Curriculum and Instruction [CUIN]

Cycles included in this report:
Jun 1, 2020 to May 31, 2021

Program Name: Curriculum and Instruction [CUIN]

Reporting Cycle: Jun 1, 2020 to May 31, 2021

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.

2019-2020:

2020-2021:
All faculty in the MED C&I programs have received additional professional development in virtual teaching and student engagement using high leverage practices in a virtual setting throughout the year.

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.

2019-2020:

2020-2021:
The MED in Curriculum and Instruction programs have been completely redesigned and implemented in an online format. The newly designed programs include credits for an add-on in the concentration area, state approved mentor teacher training, and the hours needed for the leadership certification through the alternative pathway. All courses are redesigned and concentration courses are being aligned to program standards. Additionally, the Department of Education Professions was able to support all MED candidates through the difficulties of the past year (COVID-19, Hurricanes Laura and Delta, freeze).

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%.

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%
Fall 2019	—	—
Spring 2020	—	—
Fall 2020	—	—
Spring 2021	—	—

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.

2019-2020:

2020-2021:
Due to the turnover of faculty and inconsistencies in data collection prior to the last few years, there is no data to report for the completer. The EPP began to collect data from faculty on

undergraduate major assessments. The redesigned Curriculum and Instruction programs all contain EDUC 510 where candidates will set up Via accounts. Beginning in the fall 2021 semester, all major assessment data will be collected through Via.

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%.

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%
Fall 2019	—	—
Spring 2020	—	—
Fall 2020	—	—
Spring 2021	0/1	0%

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.

2019-2020:

2020-2021:
The benchmark for the 2020-2021 academic year was not met. The completer for the spring 2021 semester did not meet the 93% benchmark on the action research project.
Program faculty are working together to revise the progression for the development of the action research project from EDLD 600 to EDUC 670 and then to EDUC 699. Specific areas will be addressed by faculty such as the relevance of the evaluation tools being used to and elaborating on the approaches to the research design and proposed follow up.
MED C&I faculty are revising the comprehensive exams for the program. The intent of the comprehensive exam is for candidates to demonstrate their knowledge in both Curriculum and Instruction and the area of concentration for which they have chosen.

9 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.

9.1 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
2019-2020	Academically Gifted	3	0	0	0
	Elementary Education	0	0	0	0
	Reading	1	0	0	0
	Secondary Education	1	1	0	1
	Special Education	2	0	0	0
2020-2021	Academically Gifted	3	0	0	0
	Content Literacy	2	0	0	0
	English Learners	0	0	0	0
	Special Ed Elementary	1	0	0	0
	Special Ed Secondary	0	0	0	0
2021-2022	Academically Gifted				
	Content Literacy				
	English Learners				
	Special Ed Elementary				
	Special Ed Secondary				
	Transformational Teaching and Learning				
2022-2023	Academically Gifted				
	Content Literacy				
	English Learners				
	Special Ed Elementary				
	Special Ed Secondary				
	Transformational Teaching and Learning				

9.1.1 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.

2019-2020:

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.

10 Assessment and Benchmark EDLD 600: Final Research Paper â€" Chapter 1, 2, & Reference P

Assessment: EDLD 600, Research I: Foundations of Educational Research: Candidates will be introduced to the purpose of identifying origins, purposes, and types of educational research; locate educational information; calculate and interpret basic statistical terms; evaluate research publications; and prepare research reports to guide decisions about instruction and the school improvement process.

Benchmark: 100% of candidates will earn a minimum score of 90 (90%) on the EDLD 600, Research I: Foundations of Educational Research: Final Research Paper – Chapter 1, 2, & Reference Page

10.1 Data

Semester	Students earning 90%		Range	Mean score	Benchmark met?
	#	%			
Spring 2021	—	—	—	—	—

10.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:
The candidate in which data was reported for during this academic year took this course in

the Spring of 2015 with a professor that is no longer employed with McNeese State University so there is no data to report.
With the redesign of the Curriculum and Instruction programs, this is a new assessment that will be collected as the first part of the progression of the research paper that will be carried throughout the program.

11 Assessment and Benchmark EDUC 504 Evaluating the Success of the Classroom Management

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

Semester	Students earning 87%		Range	Mean score	Benchmark met?
	#	%			
Fall 2020	—	—	—	—	—

11.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:
This is a new course for the rewritten MED Curriculum & Instruction program. At this time there is no completer data to report for this course.

12 Assessment and Benchmark Reflections on Instructional Practice

Assessment: EDUC 505, EDUC 506, EDUC 507 and EDUC 508: Candidates learn how to analyze curriculum to improve understanding of high-quality instruction.

Benchmark: 100% of candidates will earn a 14 (87%) on Reflections on Instructional Practice in the designated content area

12.1 Data

EDUC 505: Mentor Teacher Training II for Elementary Education

Semester	Students earning 87%		Range	Mean score	Benchmark met?
	#	%			
Spring 2021	—	—	—	—	—
Spring 2022					

EDUC 506: Mentor Teacher Training II for Secondary ELA

Semester	Students earning 87%		Range	Mean score	Benchmark met?
	#	%			
Spring 2021	—	—	—	—	—
Spring 2022					

EDUC 507: Mentor Teacher Training II for Secondary Mathematics

Semester	Students earning 87%		Range	Mean score	Benchmark met?
	#	%			
Spring 2021	—	—	—	—	—
Spring 2022					

EDUC 508: Mentor Teacher Training II for Universal

Semester	Students earning 87%		Range	Mean score	Benchmark met?
	#	%			
Spring 2021	—	—	—	—	—
Spring 2022					

12.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:
Candidates choose the second mentor teacher training course based on their area of certification. These courses are a part of the redesigned Master of Education in Curriculum and Instruction program. At this time there is no completer data to report for these courses.

13 Assessment and Benchmark EDUC 608 Case Study #3 Diversity Issues, Differentiation, an

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 (87%) on EDUC 608, Case Study #3 Diversity Issues, Differentiation, and Public Policy

13.1 Data

Semester	Students earning 87%		Range	Mean score	Benchmark met?
	#	%			
Summer 2021	—	—	—	—	—

13.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:
This course is part of the redesigned Master of Education in Curriculum and Instruction program. At this time there is no completer data to report. The first time the course will be offered will be in Summer 2021.

End of report