

## Curriculum and Instruction [CUIN]

**Cycles included in this report:**

Jun 1, 2018 to May 31, 2019

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## **Program Name: Curriculum and Instruction [CUIN]**

**Reporting Cycle: Jun 1, 2018 to May 31, 2019**

### **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.

2018-2019:

Faculty are working with P-12 stakeholders to determine appropriate concentrations, assessments, and expectations for candidates in the workforce.

### **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.

2018-2019:

Faculty are redesigning courses to create a completely online program and researching new and innovative program concentrations to set this program apart from others across the state.

### **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

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

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 80% on EDUC 670, Research II: Applied Educational Research, action research project.

Prior to 2018-2019, 100% of candidates will earn a minimum mean score of 93 (93%).  
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%        |
| Spring 2018 | 0             | —          |

| Semester    | Candidates earning mean score of 80% |      |
|-------------|--------------------------------------|------|
|             | #                                    | %    |
| Fall 2018   | —                                    | —    |
| Spring 2019 | 1/1                                  | 100% |

### 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.

2018-2019:

Data Analysis:

The benchmark was met. There was one participant in the 2018-2019 AY and the score was 87%.

Plan for Continuous Improvement:

The goal for 2019-2020 will be for 100% of the participants to earn a score of 80% on the assessment.

Recommendation for Successful Implementation of Plan for Improvement:

- The behavioral and measurable conditions to meet the goals will be to analyze the previous years' data to determine areas of weakness that can be addressed within the course.
- Research faculty will discuss the progress of the research project and ensure that all material is covered and mastered at each level.

#### 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%   |

| Semester    | Candidates earning a mean score of 93% |      |
|-------------|--|------|
|             | #                                      | %    |
| Fall 2017   | —                                      | —    |
| Spring 2018 | 2/2                                    | 100% |
| Fall 2018   | 1/2                                    | 50%  |
| Spring 2019 | 1/1                                    | 100% |

### 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.

2018-2019:

Data Analysis:

The benchmark was not met. Of the three candidates, two of them met the benchmark of 93%.

Plan for Continuous Improvement:

The goal for the 2019-2020 AY will be to increase the number of participants meeting the benchmark to 100%.

Recommendation for Successful Implementation of Plan for Improvement:

- Faculty will analyze the previous years' data to determine areas of weakness that can be addressed within the course.
- Research faculty will devise a process for publishing and presenting candidate work.

### 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                  | 83%  | 75-85  | —          | No             |
| Summer 2018 | 3/3                  | 100% | 93-100 | 95.3       | Yes            |
| Summer 2019 |                      |      |        |            |                |

### 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:

The benchmark was not met. 83% of the candidates scored an 87% or above on the assessment.

The assessment will continue to undergo revision and faculty will finalize the version for candidate assessments.

2018-2019:

Data Analysis:

The benchmark was met. The three candidates earned 93% or higher on the assessment.

Plan for Continuous Improvement:

The goal for 2019-2020 will be to maintain 100% participants earning 87% or above.

Recommendation for Successful Implementation of Plan for Improvement:

- Analyze the previous years' data to determine areas of weakness that can be addressed within the course.

### 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                     |
| 2018-2019     | Academically Gifted       | 6                                  | 2                             | 0                               | 2                     |
|               | Elementary Education      | 0                                  | 0                             | 0                               | 0                     |
|               | Reading                   | 1                                  | 0                             | 0                               | 0                     |
|               | Secondary Education       | 3                                  | 0                             | 1                               | 1                     |
|               | Special Education         | 3                                  | 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.

2018-2019:

Data Analysis:

The benchmark was not met. Enrollment numbers dropped from 14 to 13.

Plan for Continuous Improvement:

The goal for the 2019-2020 AY will be to increase our enrollment by 7% (a minimum of one additional candidate).

Recommendation for Successful Implementation of Plan for Improvement:

- Faculty will revise program courses for online delivery.
- Faculty will promote the programs as an online program.
- Faculty will meet with stakeholders to discuss expectations of completers in the workforce and revise courses to include appropriate recommendations.
- Concentrations within the Curriculum and Instruction program will be evaluated based on a needs assessment.



End of report