Curriculum and Instruction [CUIN]

Cycles included in this report:
Jun 1, 2023 to May 31, 2024

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Program Name: Curriculum and Instruction [CUIN]

Reporting Cycle: Jun 1, 2023 to May 31, 2024

1 Is this program offered via Distance Learning?
100% Distance only

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
2023-2024:
- Course progression alterations: Alterations to course progressions include redesigning course sequences with Concentration content learning in year 1 and core coursework including research and Mentor Teacher Training in year 2.
- Major assessment realignment: We reworked our major assessments for a better scaffolding of learning with the course progression. Re-evaluation of three-course research sequence.
- Clinical practice alignment: A review of embedded clinical practice revealed the need to support purposeful clinical practice assignments. Our major assessments now align with clinical practice requirements and national accreditation standards.
- Intentional stakeholder feedback: Feedback within year 1 and 2 learning from candidates and Site Mentors is now included through surveys and align to graduate and candidate surveys for triangulation of data.

4 Program Highlights from the Reporting Year
2023-2024:
Data trends for the MEd program show growth over the last several years for Term 1 enrollment.
Fall 2020 at two candidates, Fall 2021 and 2022 at three candidates, Fall 2023 at eight candidates.

5 Program Mission
The vision of the Burton College of Education is to be committed to developing graduates fully prepared for their careers and who positively influence the communities in which they serve by supporting the success, health, and well-being of all. The mission of the Burton College of Education is to create exemplary educational experiences that empower our students, invest in our communities, and impact the world. Data-dialogues, critical conversations, examination for alignment of content to real-world application, and strength in partnerships support the Master of Education programs continuous reform to achieve the goals set forth by the vision and mission.

6 Institutional Mission Reference
While McNeese State University is primarily a teaching institution of the undergraduate students, the Master of Education in Curriculum and Instruction does serve the regional K-12 educational employers and educational communities in the region.

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

Benchmark: EDUC 670 Research II Applied Educational Research is the second research course within a 3-course progression. It is completed in Term 4 of the 5-term program. The rubric is labeled from 1 (Ineffective) to 4 (Highly Effective) with a benchmark expectation of 3 (Effective: Proficient).

The assessment and rubric were redesigned in Summer 2023. The academic year 2023-2024 is the first iteration of the data set.

Upon review of new CAEP RA standards and input from M.Ed. faculty and outside stakeholders, a revised assessment for EDUC 670 has been created and aligned to CAEP RA.1.1 and RA.1.2 standards. The new instructions and rubric have line-by-line identification of alignment to CAEP and specialized content standards; the benchmark is clearly identified, Effective Proficient, 3.0; there are no ranges of scores within the rubric that could cause subjectivity in scoring; descriptors are delineated by measurable characteristics.

Outcome Links

Action Research Studies [Program]
Candidates demonstrate ability to examine, design, execute, and report action research studies.

7.1 Data

Spring 2024 Completers:

	Chapter 1: CAEP RA 1.1 #1	Chapter 2: CAEP RA 1.1 #2	Chapter 3: CAEP RA 1.1 #2
# of candidates	2	2	2
Mean	4.0	4.0	4.0
Range	4.0	4.0	4.0
% met benchmark	100%	100%	100%

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

C&I EDUC 670_Research II

7.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Spring 2024 data indicates that all completers, n=2, had mean scores that exceeded benchmark, 3.0, scoring Highly Effective, 4.0, within their given specialized content standards.
- Academically Gifted with a mean of 4.0 on NAGC-CEC Standard 6
- Special Education M/M Grades 1-5 with a mean of 4.0 on CEC Standard 1.

Continuous improvement:
MEd research faculty and program coordinator will examine Fall 2023 and Fall 2024 EDUC 670 products and rubric scoring for interrater reliability.

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

Benchmark: EDUC 699 Research III Seminar in Educational Research is the third research course within a 3-course progression. It is completed in Term 5 of the 5-term program. The rubric is labeled from 1 (Ineffective) to 4 (Highly Effective) with a benchmark expectation of 3 (Effective: Proficient).

The assessment and rubric were redesigned in Summer 2023. The 2023-2024 academic year is the first iteration of the data set.

Upon review of new CAEP RA standards and input from M.Ed. faculty and outside stakeholders, a revised assessment for EDUC 699 has been created and aligned to CAEP RA.1.1 and RA.1.2 standards. The new instructions and rubric have line-by-line identification of alignment to CAEP and specialized content standards; the benchmark is clearly identified, Effective Proficient, 3.0; there are no ranges of scores within the rubric that could cause subjectivity in scoring; descriptors are delineated by measurable characteristics.

Outcome Links

Action Research Studies [Program]
Candidates demonstrate ability to examine, design, execute, and report action research studies.

8.1 Data

Spring 2024 Completers:

	CAEP RA 1.1 #1	CAEP RA 1.1 #2
# of candidates	4	6
Mean	3.75	3.50
Range	3.00-4.00	3.00-4.00
% met benchmark	100%	100%

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

2021-2022_ C&I Completer Data_EDUC 699

8.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
The Spring 2024 completers cycle of data for RA.1.1 within EDUC 699 includes one completer (n=1) with 1 year of experience at entrance into the program and one completer (n=1) with 5 years of experience at entrance into the program.

The Spring 2024 cycle of data indicates that all completers (n=2) scored at or above benchmark, 3.0, on RA.1.1 #1 Applications of Data Literacy with a mean score of 3.75 and RA.1.1 #2 Use of research and understanding of research methodologies with a mean score of 3.5.

For both RA.1.1 professional skills measured, the completer (n=1) with 5 years of experience at entrance into program outscored the completer (n=1) with 1 years of experience at entrance into program by an overall mean score of 3.80 to 3.40.
- RA.1.1 #1 Applications of Data Literacy with a mean score of 4.0 to 3.5, respectively
- RA.1.1 #2 Use of research and understanding of research methodologies with a mean score of 3.67 to 3.40, respectively

Continuous improvement:
MEd research faculty and program coordinator will examine Spring 2024 and Spring 2025 EDUC 699 products and rubric scoring for interrater reliability.

9 Assessment and Benchmark Enrollment and Completers

**New benchmarks that matches what we submitted for CAEP Site Visit as our recruitment plan:

Benchmark 1: Increase MEd program enrollment cohort to 10 for Fall 2025.

Benchmark 2: 80% of MEd enrollment cohort will matriculate to completion.

9.1 Data

Cohort	Completion Rate	
	#	%
Fall 2020	2/2	100%
Fall 2021	3/3	100%
Fall 2022	2/3	67%

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

C&I Enrollment and Completer Data

9.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark for enrollment was not met. Enrollment numbers remain low. The goal for the 2021-2022 academic year will be to increase our enrollment. The MEd programs will be promoted outside of the traditional five-parish area since it each C&I program and concentration is now online. The programs offer mentor teacher training, 240 hours toward educational leadership certification, and an add-on in the area of concentration. The program offers multiple benefits to candidates for completing the program.

2021-2022:
For the 2021-2022 academic year, there were 16 candidates enrolled in the C&I programs. The EPP continues with recruitment efforts to increase awareness of the redesigned programs and the experiences and opportunities that can result from the program.

2022-2023:

2023-2024:
Entrance cohort data:
75% increase in entrance cohorts from Fall 2020 (n=2) to Fall 2023 (n=8). We have not yet met our 10 students in the entrance cohort benchmark.

Completion cohort data:
Decrease in matriculation of candidates from Spring 2022 to Spring 2024. One candidate Fall 2022 cohort did not matriculate through to completion in Spring 2024 because of a program withdrawal due to a family medical emergency.

Continuous improvement:
Entrance cohort:
Continue recruitment efforts both on and off campus each academic year during fall, spring, and summer.

Created additional questions for EDUC 603 information survey to determine which recruitment efforts have the most impact. Will be implemented each fall beginning Fall 2024.

Completion cohort:
College implemented a Student Concern survey to be completed by all faculty and VLs at 14th day, midterm, and end of semester. Concerns include quality of work, attendance, completion of work, mental/physical health, etc. Faculty meet at midterm to determine ranges of support for each student submitted and then a support plan is created.

10 Assessment and Benchmark EDUC 601: Research I Literature Review Paper

Assessment: EDUC 601 - Research I Literature Review Paper.

Benchmark: Students will earn a minimum score of 3 (Effective: Proficient) on the rubric with a scale of 1 (Ineffective) to 4 (Highly Effective).

10.1 Data

Spring 2024 Completers:

	CAEP RA 1.1 #2
# of Candidates	7
Mean	3.72
Range	2.00-4.00
% met benchmark	94%

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

C&I_EDLD 600_Research I

10.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Data analysis RA.1.1
- The number value is 7 because completers were either given transfer credit or completed the course prior to the 2020 program redesign.
- Three cycles of M.Ed. data for EDUC 601 RA.1.1 indicate that 100% of completers scored at or above benchmark (3.0) for RA.1.1 generic skill #2, use of research and understanding of research methods, in Spring 2022 (n=3), mean of 4.0, and Spring 2023 (n=2) mean of 3.5.
- Data reported for Spring 2024 completers, *n=2,* indicate that 50% of completers (n=1) scored below benchmark (3.0) for RA.1.1 generic skill #2, use of research and understanding of research methods. Overall mean score earned, 3.0, for RA.1.1 generic skills #2 for Spring 2024 completers did meet benchmark, 3.0.

Data analysis RA.1.2
- Three cycles of M.Ed. data for EDUC 601 RA.1.2 show that 100% of completers in Academically Gifted, n=2, Content Literacy in K-12 Education, n=2, and Transformational Teaching and Learning, n=2, and Special Education M/M grades 1-5, n=1, scored at benchmark or above, 3.0, for mean scores on the Literature Review, chapters 1-2, specialized content standards:
1. Academically Gifted: NACG-CEC Standard 6 with a mean of 4.0
2. Content Literacy in K-12 Education: ILA Standard 1 with a mean score 4.0
3. Transformational Teaching and Learning: ISTE Standard 3.5 with a mean score of 3.5
4. Special Education M/M grades 1-5: CEC standard 6 with mean of 3.0

Continuous improvement:
Site Mentors in Summer 2025 will help candidates to determine action research topics applicable to their placement sites and aligned to their chosen concentration area.

Research faculty will meet to more intentionally align Research I work to Research II for literature review.

11 Assessment and Benchmark EDUC 504 Mentor Teaching Training I

Assessment: EDUC 504, Mentor Teacher Training I: Candidates learn to build strong relationships with their mentees by identifying areas of reinforcement and refinement, developing actionable coaching plans, implementing co-teaching models, and reflecting on the process and growth of the mentee.

Benchmark: 100% of candidates will earn a minimum score of 24 (87%) on EDUC 504, Mentor Teacher Training I, Evaluating the Success of the Classroom Management Action Plan.

11.1 Data

Spring 2022 Completers:

	CAEP RA 1.1 #3	CAEP RA 1.1 #4	CAEP RA 1.1 #6
# of Candidates	15	5	10
Mean	3.73	4.00	3.80
Range	3.00-4.00	4.00	3.00-4.00
% met benchmark	100%	100%	100%

Spring 2023 Completers:

	CAEP RA 1.1 #3	CAEP RA 1.1 #4	CAEP RA 1.1 #6
# of Candidates	9	3	6
Mean	3.78	4.00	4.00
Range	3.00-4.00	4.00	4.00
% met benchmark	100%	100%	100%

Spring 2024 Completers:

	CAEP RA 1.1 #3	CAEP RA 1.1 #4	CAEP RA 1.1 #6
# of Candidates	6	2	4
Mean	4.00	4.00	4.00
Range	4.00	4.00	4.00
% met benchmark	100%	100%	100%

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

2021-2022_C&l_ Completer Data_EDUC 504

11.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Three cycles of data indicate that completers scored at or above benchmark, 3.0, on CAEP RA.1.1 #1 Applications of data literacy.

Spring 2022 completers:
- All scores earned on four assessments were at or above benchmark, 3.0.

Spring 2023 completers:
- All scores earned on four assessments were at or above benchmark, 3.0.

Spring 2024 completers:
- All scores earned on four assessments were at or above benchmark, 3.0.

Three cycles of data indicate that candidates scored at or above benchmark, 3.0, on CAEP RA.1.1 #3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.

Spring 2022 completers:
- All scores earned on four assessments were at or above benchmark, 3.0.

Spring 2023 completers
- All scores earned on four assessments were at or above benchmark, 3.0.

Spring 2024 completers:
- All scores earned on four assessments were at or above benchmark, 3.0.

Three cycles of data indicate that completers scored at or above benchmark on CAEP RA.1.1 #6 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Spring 2022 completers:
- All scores earned on four assessments were at or above benchmark, 3.0

Spring 2023 completers:
- All scores earned on four assessments were at or above benchmark, 3.0

Spring 2024 completers:
- Scoring at benchmark, 3.0, with a mean score of 3.33; however, Mentoring to Improve Classroom Management: Develop: Relationship Building between Mentee and Mentor had one candidate for TTL scored below benchmark at 2.0 (n=2)

12 Assessment and Benchmark EDUC 608 Case Study #3

Assessment: EDUC 608, Policy. Law, and Ethics P-12 Education: Candidates study, analyze, synthesize, and evaluate litigation trends, policy development, diversity, and ethical issues relative to P-12 education in America.

Benchmark: 100% of candidates will earn a minimum score of 87% on EDUC 608, Case Study #3 Diversity Issues, Differentiation, and Public Policy.

12.1 Data

Spring 2024 Completers:

	CAEP RA 1.1 #2	CAEP RA 1.1 #6
# of Candidates	18	36
Mean	3.67	3.67
Range	3.00-4.00	2.00-4.00
% met benchmark	100%	97%

12.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

- Number (n) value is 6 because completers were either given transfer credit or completed the course prior to the 2020 program redesign.
- Three cycles of M.Ed. data for EDUC 608 RA.1.1 indicate that 100% of completers (n=6) scored at or above benchmark (3.0) for RA.1.1 generic skill #2 Use of research and understanding of research methods. Mean score is 3.67/4.0.
- Three cycles of M.Ed. data for EDUC 608 RA.1.1 indicate that 97% of completers (n=6) scored at or above benchmark (3.0) for RA.1.1 generic skill #6 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. Mean score is 3.67/4.0.
- When combining the three cycles of M.Ed. data for RA.1.1 generic skills #2 and #6, data indicate that 98% of completers (n=6) scored at or above benchmark (3.0) for RA.1.1 generic skills #2, use of research and understanding of qualitative, quantitative, and /or mixed methods research methodologies, and #6, application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization, with a mean score of 3.67.
- Three cycles of M.Ed. data for EDUC 608 RA.1.1 indicate that 100% of completers in Academically Gifted, n=3, and Special Education M/M grades 1-5, n=1, scored at or above benchmark (3.0) for RA.1.1 generic skill #2 Use of research and understanding of research methods. Mean scores over the three cycles were 3.78/4.0 and 3.67/4.0, respectively.
- Three cycles of M.Ed. data for EDUC 608 RA.1.1 indicate that 50%, n=1, of completers in Content Literacy in K-12 Education scored at a 2.0/4.0, below benchmark, on RA.1.1 generic skill #6, application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Continuous improvement:
Program revision Summer/Fall 2023. New assessment will be given in Spring 2025.