to integrate cura personalis in leadership role</p> |
| <p>5. Engage current political and social reality as a core text. demonstrate an understanding of strategies for acting in solidarity with communities locally and globally, especially historically marginalized groups.</p> | <p>Demonstrates a nuanced understanding of ways to engage current political and social reality as a core text - shows in depth understanding of strategies for acting in solidarity with historically marginalized people.</p> | <p>Demonstrates an understanding of ways to engage current political and social reality as a core text - shows understanding of strategies for acting in solidarity with historically marginalized people.</p> | <p>Demonstrates a limited understanding of ways to engage current political and social reality as a core text - shows a superficial understanding of strategies for acting in solidarity with historically marginalized people.</p> | <p>Does not demonstrate an understanding of ways to engage current political and social reality as a core text - fails to show understanding of strategies for acting in solidarity with historically marginalized people.</p> |
| <p>Communicate Through Clear and Cogent Written Work (copied from O&L MA - in hopes of our alignment)</p> | <p>Written work is consistently well-organized to make a clear and cogent argument. Writing is a joy to read and error-free.</p> | <p>For the most part, written work is well-organized to make a clear and cogent argument. For the most part, writing is error-free and does not detract from the comprehensibility of the text.</p> | <p>Some written work is well-organized to make a clear and cogent argument. Writing contains errors that sometimes detract from the comprehensibility of the text.</p> | <p>Most written work is no well-organized and fails to make a clear and cogent argument. Writing contains a substantial number of errors that regularly detracts from the comprehensibility of the text.</p> |