

M.ED MIDDLE GRADES EDUCATION PROGRAM ASSESSMENT - Summer 2003- Spring 2004

COLUMBUS STATE UNIVERSITY MISSION AND GOALS	INTENDED PROGRAM OUTCOMES	ASSESSMENT METHOD AND CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
<p>CSU will serve the educational needs of a diverse region by providing a mixture of liberal arts and professional programs leading to associate, baccalaureate, and graduate degrees. CSU will also serve transfer and transient students as well as those seeking certification and licensure. The university will maintain a strong core of general education as the foundation of all its academic programs. In all these endeavors, CSU will strive to meet the needs of previously under-served populations in its service region.</p> <p>Goal #1: To improve the quality of education and service to students Goal #4: To encourage cultural diversity Goal #5: To identify and support areas of excellence Goal #7: To improve the quality of life in the institution's service area</p>	<p>The successful program graduate demonstrates growing competence in...</p> <ol style="list-style-type: none"> 1. skills and knowledge associated with selected content teaching fields 2. planning effective instruction 3. the implementation of effective instruction 4. skills associated with the selection of appropriate media 5. testing and evaluation skills 6. the use of research in teaching 	<p align="center">PROFESSIONAL AND MIDDLE GRADES CORE GPA (Research Methods, Educational Psychology, Literacy Strategies, and Psychology of the Early Adolescent Learner)</p> <p align="center">CONTENT GPA</p> <p align="center">RESEARCH</p>	<p>10 GRADUATES</p> <p>Percentage of Professional Core Coursework Completed with Grade of:</p> <p>A- 95% B- 5% C- 0%</p> <p>Percentage of Content-Specific Coursework Completed with Grade of:</p> <p>A- 81% B- 16% C- 3%</p> <p>Percentage of Research-focused Coursework Completed with Grade of:</p> <p>A- 100% B- 0% C- 0%</p>	<p><i>Candidates are meeting program completion requirements with a high degree of proficiency based upon GPA. Content GPA results are lower than those earned in pedagogy and research courses, however. An informal inquiry into this matter with several of the graduates revealed a question of relevance of content courses outside the College of Education. Further investigation will be warranted if this pattern persists over time.</i></p>

