Annual Assessment Report

Academic Year: 2015-16
Department: Education
Program(s): Adult and Higher Education, Masters of Education (M.Ed.)

1. What Was Done

Master’s comprehensive examinations were administered to 7 master’s students: 2 in fall 2014, 2 in spring 2015, 1 in summer 2015, and 2 in fall 2015.

2. What Data Were Collected

All 7 master’s students passed comprehensive examinations (100% pass rate).

3. What Was Learned

Master’s committee chairs meet with master’s students prior to taking their comprehensive examinations to discuss the format and expectations for the comprehensive examinations. As a result of faculty transparency regarding comprehensive examination expectations, students pass the comprehensive examinations solely based on their mastery of the core program knowledge.

Faculty observation and student anecdotal evidence have pointed to a potential concern that spring-admitted masters students do not cohere into the program as well as fall-admitted masters students.

4. How We Responded

Program faculty were pleased to see the results of the master’s comprehensive examination process and plan to continue meeting with students at the point when they are ready to schedule their comprehensive examinations.

To alleviate concerns about cohort cohesion and to facilitate the hiring of graduate students into a growing number of program graduate teaching assistantships, the program has moved to an annual admissions cycle in order to start all new graduate students together in the same semester rather than allowing for admission in both fall and spring. Additionally, program faculty included a message in admissions letters to all graduate students to reach out to their assigned advisor in order to enroll in prescribed coursework for the first semester.