College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Curriculum & Instruction

*Note: this report presen*R.T TJ0 -1.217TD [S)-1(e)-(c)-(o)-1 TJ0.011 Tw T*(s)2(tu)(d)(en)(t)-11(i)3(s)2(th)]TJ0.001 T *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.

This report presents and analyzes data from Summer 2012 through Spring 2014. For the purpose of this report, the following program SLOs will be reviewed: SLO 4, 5 and 6. In the fall of 2016, SLO 1, 2 and 3 will be reviewed.

C & I Program Faculty

During the period of review, the C &

Table 1

Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6

Table 5

Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)

- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Data related to these assignments are reported in Appendix A.

- **College of Education Student Success Survey:** Starting in spring 2013, the college administered a web-based student success survey to capture the experiences of candidates currently enrolled in the college. This survey is administered every 3 years. Relevant data for the program are reported in Appendix B.

- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-

Figure 1

Figure 1 displays aggregate data by SLO for a two-year period based on points earned.

Figure 2

Figure 2 shows trends in SLO data across two years based on points earned.

Table 7

Discussion of Program Strengths and/or Areas of Needed Improvement

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings *and why*

#	Topic	

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings *and why*
5	Program advising and academic supports	CED Success Survey, 2013	All candidates who participated in the survey indicated that they had access to the support needed to succeed academically. All agreed that the program advisor has strong knowledge of program requirements. Additionally, all survey participants indicated that the program advisor was available to communicate with candidates and was responsive to question		

#	

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings *and why*
8	Application of theory to practice	2014 CED Exit Survey	Program effectiveness data indicate that candidates felt the program provided advanced knowledge, skills, and practice in analyzing and applying educational research and best practices to impact student learning. Most candidates felt the C & I program courses provided advanced skills that increased their expertise in the classroom. All respondents indicated that the C & I program did challenge them academically, professionally or personally.		

6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

Table 8

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
1	Send individual emails to program completers encouraging them to complete exit survey	Program Advisors	Spring 2015	N/A
2	Review and improve course content in EDCI 500, and 625 to better align with the professional needs of candidates	C & I faculty	Fall 2015	N/A
3	Send individual emails to program candidates encouraging them to complete student success survey	Program Advisors	Spring 2015	N/A

APPENDIX A:

Candidate Performance Data

Curriculum and Instruction
Signature Assignment Data Report
AY 2012-14

Figure Description:

- **SLO Comparison Summary Graph:** compares aggregate data by SLO for a two-year period based on points earned.
- **SLO Trend Comparison Graph:** displays trends in SLO data across three years based on points earned.
- **SLO Score Distribution Graph:** displays score distribution trends for SLOs across two years based on the percentage of students who earned a particular score
- **SLO Criteria Score Means Graph:** displays aggregate criteria data for SLOs for a two-year period based on the average percentage of points earned.

Student Learning Outcomes

Outcome 1: Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.
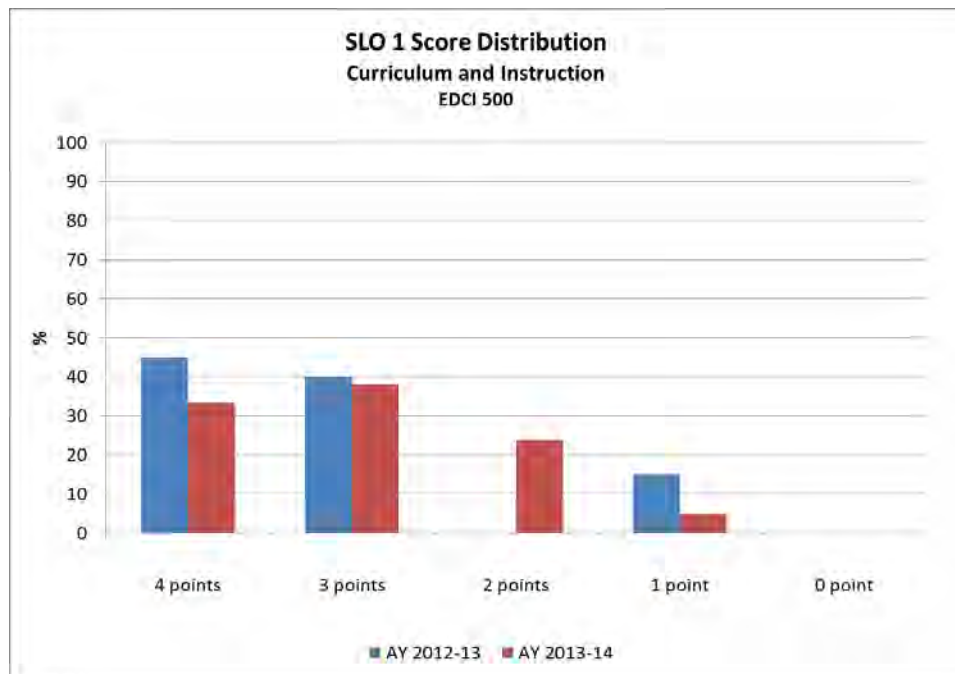
Outcome 2:

Figure 1

Figure 1 shows aggregate data by SLO for a two year period based on points earned.

Figure 1, demonstrates the average scores across 6 program SLOs. All scores fall in the 3-point range. Overall, students performed well on the various signature assignments. The comparison data for AY 12-14 follows similar trends in the data from AY 11-12. For example, the mean score earned for SLO 1 in AY 11-12 and AY 12-

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

Figure 3

SLO 1 Score Distribution
Curriculum and Instruction
EDCI 500

AY	N	Mean	SD
AY 2012-13	20	3.15	3.15
AY 2013-14	21	3.00	3.00

Figure 4

AY	Max N
AY 2012-13	20
AY 2013-14	21

Outcome 3: Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.

Figure 7

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

Figure 9

Figure 9 shows the score distribution trend for SLO 4 across two years based on the percentage of students who earned a particular score

AY	N	Mean	SD
AY 2012-13	20	3.70	0.56
AY 2013-14	14	3.71	0.59

Figure 9 above indicates candidates earned a mean score of 3.70 in AY 2012-2013 and a mean score 3.71 in AY 2013-2014. Data shows that over 70% of candidates earned a score of 4, and more than 10% scored a level 3 and fewer than 10% scored 2 points.

Figure 10

AY	Max N
AY 2012-13	20
AY 2013-14	14

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

Figure 11

Figure 11 shows the score distribution trend for SLO 5 across two years based on the percentage of students who earned a particular score

AY	N	Mean	SD

In AY 2012-13, the mean score for SLO 5 was 3.80 and in AY 2013-14 the mean score was 2.95. The chart in Figure 4 (above) indicates a significant decline in mean scores as well as a wide distribution of scores in AY 2013-2014.

Figure 12

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

Figure 13

Figure 13

APPENDIX B:
Program Effectiveness Data

CED Student Success Survey

CED Exit Survey Response Data
Curriculum and Instruction
Spring 2014

Note: Each spring, the Assessment Office administers a web-

Alumni Survey Response Data
Curriculum and Instruction
Fall 2013

Note: Starting in fall 2013, the college administered a web-based survey of alumni of advanced programs. This survey is administered every 3 years. Relevant data for each of the C & I program are reported below in Table 11-14. A total of 28 graduates responded to the C & I elementary option alumni survey and 17 graduates responded to the C & I secondary option alumni survey.

8. ELEMENTARY OPTION (*n=28)*

17. ELEMENTARY OPTION (*n=28)*

#	As a result of my educational experience:	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I developed the content knowledge and skills needed to be successful in my profession.	12	13	1	1
2	I understand how to collect and use assessment data to inform my practice	15	12	-	-
3	I can accept leadership role in my profession in responsible and ethical ways.	16	9	1	1
4	I appreciate the role of research in my profession and use scholarship in a continuous learning and inquiry manner.	12	14	-	1