Annual Assessment Report
Academic Year: 2016-17
Department: Education
Program(s): Curriculum & Instruction, Masters of Education (M.Ed.)

NWCCU Accreditation Narrative for Curriculum & Instruction, Masters of Education programs
(Professional Educator, Technology Education, Educational Researcher options.)

1. Question 1 - What did you do on assessment this year?
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 those in the Professional Educator and Technology Education options. 15 students completed their professional paper/project to meet their comprehensive requirement for the degree. Students in the Educational Researcher option complete a master’s thesis in EDCI 590; 1 student defended their master’s thesis.

2. What Data Were Collected?
Pass rates were collected to assess the program. All students met the expectations of either the professional paper/project or thesis, leading to a 100% pass rate. Course evaluations were also considered.

3. Question 3 – What did your review of the data indicate for you?
Students’ successful completion of culminating assessments (either EDCI 575 or EDCI 590) suggests the importance of close advising and instructor formative feedback.

Student feedback on the program in its entirety has suggested a need for greater clarity in terms of course sequencing with respect to content and methodological coursework.

4. Question 4 – As a result of your review of the data, what did you do?
The culminating experience in the program, depending on the student’s option, is to complete EDCI 575 Professional Paper/Project. Previously this course rubric was EDCI 575 Professional Paper & Project, which suggested both components were necessary for satisfactory completion of course expectations. We officially updated the course name within the rubric to convey the accurate course expectations of either a paper or project.

In response to student feedback to “map” the curriculum, the faculty have developed and published a methodological course sequence. This document indicates when methodological courses will be offered three years in advance so that students may plan their program of study accordingly.