Annual Assessment Report

Academic Year: 2016-2017

Department: Education

Program(s): Masters in Curriculum & Instruction: Professional Educator option, Educational Researcher option, and Technology Education option.

1. What Was Done
Master’s candidates have two options regarding their final assessment. One is to complete a professional paper in EDCI 575, Professional Paper and Project. This is for the Professional Educator and Technology Education options. The other option is to complete a master’s thesis in EDCI 590, Masters Thesis. This is for the Educational Researcher option. Also, exit instructor evaluations help determine the quality of course delivery and student success.

2. What Data Were Collected
For the Professional Educator and Technology Education option, data was collected on completion of the EDCI 575 Professional Paper and Project capstone course. Completion of this course is the final requirement for successfully earning their MEd in Curriculum and Instruction. For Educational Researcher master’s candidates, successfully passing the Master’s Thesis defense serves as completion of the degree requirements. These data were collected and analyzed. Course evaluations were also considered.

3. What Was Learned
1. In the Fall semester 2016, three of three Professional Educator option students enrolled in the Professional Paper course, EDCI 575, completed the course with an A as their grade. In the Spring semester 2017, nine of nine students completed the course. And Summer semester 2017, two of two students enrolled in the Professional Educator option completed the EDCI 575 course with an A.
2. In the Fall semester 2016, one student in the Educational Research program passed the Master’s Thesis class, EDCI 590, and successful defended the master’s thesis. This was only Educational Researcher candidate from the review period.
3. There were no students enrolled in the Technology Education Option in academic year 2016-2017.
4. The C&I program has a long history of successfully preparing our students for their master’s work. This is largely attributed to the how we work closely with them as advisors and instructors during their coursework. For Professional Educator option and Technology Education students, advisors work closely with advisees during the research process. And for Educational Researcher option candidates, faculty do not allow students to advance to thesis unless they are well-prepared.
4. How We Responded

1. Students enrolled in all our master’s degree options continue to be successful in their progress toward degree completion. One possible reason for this success could be that students enrolled in the EDCI Professional Paper and Project course receive considerable and targeted feedback from two faculty members. The current course is designed so that candidates receive feedback on their research studies and papers while in the course from both their advisor and the course instructor.

2. We have continued our efforts toward a substantive curriculum mapping process that includes a more deliberate and purposeful calendar for when our research courses are being offered. This has helped our students more effectively plan their programs of study, as they know what courses will be taught when.

3. Currently, candidates in the Professional Educator option take courses in any order. We continue to examine the optimal program of study design for students, which likely includes completing EDCI 506, Applied Educational Research, one or two semesters prior to EDCI 575, Professional Paper and Project. The goal with this recommendation is to best prepare students with the research understandings needed to be successful in completing the professional paper in EDCI 575, Professional Paper and Project course. Moreover, if students go into that course with having already completed EDCI 506, Applied Educational Research, they will be able to build upon their EDCI 506 research for their final professional paper in EDCI 575.

1. We continue to discuss as a faculty having one application date for master’s students. The goal is to implement a cohort model that would allow us to offer courses in a consistent and consecutive order so students can more effectively plan their programs of study, as they will know what courses will be taught when.