

**Master of Arts in Cross-Cultural and International Education (MACIE)**  
**Summary of Assessment Accomplishments**  
**2007-2008 Academic Year**

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**Annual Report**

The *Master of Arts in Cross-Cultural and International Education* (MACIE) program has just completed its second year, since being approved in May 2006; and is therefore still in its formative years of evaluating its student and programmatic assessments and other outcomes.

**A. Learning Outcomes:**

Upon completion of the MA in Cross-cultural and International Education (MACIE) degree, students are expected to:

*Content Knowledge*

1. Demonstrate competence in the ability to apply and analyze theories and principals related to cultural and international understanding to educational practice;
  - Apply and analyze theories and principles of Comparative Education within varied educational contexts;
  - Apply and analyze theoretical frameworks from various Social Sciences in understanding the cultural nature of education;
  - Apply and analyze Psychological theories related to cross-cultural human development as they pertain to contextually and developmentally appropriate practice;
2. Demonstrate competence in the subject area of one particular cognate, including but not limited to: Second Language Acquisition, Educational Development & Marginalized Populations; Gender Constructs; Public Health;
  - Apply and analyze relevant theories and principals within student's cognate as it relates to educational practice;
  - Link cognate knowledge to professional practice within an educational setting.

*Research Knowledge and Skills*

1. Analyze appropriate research traditions and methodologies as related to educational research;
2. Demonstrate competence in either quantitative or qualitative methodologies as applied to cross-cultural research;
3. Demonstrate competence in conducting original research within international or cross-cultural educational environments.

*Educational Professional Skills and Dispositions*

1. Synthesize and apply academic knowledge with authentic educational problems;
2. Apply conceptually based cross-cultural educational models to real-life settings and challenges.

## B. Assessment Methods and Procedures

1. **GPA:** Students demonstrate mastery of their MACIE core content by achieving a minimum of 3.0 GPA in their three MACIE core courses (EDFI 601, 603, and 675). Coding: [Target (3): 3.5 or higher GPA; Acceptable (2): 3.0-3.4 GPA; Unacceptable (1): 2.9 and below.] See Appendix A for table with student progress.
2. **Mid-Program Paper:** Students demonstrate mastery of content knowledge and research skills through the successful writing of a mid-program key assessment research paper. See Appendix B for rubric. Coding: [Target (3): 90%; Acceptable (2): 80%; Unacceptable (1): 79% or below.]
3. **Internship Assessment:** In order to assess students' *Educational Professional Skills and Dispositions*, students must successfully complete the requirements for the internship by achieving at least an acceptable rating for EDFI 691 (Internship in Cross-Cultural Education) combined assessment. Coding: [Target (3): 90%; Acceptable (2): 80%; Unacceptable (1): 79% and below.] See Appendix C for Internship Grade Sheet.
- 4a. **MA Thesis:** Students completing Option I (MA thesis) successfully write and defend an MA thesis emphasizing a topic related to their cognate while incorporating core content and applying appropriate research methods.
- 4b. **Comprehensive Examination:** Students completing Option II (comprehensive examination) demonstrate their understanding, and ability to apply and analyze core content, research methods, and cognate knowledge through the successful completion of three questions, each designed to assess one of these areas. See Appendix C for Comprehensive Examination Guidelines. Students must achieve at least 2 out of 3 points for each question of the comprehensive exam in order to pass.

## C. Inferences from Assessments

1. **GPA:** Thus far, the students have successfully achieved the minimum of a 3.0 for their core courses. A form designed for better record keeping is being designed to assist with the collection of data.
2. **Mid-Program Paper:** Thus far, all students have achieved at least an acceptable rating for their mid-term paper. As a result of varied backgrounds in their bachelor degree programs (including a large number of international students), a great deal was learned this year regarding the range of experience and present abilities in writing graduate level research papers. As a result, procedures are being developed to scaffold the students better in this process and develop a more detailed assignment explanation and rubric.
3. **Internship Assessment:** The strengths of the internship experience (flexibility in term completion and placements both nationally and internationally) have created a

challenging environment for the Internship Supervisor. Continued revisions will be made to the internship assessments as a history develops with students in the field

**4a. MA Thesis:** The first MA thesis candidate successfully completed a thesis this year. The process informed the faculty of the need for strict guidelines that adhere to time-lines and a better system for assisting students in the decision making process between the two capstone options: thesis or examination.

**4b. Comprehensive Examination:** One student has thus far taken the comprehensive examination successfully. Another student will be completing summer 08. Both students also participated in seminars designed to prepare them for this comprehensive examination. These seminars have proven beneficial for the candidates as they are provided the opportunity to synthesize and analyze their MACIE core courses, research classes, and cognate area. The faculty has also found them useful as a means to strengthen the classes for future classes.

#### **D. Actions Taken/Program Improvements:**

##### *Content Knowledge*

Mid-Program Paper: This was the first year students wrote mid-program key assessment papers for the MACIE program. As a result, much was learned about the developmental level of the entire cohort of students regarding their academic research and writing skills. While the paper is proving to be a good indicator of which students are on track with their writing and which students need continued assistance, the paper guidelines and rubric are being evaluated and edited for the 2008-2009 academic year. For instance, this year's papers have revealed that some students have not been adequately prepared in their undergraduate program for conducting a deep analysis of academic research (secondary sources) and including a theoretical framework from which to analyze previous research, including empirical studies. A more detailed guidelines that lay out the expectations for theoretical incorporation into the paper are needed and will be added to the paper rubric.

##### *Research Skills*

While the mid-program paper is proving to be a good indicator of individual student's secondary source research skills, by itself, it does not assess adequately for *all* students their full capabilities to understand, reflect upon, and produce original research in preparing them for a MA thesis or adequately write about research for a comprehensive exam. As a result, the MACIE faculty is devising a method for one additional research-based key indicator to better track student research progress.

##### *Educational Service Skills*

Presently, the first actual group of students (small cohort) is completing their internships and simultaneously participating in the on-line accompanying course. After this summer's first successful group, we will analyze the success of the on-line component and methods that it can be improved.

**Appendix A: MACIE Student Key Indicators for Measuring Student Progress**

Student Initials	Core Pass Pt & GPA	Mid Paper Pass Pt & Percent	Internship	Capstone
A,R	3 (3.6)	2 (80)		
B,E		2 (88)		
B,M		2 (85)		
CW,A		3 (97)		
D,A	3 (4.0)	2 (87)	3	2
M,A	3 (4.0)	3 (90)		
M,P		3 (90)		
N,C	2 (3.3)	2 (85)	3	2
P,J	3 (4.0)	3 (97)		
R,E	3 (3.66)	3 (93)		
W,J	2 (3.0)*	2 (85)		
Y,L		2 (89)		
Z,M		1 (73)		

3=Target

2=Acceptable

1=Unacceptable

\* Incomplete: Not all 3 courses yet.

**Appendix B: MID-PROGRAM KEY ASSESSMENT**

**EDFI 675 Research Paper Grading Rubric**

In addition to receiving comments on the paper, each student will also receive a rubric like this with the returned paper. The point value for each section will be marked to the right, and total given.

Content Assessed	Evaluation				
I. Clearly stated thesis of your paper (question you are addressing). Do you have a hypothesis?	1	2	3	4	5
	v. poor	poor	fair	good	excellent
II. Thoroughness of literature review relevant to the topic.	1 3 5 7 9 11 13 15 16 17 18 19 20 21 22 23 24 25				
	v. poor	poor	fair	good	excellent
III. Analysis of previous research/literature which has been conducted already on this topic. This shows you have gone beyond just summarizing and you analyze too.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20				
	v. poor	poor	fair	good	excellent
IV. Are your conclusions which you have drawn from this research logical? Have you backed them up thoroughly?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20				
	v. poor	poor	fair	good	excellent
V. The paper guidelines have been followed, including content, format, page length, and APA style.	1	2	3	4	5
	v. poor	poor	fair	good	excellent
VI. Paper writing style	1	2	3	4	5
	v. poor	poor	fair	good	excellent
VII. Paper organization - including well laid out introduction and conclusion.	1	2	3	4	5
	v. poor	poor	fair	good	excellent
TOTAL SCORE	_____ out of 100				

## Appendix C: Internship Assessment

### EDFI 689: MACIE Internship. Student Evaluation

Satisfactory Completion of Internship (hours)	50
*First 48 Hours Assignment	5
*Required Core Course Responses	15
*Thesis Section Draft (thesis students) <i>or</i> Complete Core Course Responses (comp exam students)	25
<u>*Final Student Evaluation</u>	<u>5</u>
Total:	100 points

*\*Assignments are attached to syllabus, and available in the EDFI 689 Blackboard site discussion section.*

EDFI 689 is graded on a Satisfactory/Unsatisfactory (S/U) basis. Students must complete *all* assignments to satisfactorily complete the course.