

2010 MASTER PLAN/PROGRESS REPORT

Academic Program: M.Ed., Curriculum and Instruction

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Mission: The purpose of the M.Ed. in curriculum and instruction is to prepare professional educators to serve as curriculum experts in P-12 school settings. The program is intended to (a) allow individuals to develop an understanding of and practice the skills necessary for lifelong learning, (b) allow individuals to extend their understanding of best practices of teaching and learning, (c) to relate best practice to the learning environment, and (d) to present occasions for in-depth study of current theory, research, and best practice related to effective instruction in the teacher's current area of certification. The program enhances the teaching profession through a focus on critical thinking, communication, reflection, collaboration, diversity, professionalism, service to the community.

Institutional Mission Reference: The M.Ed. in curriculum and instruction upholds the institutional commitment to academic excellence and student success. Program faculty engage in "teaching, research, and creative and scholarly activity" and encourage student engagement as well. Coursework and experiences required of students in the program "cultivate skills for critical thinking and effective expression and gain an understanding of the global community" through "discipline-specific knowledge with the values of lifelong learning, ethical responsibility, and civic engagement," all with strong relationships to students certification areas within P-12 education.

Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project
- Presentation
- Research Paper
- Research Project
- Course Summary
- Excel Spreadsheet
- Access Database
- Other - Please describe: Course-embedded professional knowledge assessments

Data Repository Location:

BCOE Assessment Coordinator Office

BCOE Assessment Coordinator Office

Department of Teacher Education

EDUC 670/699 Faculty Office

EDUC 606/655 Faculty Office

University-wide

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
Minimum mean score of 56 (80%) on EDUC 606 differentiated instruction lesson plan	Mean score: 64.17 (n=12)	This assessment was implemented only once in EDUC 606. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.
Minimum mean score of 80 (80%) on EDUC 606 instructional analysis	Mean score: 88.64 (n=11)	This assessment was implemented only once in EDUC 606. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.
Minimum mean score of 80 (80%) on EDUC 699 Conceptual Framework reflection	Mean score: 92 (n=4)	This assessment was implemented only once in EDUC 699. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.
Minimum mean rating of 4.0 on each category on exit survey	Mean ratings: Scholarly excellence: 4.25 Environment for learning: 4.52 Faculty concern for students: 4.8 Intellectual environment: 4.63 Perceptions of preparation: 4.75 Professional qualities and scholarly dispositions: 4.85 Practicum/field experiences: 4.67 Teaching experiences: 3.8 Scholarly experiences: 67% (yes), 33% (no) (n=4)	This assessment is new to the program. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark. A preliminary review revealed that faculty need to address how well the program enhances candidates' P-12 teaching experiences as that category's data is below benchmark. A second area to address is the scale used for the "scholarly experiences" category. Currently, that scale is yes/no. Faculty will work to create a five-point scale for that category to ensure consistency among all categories.
Minimum mean score of 80 (80%) on EDUC 670 action research project	Mean grade: 95 (n=2)	This assessment was implemented only once in EDUC 670. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.

University-wide

Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
Minimum score of 18 on EDUC 603 Philosophy of Education assignment.	Mean score: 18.3 (n=3)	The program coordinator will continue to collect EDUC 603 data. Program faculty feel that this assessment is pertinent to program assessment, whether benchmark is met during each review.
Minimum score of 80 (80%) on EDUC 699 action research project	Mean score: 93.75 (n=4)	This assessment was implemented only once in EDUC 699. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.
Minimum score of 240 (80%) on comprehensive exam overall score	Mean score: 271.25 (n=4)	This assessment is new to the program. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.
Minimum mean score of 56 (80%) on EDUC 606 differentiated instruction lesson plan	Mean score: 64.17 (n=12)	This assessment was implemented only once in EDUC 606. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.
Minimum mean score of 80 (80%) on EDUC 606 instructional analysis	Mean score: 88.64 (n=11)	This assessment was implemented only once in EDUC 606. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.
Minimum mean score of 80 (80%) on EDUC 655 on article synthesis	Mean score: 97 (n=8)	This assessment was implemented only once in EDUC 655. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.

<p>Minimum mean score of 80 (80%) on EDUC 699 Conceptual Framework reflection</p>	<p>Mean score: 92 (n=4)</p>	<p>This assessment was implemented only once in EDUC 699. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.</p>
<p>Minimum mean score of 80 (80%) on EDUC 670 action research project</p>	<p>Mean grade: 95 (n=2)</p>	<p>This assessment was implemented only once in EDUC 670. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.</p>



University-wide

Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
Minimum score of 80 (80%) on EDUC 699 action research project	Mean score: 93.75 (n=4)	This assessment was implemented only once in EDUC 699. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.
Minimum mean score of 80 (80%) on EDUC 655 on article synthesis	Mean score: 97 (n=8)	This assessment was implemented only once in EDUC 655. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.
Minimum mean score of 80 (80%) on EDUC 670 action research project	Mean grade: 95 (n=2)	This assessment was implemented only once in EDUC 670. Course instructor will continue to use this assessment in the course, and it will continue to serve as a program assessment. After at least two semesters of data, program faculty will review data and make a decision about the assessment and benchmark.

Master Plan Self-Assessment

Master plans are the evidence that a unit is performing assessment and an index to how that assessment is undertaken. Effective assessment plans establish clear goals, set high levels of achievement, and include meaningful measurements for gauging progress toward goals. As a progress report, these plans show that the unit evaluates its annual information and makes decisions based upon evidence. These changes are then followed up on (assessed) in subsequent plans.

In this section, please self-evaluate this process by indicating as follows:

- 1 – I need a lot of help in this area;
- 2 – I am making progress, but need help;
- 3 – I do not need help in this area

Area 1: Mission/Institutional Mission Reference (I am confident my unit's mission statement communicates clearly to a broad audience and shows its unique and obvious place within the institutional framework.)	3
Area 2: Objectives/Outcomes (Mostly for Admin Units: I am satisfied that the objectives I have listed support the unit mission, are clear and measurable, and adequate in number.)	3
Area 3: Assessments/Expectations (I am satisfied that my assessments accurately measure my objectives, that there are enough assessments to get a meaningful picture, and that my unit's expectations are rigorous but attainable.)	2
Area 4: Data/Collection (I am satisfied with the amount and quality of data I receive.)	3
Area 5: Data Analysis/Application (I am satisfied with the unit's process for analyzing data and making improvements.)	2

Comments:

Personnel changes and responsibilities and curricular revisions will result in assessment system changes for this program effective AY 2010-2011.