

**Annual Progress Report on
Assessment of Student Learning Plan
M. S. in Curriculum and Instruction**

Academic year: 2005-06

Department/Program: Curriculum and Instruction

Degree program(s): **M. S. in Curriculum and Instruction**

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1. List the student learning outcomes that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.

The M. S. in Curriculum and Instruction submitted its **Assessment of Student Learning Plan** and received university approval in Spring 2005. The three learning outcomes selected for assessment for 2005-2006 include:

- ***Area of Specialization.*** *Demonstrate knowledge of curriculum and instruction as related to the student's professional goals.* (Knowledge)
- ***Instruction.*** *Apply curriculum and instruction expertise as related to the student's professional goals.* (Skills)
- ***Personal and Professional Development.*** *Demonstrate a commitment to continued learning, growth, and scholarly activity.* (Attitudes and Professional Conduct)

During 2005-2006, the ***Master's Final Examination/Portfolio Rubric*** and the ***Master's Completion Survey*** were completed for assessment of the three designated outcomes (as well as the additional outcomes required by our education accreditation agency --NCATE).

Procedures for the administration of the assessment instruments are followed by the major advisor and committee members for MS students in C & I *in their final semester* of the graduate program while enrolled in EDCI 890 Masters Project:

MS Final Examination/Completion Portfolio Rubric

To be completed jointly by the advisor and committee members PRIOR TO signing the MS ballot. The advisor returns the completed rubric to the Coordinator of Graduate Programs in Curriculum and Instruction immediately following the Final Examination. The portfolio should be turned into the advisor one week prior to the Final Examination for preliminary evaluation.

MS Program Completion Survey

To be completed by the student PRIOR TO the MS Final Examination (EDCI 890) and submitted in a sealed envelope to the advisor at the time of the exam. The advisor should distribute the survey and envelope to the student when the portfolio is turned in one week prior to the Final Examination. The advisor returns the survey to the Coordinator of Curriculum and Instruction immediately following the Final Examination.

2. For each learning outcome, describe the measures used (over a three-year period approximately one-half of the measures used are to be direct measures, and at least one direct measure must be used for each student learning outcome), the sample of students from whom data were collected, the timetable for the collection, and the forum in which the measures were administered.

The plan for direct measures of the three outcomes include:

- Items on the ***Master's Final Examination Rubric*** rank student performance from Unsatisfactory (1) to Basic (2) to Proficient (3) to Distinguished (4) for each of the three selected student learning outcomes based on portfolio artifacts and oral final examination performance. The target goal of 80% at or above the Proficient and Distinguished level was approved by the Graduate Faculty in Curriculum & Instruction.
- The ***M. S. in Curriculum and Instruction Program Completion Portfolio*** assigned designated items to align with each of the three outcomes.

Demonstrate knowledge of curriculum and instruction as related to the student's professional goals. (Knowledge)

Portfolio item: Each course on the Program of Study requires an overview page containing a personal reflection on how the course impacted student knowledge of Curriculum and Instruction and/or the designated area of specialization.

Apply curriculum and instruction expertise as related to the student's professional goals. (Skills)

Portfolio Item: Self-selected courses require documentation of applications of instructional pedagogy in an educational setting.

Demonstrate a commitment to continued learning, growth, and scholarly activity. (Attitudes and Professional Conduct)

Portfolio Item: Identification of professional goals for one year, five years, and ten years in education and a future professional reading list.

This portfolio is presented to the advisor prior to the Final Examination and the items are evaluated as part of the Final Evaluation Rubric.

- Items on the *Master's Program Completion Survey* rank student self-assessment of student learning outcomes from Unsatisfactory (1) to Basic (2) to Proficient (3) to Distinguished (4) for each selected student learning outcome based on the entire program.

3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your program?) If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.

Note: Data presented below are from the Spring/Summer 2006 statistical analysis, since the numbers for Fall 2006 were small and part of a pilot study.

Results of the Master's Final Evaluation Rubric (Faculty rating of students, n = 55)
Target Goal: 80% of MS students at or above the Proficient level.

Area of Specialization. Graduate faculty committee members scored Masters students in this specialty area (15 credit hours) with 56.4% of students rated as Distinguished and 29.1% rated as Proficient (Mean = 3.40, SD = .78). The largest number of students reported from the English as a Second Language Specialization (n=28) (Mean = 3.14, SD = .90). Several students (n=6) in this area were ranked as "Basic," so the specialty program will explore how to increase the performance of all students in the program. The findings indicate the "knowledge" level of specialty areas of study constitutes a program strength.

Instruction. Graduate faculty committee members scored Masters students in this area the highest of the ten learning outcomes with 61.1% of students rated as Distinguished in this area and 22.2% rated as Proficient (Mean=3.43, SD =.82). The program consists of practicing K-12 teachers earning an advanced degree; therefore, it appears MS students are applying the "skills" learned in the program to their teaching responsibilities and impacting student learning at the K-12 level.

Collaboration, Leadership, and Service. Graduate faculty committee members scored Masters students in this area with 49.1% at the Distinguished level and 39.6% at the Proficient level (Mean=3.38, SD=.69). The finding indicates the high level of professionalism in most MS students; yet attention must be directed toward addressing the 11.3% who were found to be at the Basic level in this outcome. All teachers must be professionals and engage in the activities demanded by this outcome.

Results of the Masters Completion Survey (Student assessment, n = 49)

Statistical analysis and discussion of resulting “qualitative” student comments.

Area of Specialization. MS students rated themselves at 77.6% “Distinguished” and 22.4% “Proficient” (Mean = 3.78, SD = .42) in their 15 hours of specialization courses. This indicates that 100% of students recognize the quality of knowledge gained in specialty coursework; however, these specialties are also student choices, thus impacting their positive view of the specialty.

The qualitative comments in this area revealed positive comments on the quality of content and pedagogy in the program.

Instruction. MS students rated themselves at 73.5% at the “Distinguished” level and 26.5% at the “Proficient” level (Mean=3.73, SD .45) for this student learning outcome. Once again, the majority of MS students in C & I are practicing teachers; therefore, their application of learning to their classroom teaching appears to be a strength of the program.

The qualitative comments in this area revealed concerns with an online technology course which may be beyond the scope and ability of most students and the lack of relevance of a research course to the field of education. Comments also cited the need for a connection between the research course (EDCEP 816) and teacher research.

Collaboration, Leadership, and Service. MS students rated themselves highest on this student learning outcome with 83.7% at the “Distinguished” level and 16.3% at the Proficient level (M=3.84, SD = .37). The program focuses on teachers earning an advanced degree; therefore, a strong proportion of MS students engage in collaboration, leadership, and service through their professional positions as teachers. This result indicates the high expectations of the teaching profession that the program must continue to support.

The qualitative comments in this area pointed to the effectiveness of collaborative group work, the importance of ethical and moral decisions in the teaching profession, and the desire to engage in local, state, and national service to the profession.

4. Describe the process by which faculty reviewed the results and decided on the actions and/or revisions that were indicated by them.

A report prepared by the Office of Educational Innovation and Evaluation (OEIE) analyzed and summarized the data findings. The Executive Committee of the Graduate Faculty in Curriculum and Instruction (5 members) met on October 12, 2006 to discuss all data collected during the 2005-2006 academic year. The group brought a summary report of findings to the larger body of Graduate Faculty in Curriculum and Instruction (32 members) on October 29, 2006. The group discussed program strengths,

weaknesses, and possible instructional interventions to better meet the expectations of the student learning outcomes.

Strengths include professional dispositions of the teaching profession and the ability to apply pedagogical learning in authentic reaching settings. Weaknesses include the need to review research and technology courses for relevance to the field of teaching.

5. Describe the actions and/or revisions that were (or will be) implemented in response to the assessment results.

To enhance the already strong SLO of *Collaboration, Leadership, and Service*, professional dispositions have been added to our rubrics to further delineate and emphasize the importance of professional characteristics within the MS in C & I program.

To address some concerns about the research requirement being irrelevant to the student's needs, the program director discussed these concerns with the instructor of EDCEP 816. A face to face version of the course will occur each Fall semester in order to elicit student questions related to instruction. In addition, EDCI 760 Teachers as Researchers will be taught each Spring beginning in 2008 to assure that teachers in the program witness the relevance of research to a classroom setting.

To address the insecurities of MS students/ practicing teachers taking EDCI 807 Learning Technologies, the program director met with the course instructor to clarify concerns discussed in the completion survey.

6. Given the assessment activities and results to date, describe your assessment plans for the current year (2006-2007). If significant changes have been made to the degree program SLOs or to the general assessment strategy, please clearly describe.

The program will continue to utilize the Master's Final Examination/Portfolio Rubric and the Master's Program Completion Surveys during 2006-2007 (and likely for a third year of 2007-2008). The Student Learning Outcomes have not changed, but have been further aligned with the Standards and Dispositions that accompany the Conceptual Framework of the College of Education. The Master's Completion Portfolio has extended the number and quality of entries to include diversity, technology, and impact on student learning, with the existing rubric aligning with these new entries. Data collected over a three year cycle are likely to allow the Curriculum & Instruction program to make changes in the SLOs and/or the rubric designations if so indicated.

Anticipated data collection changes include soliciting more data at the entry to the program through a C & I Graduate Admission, Mid-Point, and Exit Survey, creating a mid-point transition in the program to determine student progress through advisor recommendation, and including a "student learning" portfolio entry to ascertain instructional impact of MS teachers on their K-12 students.