College of Education and Affiliated Programs
Annual Assessment Report – Fall 2011
Curriculum & Instruction

Note: this report presents and analyzes data from the 2010-2011 academic year.

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The Master of Arts Degree in Education, Curriculum and Instruction Options in Elementary and Secondary education are based in the Department of Teacher Education in the College of Education. It is the mission of the program to develop and support a community of life-long learners who are actively engaged in reflection, research and scholarly activities that contribute to their personal and professional growth. Professional growth in turn helps graduates to improve the schools, agencies, and communities they serve. The C & I program serves two distinct types of students. One type of student is the new teacher. Many of the teachers beginning this program continue directly from the basic credential programs; they seek continuing and ongoing professional development during their first years of teaching. A second type is the experienced teacher. These students have already obtained a sense of confidence and efficacy in their teaching abilities and seek greater intellectual challenges in understanding educational problems that are manifested in their professional experiences, mostly in urban education. The curriculum has been broadly designed with these two types of students in mind.

The C & I curriculum is designed to create educators who are caring, effective, reflective, and committed to improving their schools. Coursework prepares teachers to apply theoretical insights and research findings to the practical problems they encounter in their work in curriculum and instruction. In addition to preparing graduate students to make useful connections among theory, research, and practice, the program also sets the goal of strengthening students' ability to effectively communicate their knowledge and understanding of current educational problems to diverse audiences (i.e., students, parents, colleagues, school and district administrators, and policymakers). Teachers who expand their knowledge base and who augment their professional competency through graduate level studies are able to help K-12 students from all segments of society achieve their fullest potential and contribute to the building of a vibrant democracy.

Program goals, expectations, curriculum and experiences for students are consistent with the College of Education mission, which is to foster a learning and teaching community committed to educational excellence that promotes intellectual, personal, and interpersonal growth for all students; prepares socially responsible leaders for a rapidly changing, technologically-rich world; values diversity and prepares students for a diverse world; serves and collaborates with other educators and the community; promotes school improvement; and engages in research, scholarly activity, and ongoing evaluation. The learning outcomes listed below in Table 1 form the foundation of the C & I program. These learning outcomes were developed and/or refined in Spring 2008 as part of the College of Education assessment system. The data presented in this report are related to these outcomes.

C & I Program Faculty

During the period of review, the C & I faculty consisted of Dr. Xin Li and Dr. Corinne Martinez. Dr. Xin Li taught the following core courses in the program: EDCI 530, Intercultural Education: US and Global Perspectives, and EDCI 533, Action Research Methods, and EDCI 695, Seminar in Curriculum and Instruction. Dr. Corinne Martinez taught the following core courses in the program: EDCI 500, Studies in Curriculum & Instruction, EDCI 505, History of US Education, EDCI 625: Analysis of Curriculum and Instruction and EDCI 695, Seminar in Curriculum and Instruction. Additional faculty included Dr. Bill Jeynes, who taught EDCI 505, History of US Education, and Dr. Ruth Piker, who taught EDCI 533, Action Research Methods

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**	**Outcome 6**
SLOs	Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.	Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.	Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.	Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.	Design and conduct an action research study, using appropriate data gathering and analysis techniques.	Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.
Signature Assignment(s)	Literature review	Historical synthesis paper	Narrative inquiry paper	Curriculum analysis report	Action research proposal	Action research study
Conceptual Framework	Promotes Growth, School Improvement, Research and Evaluation	Research and Evaluation	Values Diversity	Values Diversity, Service and Collaboration, School Improvement	Promotes Growth, School Improvement, Service and Collaboration, Prepares Leaders	Promotes Growth, School Improvement, Service and Collaboration
NCATE Elements	Professional Knowledge and Skills	Content Knowledge	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills, Student Learning	Professional Knowledge and Skills, Student Learning

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Table 2

Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
Secondary	39	35	30
Elementary	19	17	11

Table 3

Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 2 (Advancement to Culminating Experience)

	Number of Secondary	Number of Elementary
Thesis (698)[1]	0	1
Comps[2] (695)	12	39

Table 4

Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 3 (Exit)

	Number of Secondary	Number of Elementary
Degree	13	39

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

During fall 2011 Dr. Xin Li and Dr. Corinne Martinez reviewed and discussed the assessment results and related information and documents for AY 2010-2011 at a meeting dated October 19, 2011 (Summary of meeting notes are included in Appendix A and can be found at the end of the document).

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[1] This is data on students who were enrolled in thesis work during Fall 2010 and Spring 2011. This figure may include students who actually "crossed into" this transition point prior to Fall 2008 and were still making progress on their theses at this time.

[2] This is data on the number of students who *applied* to take the comprehensive examination in Summer 2010, Fall 2010, or Spring 2011. The data include students who may not have taken or passed the examination(s).

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Data

3. Question 3 is in 2 parts focused on primary data sources related to: student learning and program effectiveness/student experience:

   a. <u>Candidate Performance Data</u>: Provide direct evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

For the period under review we had two main sources of candidate performance data: signature assignments related to SLOs and comprehensive exam data. Table 6 shows the program student learning outcomes and signature assignments for all six program SLOs. Table 7 displays Signature Assignment data for AY 2010-2011. Figure 1 provides the overall range of scores across 5 program SLOs. Figure 2 provides mean scores for each of the six signature assignments related to program SLOs. Please note, mean scores for each level of performance for SLO 3 were not available, although the overall average grade was 3.96.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcome	Student Learning Outcome Description	Signature Assignment(s)	Description of the Assignment
1	Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.	EDCI 500	Prepare literature review on a topic within the field of curriculum studies.
2	Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.	EDCI 505	Synthesize how historical and philosophical perspectives inform contemporary trends in curricula, instructional practices, policy, leadership, and institutions.
3	Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.	EDCI 530	Position paper synthesizing present, past and future social cultural and policy issues.
4	Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.	EDCI 625	Candidates evaluate the appropriateness, effectiveness and efficiency of a school curriculum program.

| Student Learning Outcome	Student Learning Outcome Description	Signature Assignment(s)	Description of the Assignment
5	Design and conduct an action research study, using appropriate data gathering and analysis techniques	EDCI 533	Pilot study examining the goals and features of action research, demonstrating mastery of skills in research design, data collection, and analysis sufficient to conduct sustained action research in classroom settings.
6	Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.	EDCI 695	Identify problem, review and synthesize related research, conduct study to extend current understanding of the problem, present in the chapter form.

Table 7

Signature Assignment data for AY 2010-2011

SLO	Signature Assignment	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Does Not Meet Expectations	Incomplete or Missing Work
1	Literature Review F 10 N=19	78.95%	21.05%	0%	0%	0%
2	Historical Synthesis Paper AY 10-11 N = 81	90.12%	9.88%	0%	0%	0%
3	Narrative Inquiry Paper Data not available	96.43%	3.57%	0%	0%	0%
4	Curriculum Analysis Report AY 10-11 N = 51	94.12%	3.92%	1.96%	0%	0.93%
5	Action Research Proposal AY10-11 N = 58	70.69%	27.59%	1.72%	0%	0%
6	Action Research Study AY10-11 N = 83	53.01%	33.73%	13.25%	0%	0%

Figure 1, below demonstrates the overall range of scores across 5 program SLOs. A majority of scores fall in the 4-point range, with some falling in the 3-point and approximately 15% falling in the 2-point range. A greater number of students had higher mean scores for SLOs 4 and 2 than SLOs 1, 5 and 6. Data for SLO 3 is not included in this report.

Figure 1

Curriculum and Instruction AY10-11 SLOs Comparison
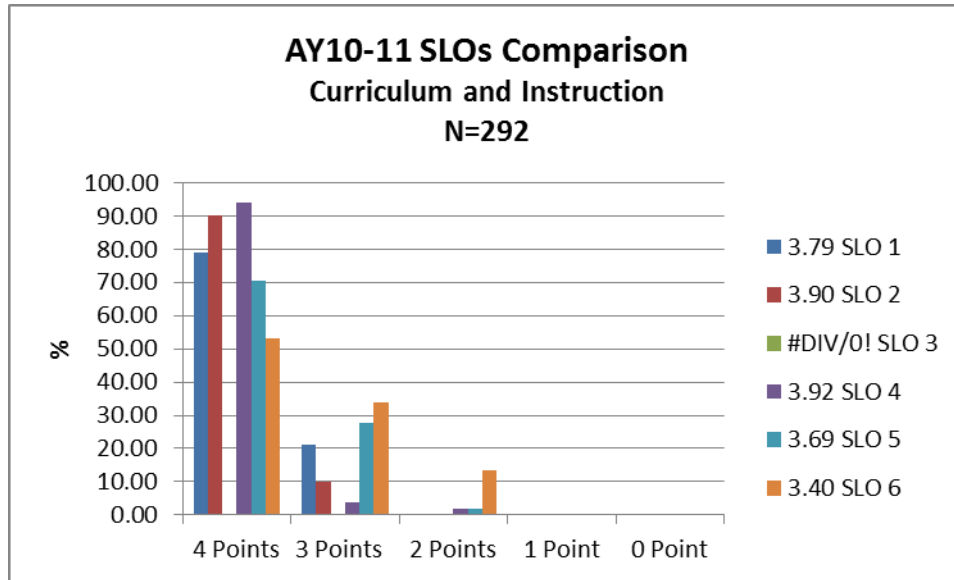
In figure 2 below, the overall comparison across all SLOs, indicates that SLO 4 demonstrates the highest mean scores at 3.92. The second highest score is SLO 2 at 3.90. In contrast, SLO 5 and 6 demonstrate the lowest mean scores at 3.69 and 3.40 respectively.

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Figure 2

Curriculum and Instruction AY10-11 SLO Means
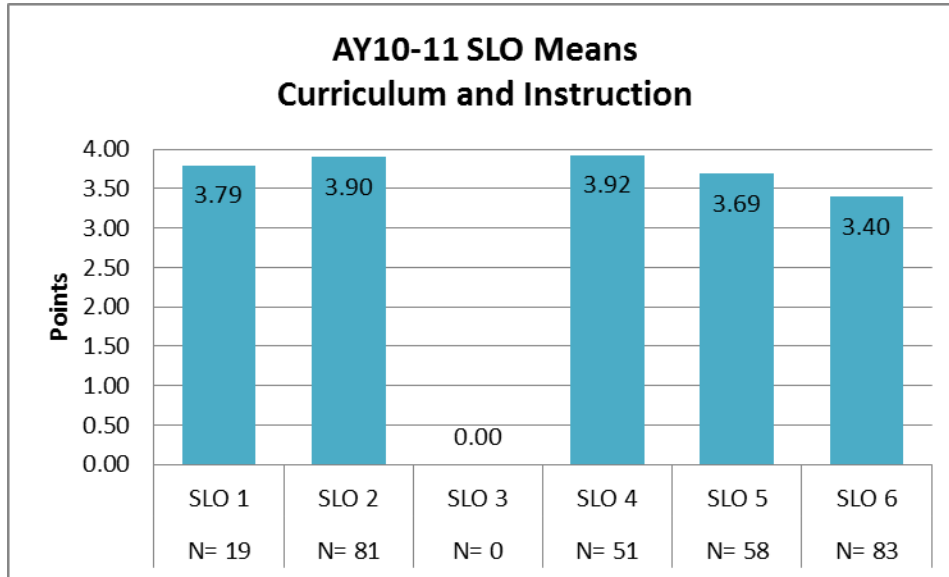
The comprehensive exam data (See Table 8) is for candidates who completed the Master's degree program in Spring and/or Summer 2011. All candidates successfully passed the comprehensive exam on their first attempt.

Table 8

Comprehensive Exam Data from Spring 2011

Take Home Exam	Pass	Fail
N = (39 Elementary; 12 Secondary)	51	0

Figure 3 below notes the percentage of C & I candidate's rubric scores, 0-4 points for SLO 1, which is related to EDCI 500, Studies in curriculum and instruction. The signature assignment for SLO1 requires candidates to select a current issue in education, gather information specific to the issue and view points of researchers/writers and prepare a literature review. Included in the literature review should be the various points of view on the particular topic and a historical look at the issue. The data reflects that a majority of the C & I candidates received an overall score of 4 points for SLO 1 and a smaller number scored in the 3-point range. Criteria level data included in Figure 4, indicate a range of mean scores betwwen 3.79 and 2.84. Candidates completing the LIteratrue Review assignment scored lowest in Criteria 5, the component of the assignment related to organization, writing, and adhering to APA reference standards. It appears additional attention needs to be given in the assignment and possibly in the course on identifying and describing important components of APA reference standards.

Outcome 1: Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.

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Figure 3

Curriculum and Instruction AY10-11 Score Distribution-SLO 1

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1	78.95	21.05	0.00	0.00	0.00
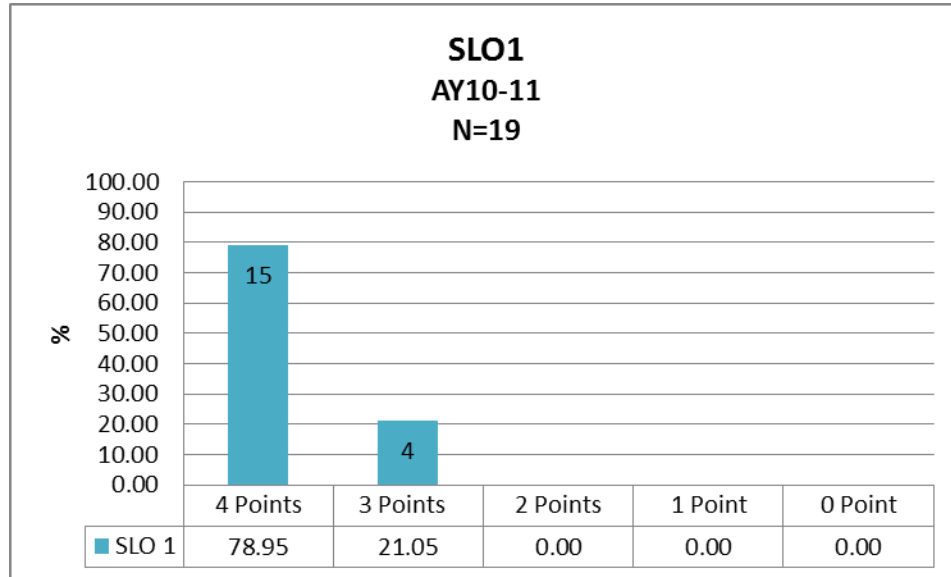
SLO1
AY10-11
N=19

Figure 4

Curriculum and Instruction AY10-11 Criteria Means-SLO 1

SLO 1 Rubric Criteria Score Means (0-4)
AY 10-11
N=19

Criterion 1 Selection of sources	Criterion 2 Literature Critique	Criterion 3 Summary	Criterion 4 Writing	Criterion 5 APA
3.79	3.42	3.32	3.32	2.84
94.74%	85.53%	82.89%	82.89%	71.05%
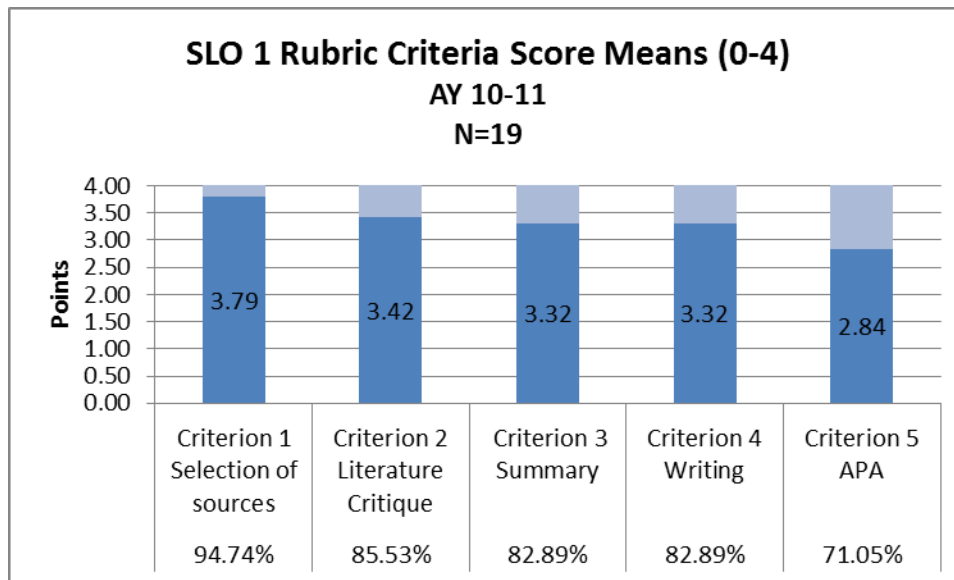
In Figure 5 below, candidates had a mean score of 3.90 with 73 candidates scoring a 4 and 8 scoring a 3. Criteria level data were not collected and therefore are not available for the purpose of analysis.

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Outcome 2: Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.

Figure 5

Curriculum and Instruction AY10-11 Score Distribution-SLO 2

SLO2
AY10-11
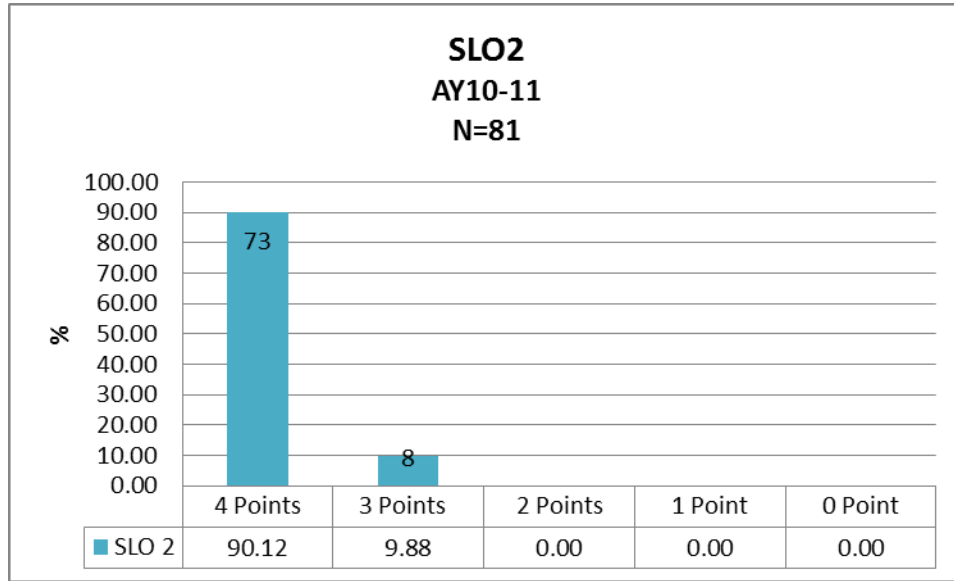**N=81**

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 2	90.12	9.88	0.00	0.00	0.00

In Figure 6 below, data indicates candidates performed well in conducting an analysis of a curriculum and assessment system. A total of 48 candidates scored a 4, and 2 candidates scored a 3, with only 1 candidate scoring a 2. Overall scores and criteria level data for SLO 4 are presented in Figure 6 and 7. The current rubric has four criteria. Nearly all candidates achieved a level 4 proficiency on each criterion.

Outcome 4: Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.

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Figure 6

Curriculum and Instruction AY10-11 Score Distribution-SLO 4

SLO 4
AY10-11
N= 51

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 4	94.12	3.92	1.96	0.00	0.00

(Bar chart: 4 Points = 48, 3 Points = 2, 2 Points = 1)
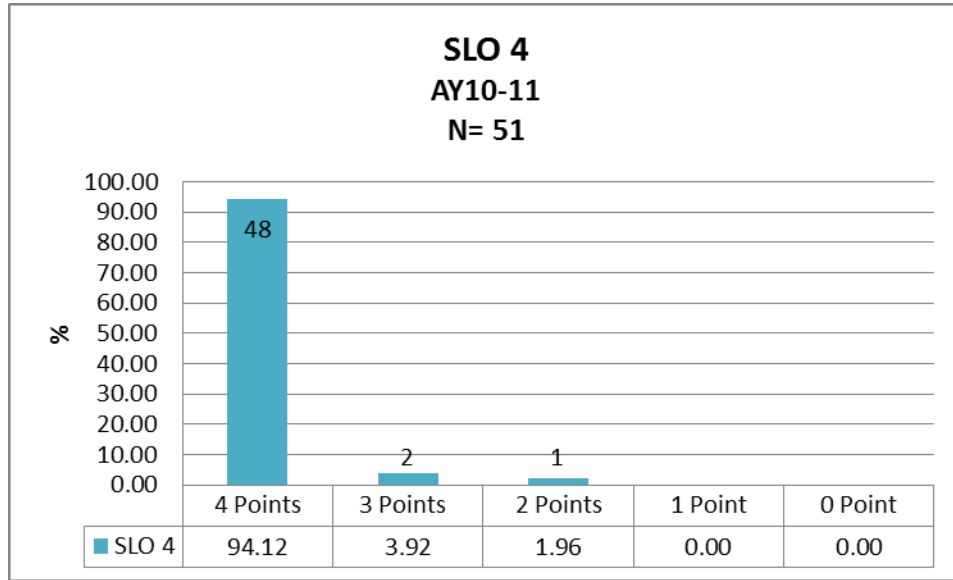
Figure 7

Curriculum and Instruction AY10-11 Criteria Means-SLO 4

SLO 4 Rubric Criteria Score Means (0-4)
AY 10-11
N=51

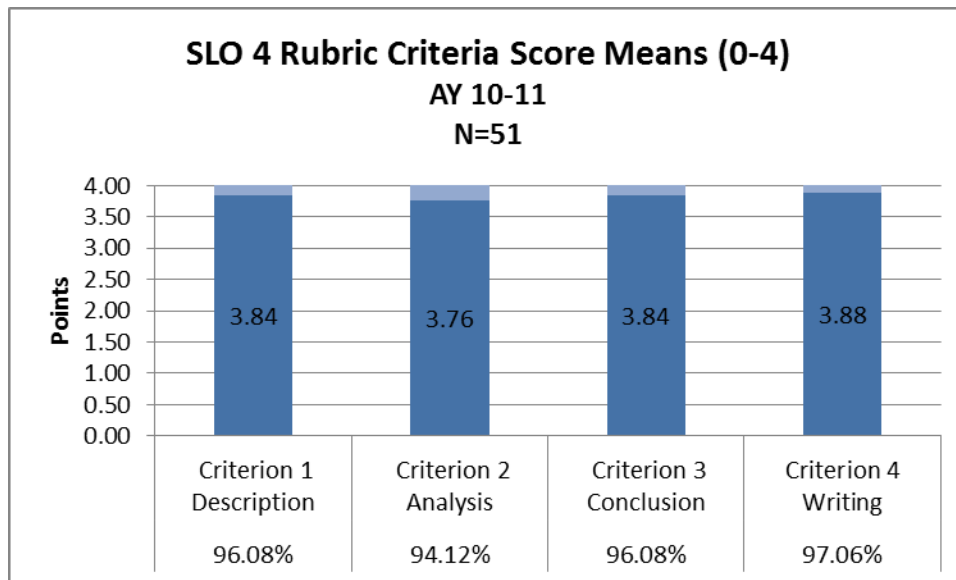| Criterion 1 Description	Criterion 2 Analysis	Criterion 3 Conclusion	Criterion 4 Writing
3.84	3.76	3.84	3.88
96.08%	94.12%	96.08%	97.06%

Figure 8 below indicates that a majority of candidates met expectations for SLO 5, however 27% passed at the level of a 3. It is important to note that 1 candidate only met some expectations on SLO 5. Additonal attention might need to be given to effective ways of designing an action research study.

Figure 9 below indicates candidates scored somewhat better on describing the implications section of their action research study than on the introduction and literature review.

Outcome 5: Design and conduct an action research study, using appropriate data gathering and analysis techniques.

Figure 8

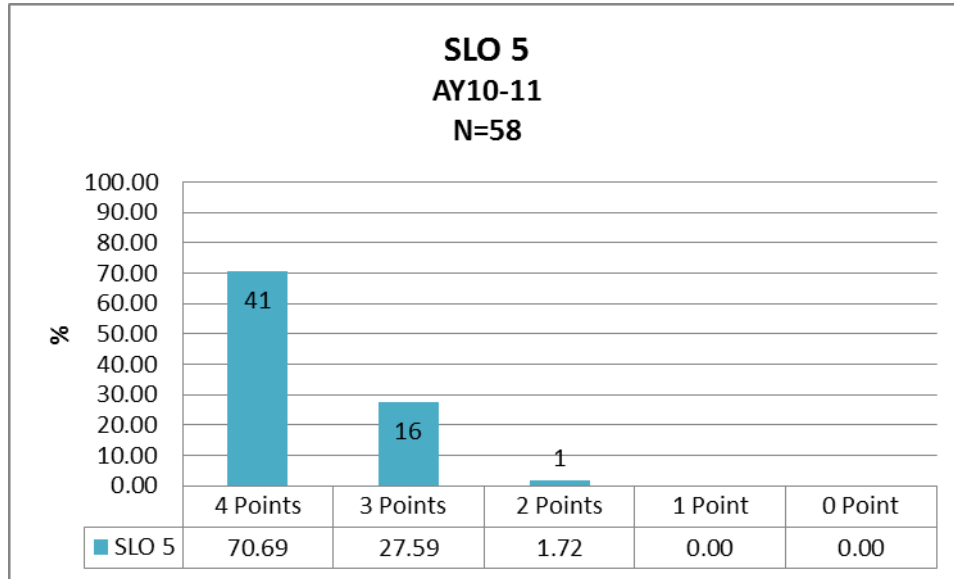*Curriculum and Instruction AY10-11 Score Distribution-SLO 5*

SLO 5
AY10-11
N=58

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 5	70.69	27.59	1.72	0.00	0.00

Figure 9

Curriculum and Instruction AY10-11 Criteria Means-SLO 5

SLO 5 Rubric Criteria Score Means (0-4)
AY 10-11
N=58

	Criterion 1 Introduction	Criterion 2 Literature Review	Criterion 3 Research Design	Criterion 4 Implications	Criterion 5 Writing
	3.33	3.40	3.47	3.67	3.40
	83.33%	85.00%	86.67%	91.67%	85.00%

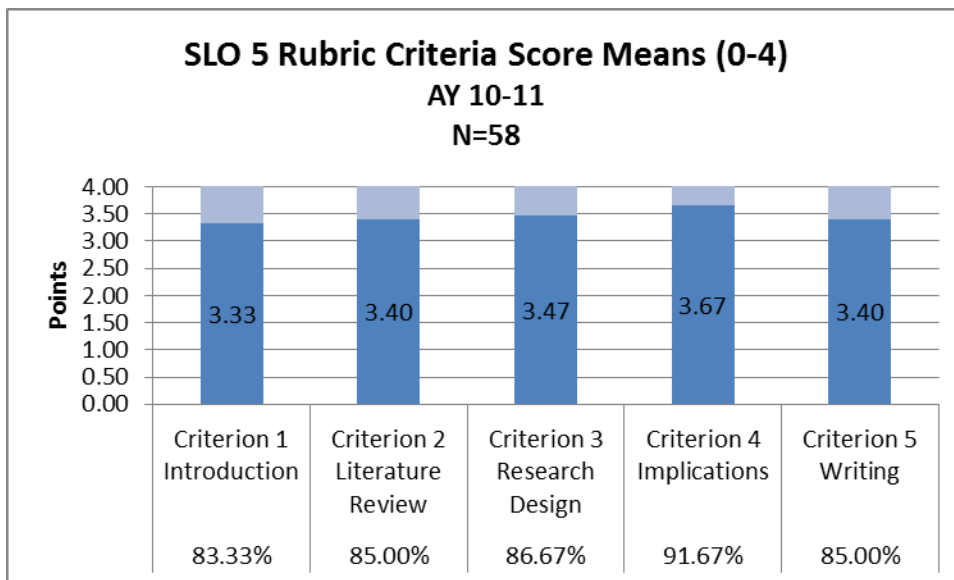Fall 2011 Annual Report – Curriculum and Instruction

Figure 10 below indicates that a majority of the candidates met expectations for SLO 6, however 30% passed with a score of 3. Thirteen percent of the candidates met some expectations with a score of 2. When compared to performance on other SLOs, scores for SLO 6 indicate the lowest overall score at 3.40. Figure 11 below indicates that candidates struggled with all components of the signature assignment. It is important to note that overall mean scores are based on data from 83 candidates, while criteria mean scores are based on 34 candidates. A majority of faculty members teaching the course affiliated with SLO 6 (EDCI 695) did not use this rubric. In addition, it may be that the data included in Figure 10 is based on data from candidates in the C & I program in addition to candidates in other MA progams that include EDCI 695 as a core course with the same signature assignment.

Outcome 6: Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.

Figure 10

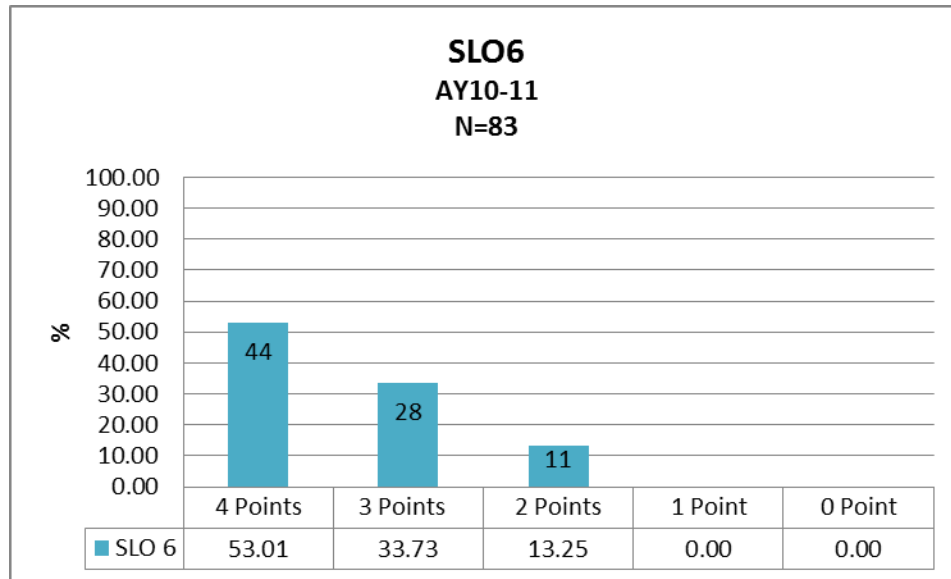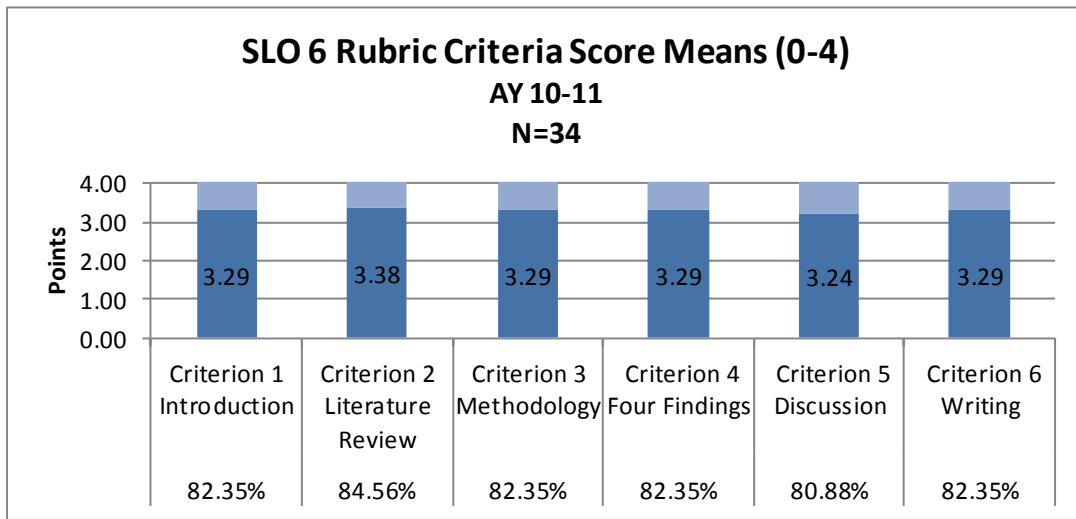*Curriculum and Instruction AY10-11 Score Distribution-SLO 6*

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 6	53.01	33.73	13.25	0.00	0.00

Figure 11

Curriculum and Instruction AY10-11 Criteria Means-SLO 6

SLO 6 Rubric Criteria Score Means (0-4)
AY 10-11
N=34

	Criterion 1 Introduction	Criterion 2 Literature Review	Criterion 3 Methodology	Criterion 4 Four Findings	Criterion 5 Discussion	Criterion 6 Writing
Mean	3.29	3.38	3.29	3.29	3.24	3.29
	82.35%	84.56%	82.35%	82.35%	80.88%	82.35%

b. Program <u>Effectiveness Data</u>: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

In Spring 2011 a post-program survey was distributed to candidates in the last semester of program coursework. A total of 17 candiates responded to the survey, with a majority representing the elementary option and only 3 respondents from the secondary option.

In general, candidates felt satisfied with program advisement from faculty and the quality of advising provided from the Graduate Office. However, candidates felt less satisfied with the accuracy and thoroughness of the information provided on the college web site.

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Figure 12

10. Please rate your level of general satisfaction with each of the following:

	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Response Count
The ongoing advisement and program information I have received from my faculty/program advisor.	47.1% (8)	41.2% (7)	5.9% (1)	0.0% (0)	5.9% (1)	17
My advisor's knowledge of my program requirements.	52.9% (9)	29.4% (5)	5.9% (1)	5.9% (1)	5.9% (1)	17
My advisor's availability to meet at times that are convenient for me.	47.1% (8)	41.2% (7)	5.9% (1)	0.0% (0)	5.9% (1)	17
The quality of service/advising provided by the Graduate Office.	58.8% (10)	17.6% (3)	17.6% (3)	0.0% (0)	5.9% (1)	17
The accuracy and thoroughness of the information provided on the program web site.	47.1% (8)	29.4% (5)	5.9% (1)	11.8% (2)	5.9% (1)	17
The accuracy and thoroughness of the information provided on the college web site.	47.1% (8)	35.3% (6)	0.0% (0)	11.8% (2)	5.9% (1)	17
The orientation provided by the department/program.	52.9% (9)	35.3% (6)	11.8% (2)	0.0% (0)	0.0% (0)	17
The resources and services in the univeristy library.	58.8% (10)	29.4% (5)	11.8% (2)	0.0% (0)	0.0% (0)	17
					answered question	17
					skipped question	0

Candidates in both the elementary and secondary option of the C & I program agreed that the program contributed to their ability to promote intellectual and personal growth for all students. In addition, a majority of candidates believed the program contributed to their ability to promote school improvement for all students.

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Figure 13

18. To what degree has your program contributed to your ability to:

	A great deal	Somewhat	Not at all	Response Count
promote intellectual growth for ALL students/clients?	82.4% (14)	17.6% (3)	0.0% (0)	17
promote personal growth for ALL students/clients?	76.5% (13)	17.6% (3)	5.9% (1)	17
promote interpersonal growth for ALL students/clients?	82.4% (14)	11.8% (2)	5.9% (1)	17
be a socially responsible leader?	76.5% (13)	23.5% (4)	0.0% (0)	17
value diversity among your students/clients?	87.5% (14)	12.5% (2)	0.0% (0)	16
collaborate with the community?	58.8% (10)	35.3% (6)	5.9% (1)	17
promote school or organizational improvement for all students/clients?	70.6% (12)	29.4% (5)	0.0% (0)	17
engage in research to inform your practice?	94.1% (16)	5.9% (1)	0.0% (0)	17
engage in ongoing evaluation of your practice?	82.4% (14)	17.6% (3)	0.0% (0)	17
			answered question	17
			skipped question	0

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Figure 14

20. Faculty in my program demonstrated sensitivity to issues of diversity.

		Response Percent	Response Count
Strongly Agree		35.3%	6
Agree		**58.8%**	**10**
Not Sure/Neutral		5.9%	1
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	17
		skipped question	0

Figure 15

21. I had opportunities to learn about concepts and issues of diversity in my program.

		Response Percent	Response Count
Strongly Agree		41.2%	7
Agree		**58.8%**	**10**
Not Sure/Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
		answered question	17
		skipped question	0

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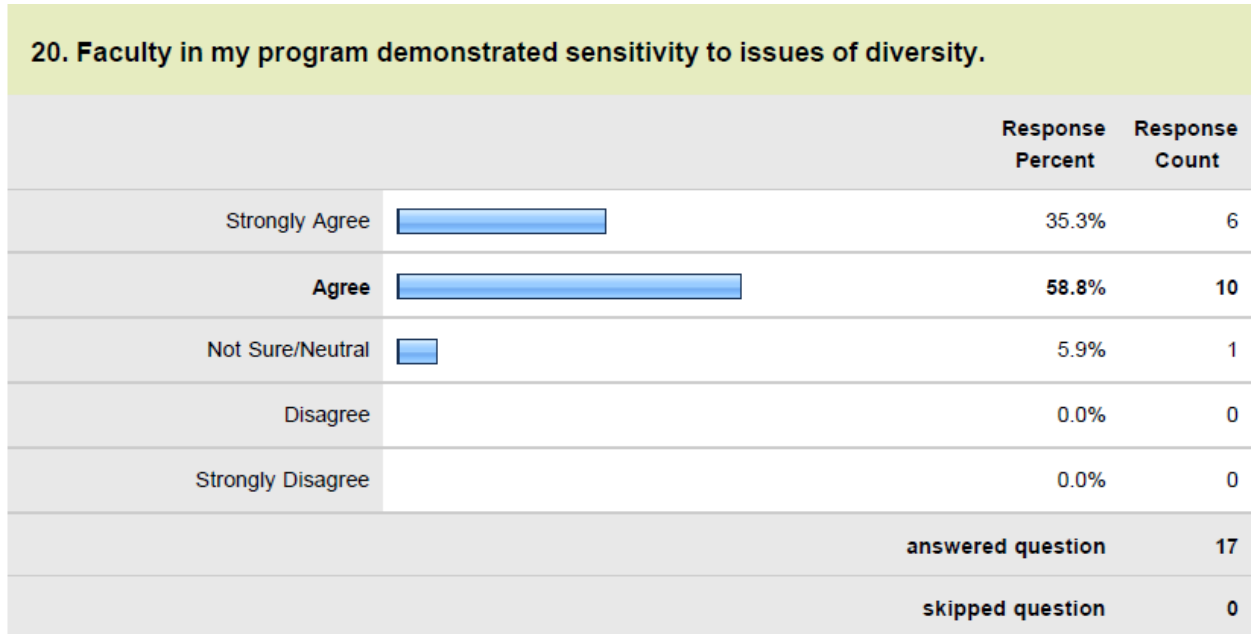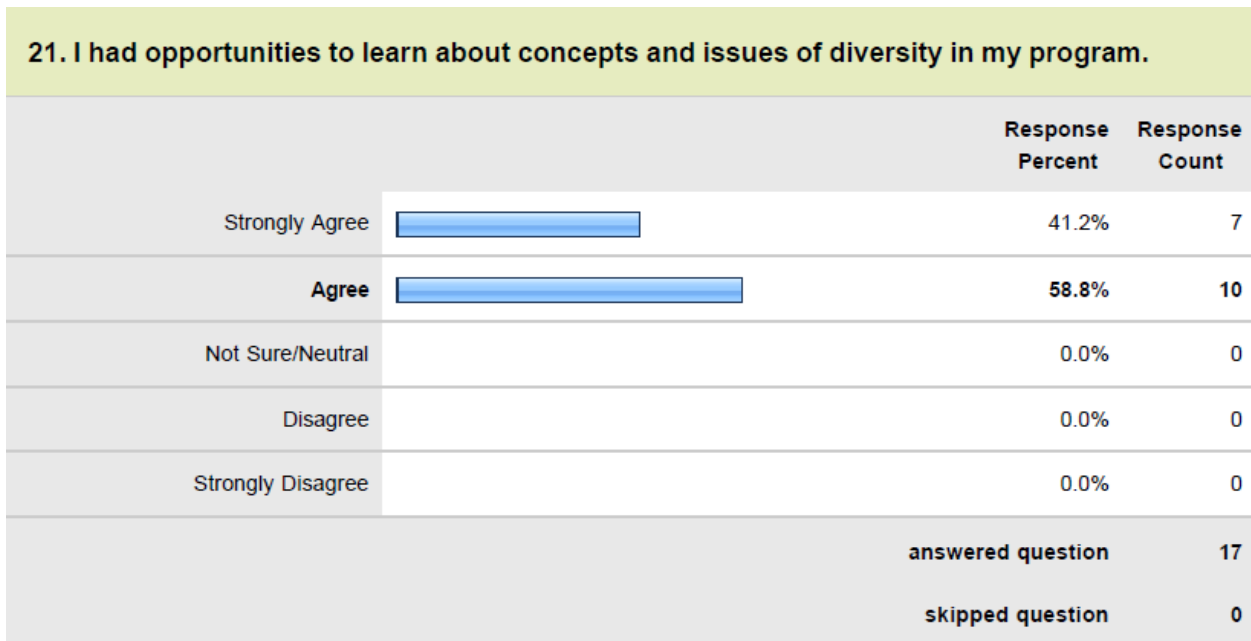
4.   OPTIONAL: You may provide additional information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision-making. This may include quantitative and qualitative data sources.

NA

Analysis and Actions

5.   What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

Performance data analyzed for advancement to culminating experience includes signature assignments as described in Table 6. A summary of candidate scores is displayed in Figure 1 & 2. All signature assignments have one semester of data because courses were only offered once during the fall and summer semesters of 2010 and spring 2011.

In examining trends in the data, we found that means scores for all SLOs ranged from 3.92-3.40. The rubric scores for SLOs 1, 2, and 4 show that students performed well and mastered subject area knowledge for successfully completing requirements in our Master degree program. The rubric scores for SLO 5 and 6 provide evidence that additional work must be done improve candidates' understanding of the design and implementation of Action Research studies.

In examining rubric criteria scores for the signature assignment measuring SLO 5, it was noted that candidates' scores dipped slightly in the area of introduction, and the literature reivew. In reviewing the criteria level scores for SLO 6 we found that candidates' completing the Action Research study also scored lower in the two criteria related to the discussion of data collection and data analysis. In examining the rubric criteria scores for the signature assignment measuring SLO 6, it was noted that candidates' scores dipped in the area of introduction, methodology and discussion of findings. It appears that our candidates may benefit from additional support and further instruction in the design of the action research study. In addition, our candidates may benefit from additional feedback and more targetted feedback related to the discussion of the findings of the action research study.

6.   How do these findings compare to past assessment findings?

When compared to past findings (see Figure 16) these findings remain fairly consistent. There was a slight increase in mean scores for SLO 1, SLO 4 and SLO 5. In addition, there was a slight decrease in mean scores for SLO 5 and SLO 6.

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Figure 16

Curriculum and Instruction Spr09-Fall09 SLO Means
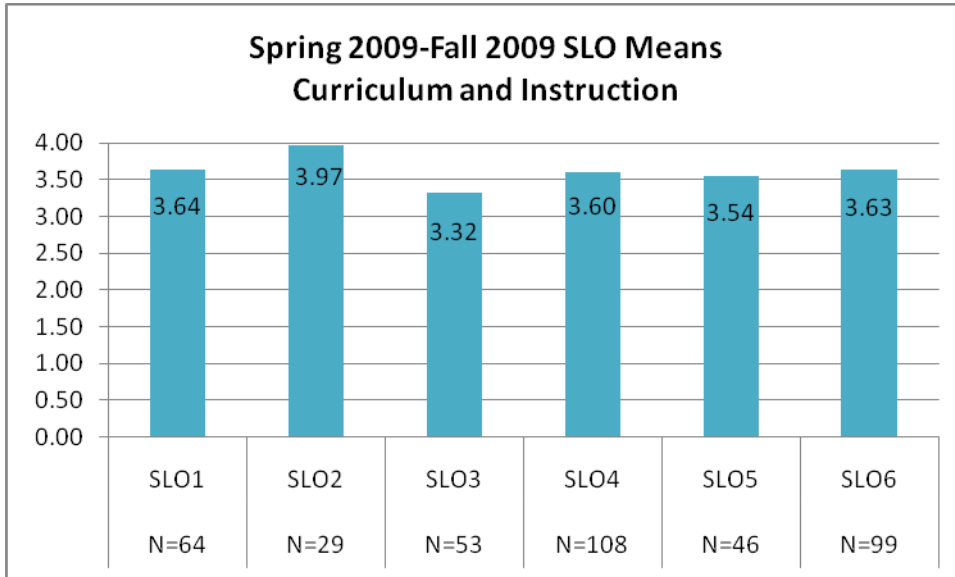
7.   What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
	Improve student knowledge concerning overall design and organization of action research projects including review of literature, data analysis and identifying and discussing implications to classroom practice.	Program faculty	Fall 2012