

Curriculum and Instruction [CUIN]

Cycles included in this report:

Jun 1, 2017 to May 31, 2018

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Program Name: Curriculum and Instruction [CUIN]

Reporting Cycle: Jun 1, 2017 to May 31, 2018

1 Is this program offered via Distance Learning?

50-99% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2015-2016:

Data was reviewed for the differentiated instruction lesson plan. Although the students were able to plan for differentiation, the format for the plan was not uniform and therefore, the data collected from the assessment was not targeting in on the strengths and weaknesses of the planning process. Therefore, the faculty decided to implement the lesson plan rubric that has been revised and will be used in all undergraduate and graduate level initial certification programs, in order to collect more meaningful data and to better identify the needs of the candidates in the planning process.

2016-2017:

All professors that teach distance learning courses are trained by the university in Moodle, especially with regard to distance learning tools such as Big Blue Button, videos, and assessments. Therefore, in all distance learning courses, assessment data will be collected in order to evaluate the instruction of these courses and changes will be made as needed. Additionally, any distance learning course assessment data that aligns with a traditional course assessment will be evaluated for correlations in strengths and weaknesses.

2017-2018:

There were no examples of program improvement provided for 2017-2018.

4 Program Highlights from the Reporting Year

2016-2017:

New rubrics have been designed for assignments to facilitate better data collection and analysis of student learning.

2017-2018:

There were no program highlights reported for 2017-2018.

5 Program Mission

The Master of Education in Curriculum and Instruction prepares practicing educators to serve as master or lead teachers, instructional specialists, and curriculum coordinators. Candidates may select one of seven concentrations to study: early childhood education, elementary education, gifted, immersion, reading, secondary education, or special education. The reading concentration satisfies the reading specialist endorsement by the Louisiana Department of Education, and the special education concentration satisfies the mild/moderate add-on endorsement to early childhood, elementary or early interventionist certificates and the mild/moderate 6-12 add-on endorsement to a secondary certificate. The secondary concentration satisfies the content-specific credentialing requirements of the Southern Association of Colleges and Schools' Commission on Colleges.

6 Institutional Mission Reference

7 Assessment and Benchmark EDUC 670 Research II: Applied Educational Research

Assessment: EDUC 670, Research II: Applied Educational Research, action research

project. Candidates demonstrate ability to examine, design, execute, and report action research studies.

Benchmark: 100% of candidates will earn a minimum mean score of 93 (93%) on EDUC 670, Research II: Applied Educational Research, action research project.

Prior to 2016-2017, the benchmark was a mean score of 85%.

Course Links

EDUC670 [Research II: Applied Educational Research (Lec. 3, Cr. 3)]

Outcome Links

Action Research Studies [Program]

Candidates demonstrate ability to examine, design, execute, and report action research studies.

7.1 Data

| Semester | # of students | Mean score |
|-------------|---------------|------------|
| Spring 2014 | 2 | 95% |
| Fall 2014 | 4 | 94.25% |
| Spring 2015 | 4 | 91.25% |
| Fall 2015 | 2 | 92.5% |
| Spring 2016 | 1 | 94% |
| Fall 2016 | 1 | 96% |
| Spring 2017 | 3 | 96% |
| Fall 2017 | 1 | 81% |

Course Links

EDUC670 [Research II: Applied Educational Research (Lec. 3, Cr. 3)]

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

For the six semesters of data collected, all 17 candidates scored at or above the benchmark of 85%. During the 2016-2017, data will be collected via a rubric and analyzed per row in order to pinpoint specific strengths and weaknesses of candidates.

2016-2017:

Program faculty are satisfied with candidate performance and feel as though candidates' abilities to design an action research projects is satisfactory. New faculty will be teaching this course beginning in the fall of 2017. In August of 2018, the graduate faculty will meet to discuss whether or not the assessment should be adjusted.

2017-2018:

Analysis of Data: The assignment has been revised and is aligned with work performed in EDLD 600, and EDLD 699. The one candidate in which data was reported for during this academic year scored an 81% on the assessment.

Plan for Continuous Improvement: Due to the increase in rigor, the progression of the assignment, and the realignment of the assignment to goals and objectives, the benchmark will be lowered to 80%. This benchmark will remain for at least two more semesters until candidates entering the program have a chance to progress through the scope and sequence designed to increase their success.

Course Links

EDUC670 [Research II: Applied Educational Research (Lec. 3, Cr. 3)]

8 Assessment and Benchmark EDUC 699 Research III: Seminar in Educational Research

Assessment: EDUC 699, Research III: Seminar in Educational Research, action research project. Candidates demonstrate ability to examine, design, execute, and report action research studies.

Benchmark: 100% of candidates will earn a minimum mean score of 93 (93%) on EDUC 699, Research III: Seminar in Educational Research, action research project.

Prior to 2016-2017, the benchmark was a mean score of 85%.

Course Links

EDUC699 [Research III: Seminar in Educational Research (Lec. 3, Cr. 3)]

Outcome Links

Action Research Studies [Program]

Candidates demonstrate ability to examine, design, execute, and report action research studies.

8.1 Data

| Semester | # of students | Mean score |
|-------------|---------------|------------|
| Spring 2014 | 2 | 99% |
| Fall 2014 | 4 | 96.8% |
| Spring 2015 | 4 | 99% |
| Fall 2015 | 2 | 90.9% |
| Spring 2016 | 2 | 91% |
| Fall 2016 | 0 | - |
| Spring 2017 | 3 | 96% |
| Fall 2017 | 0 | - |
| Spring 2018 | 2 | 96.5% |

Course Links

EDUC699 [Research III: Seminar in Educational Research (Lec. 3, Cr. 3)]

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

For the six semesters of data collected, all 15 candidates scored at or above the benchmark of 85%. During the 2016-2017, data will be collected via a rubric and analyzed per row in order to pinpoint specific strengths and weaknesses of candidates.

2016-2017:

In order to collect more meaningful data a rubric will be designed for the 2017-2018 academic year that will provide specific components in the action research project. This data will be used to identify strengths and needs in the project.

New faculty will be teaching this course beginning in the fall of 2017. In August of 2018, the graduate faculty will meet to discuss whether or not the assessment should be adjusted.

2017-2018:

Analysis of Data: The two candidates scored above the benchmark on the assignment.

Plan for Continuous Improvement: In an effort to better understand the strengths and areas of improvement measured within the assessment, future data reported will include a rubric with elements assessed.

Course Links

EDUC699 [Research III: Seminar in Educational Research (Lec. 3, Cr. 3)]**9 Assessment and Benchmark EDUC 606 Differentiated Instruction Lesson Plan**

Assessment: EDUC 606, Foundations of Advanced Teaching. Candidates apply knowledge of content and curriculum in instructional settings.

Benchmark: 100% of candidates will earn a minimum mean score of 61 (87%) on EDUC 606, Foundations of Advanced Teaching, differentiated instruction lesson plan.

Prior to 2016-2017, the benchmark was a mean score of 85%.

Course Links**EDUC606 [Foundations of Advanced Teaching (Lec. 3, Cr. 3)]****Outcome Links****Knowledge of Content and Curriculum [Program]**

Candidates apply knowledge of content and curriculum in instructional settings.

9.1 Data

| Semester | Students earning 87% | | Range | Mean score | Benchmark met? |
|-------------|----------------------|------|-------|------------|----------------|
| | # | % | | | |
| Summer 2015 | 7/7 | 100% | | 98% | Yes |
| Summer 2016 | 4/5 | 80% | 60-70 | 65.4% | No |
| Summer 2017 | 5/6 | 80% | 75-85 | | No |
| Summer 2018 | 2* | N/A | N/A | N/A | N/A |

*The two completers in 2017-2018 were enrolled in EDUC 606 prior to data collection for completers, and the instructor is no longer teaching at the University.

Course Links**EDUC606 [Foundations of Advanced Teaching (Lec. 3, Cr. 3)]****9.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

In order to collect more meaningful data and increase the rigor in the assessment, this course will now use the Department of Education Professions' newly redesigned lesson plan rubric.

2016-2017:

The lesson plan point value for summer 2017 was inconsistent with the previous two semesters.

Over the three semesters data has been presented, there is a range of 75-87% of candidates scoring benchmark on this assessment.

A new piloted version of the lesson plan and rubric are being implemented in two methods' courses for undergraduate (PBC/BS). The rubric will be scored with the same number of points for each element and descriptor which will allow for better analysis of data. Also the data will be presented by element as well in order to identify specific strengths and weaknesses.

The newly piloted version will be implemented during 2018-2019 after P-12 feedback is received and the assessment is revised.

2017-2018:

Data for completers was not available. However, moving forward, data for all programs, including MED programs will be reported on Google drive so that it can be analyzed and reported each year in assessment plans. In addition, the program will incorporate Via in order to better track candidate data.

Course Links

EDUC606 [Foundations of Advanced Teaching (Lec. 3, Cr. 3)]**10 Assessment and Benchmark Enrollment and Completers**

Assessment: Enrollment and Completers.

Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

10.1 Data

MED Curriculum and Instruction - Enrollment and Completer Data:

| Academic Year | C&I program Concentration | Officially enrolled within program | Completers | | |
|---------------|---------------------------|------------------------------------|-------------------------------|---------------------------------|-----------------------|
| | | | # of completers fall semester | # of completers spring semester | Total # of completers |
| 2017-2018 | Academically Gifted | 6 | 0 | 1 | 1 |
| | Elementary Education | 3 | 0 | 1 | 1 |
| | Reading | 3 | 0 | 0 | 0 |
| | Secondary Education | 1 | 0 | 0 | 0 |
| | Special Education | 1 | 0 | 0 | 0 |

10.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: This academic year is the first time these numbers have been reported in the Assessment Plan. Currently there are 14 candidates enrolled in the program. However, there were only two completers in the last academic year.

Plan for Continuous Improvement: The EPP is looking and revamping the program and concentrations. Each concentration will be evaluated for workforce needs and candidate interest. Based on these findings, adjustments will be made. In addition, recruitment efforts will continue and faculty will participate in a minimum of two recruitment opportunities within the next academic year.

Program outcomes

Action Research Studies

Candidates demonstrate ability to examine, design, execute, and report action research studies.

Knowledge of Content and Curriculum

Candidates apply knowledge of content and curriculum in instructional settings.

End of report