

Ed.S. in Curriculum and Instruction (CIEDES)

May 28, 2024

Annual Academic Assessment Report

Results of analysis of assessment of Student Learning Outcome

During the 2023-2024 assessment cycle there were 3 Ed.S. students enrolled in the CIED 5423 course, all three of which successfully completed the Curriculum Competency and Instruction Competency program assessments. There were also three Ed.S. students who completed Outcome #3 by successfully completing the CIED 680v Research project.

Any changes to degree/certificate planned or made on the basis of the assessment and analysis

The CIED Ed.S. program added endorsement options for Dyslexia, Literacy, Ed. Examiner, and K-12 online teaching in Fall of 2022. Another program revision added a pathway to the graduate certificate in Advanced Speech and Language Pathology in Fall 2023. This most recent change to our curriculum has resulted in multiple concentrations, which are steered by faculty in each of those areas:

Program Administrator – PRAD

Ed. Examiner – EDEX

SPED Administrator – PRAD

Dyslexia/Literacy – LIDY

K-12 Online Teaching – ONTE

Advanced Speech and Language Pathology – ASLP

This context is important for understanding the planned changes outlined below.

Any changes to the assessment process made or planned.

At this time last year, I wrote the following in the Annual Academic Assessment Report:

Given the addition of concentrations, as well as the fact that each of those concentrations is a stand-alone program under the larger umbrella of the Ed.S. program, it likely makes sense to reconsider assessment for the Ed.S. . . . Now that we have multiple concentrations, the shared experiences that occur prior to the Ed.S. project are no longer shared. I'm not sure how to account for that.

When I took over as graduate coordinator in 2016, the Ed.S. program enrolled 6 students. The curricular changes enacted since that time has increased our current enrollment to 25 students. Six of those students follow the “pre-concentration” catalog requirements, while the other 19 are assigned to concentrations as follows

ASLP –6 students

EDEX– 5 students

LIDY–2 students

ONTE–3 students

PRAD–3 students

While the Ed.S. program no longer has a shared experience that all concentrations share beyond the CIED 680v Research project used for Outcome #3, the students within each concentration share similar experiences. If the enrollment trend continues, then each concentration should be able to report out individually as sections within this document. Therefore, over the upcoming year, I plan to work with the faculty coordinators for each concentration to identify appropriate assessments –very likely those already used for program assessment in those areas –and adopt them collectively as assessments for the Ed.S. program. This will include revisions to the Assessment Plan outlined below.

Academic Assessment Plan

Program Goals

1. Provide a high-quality post Master’s degree program that is broad in scope with a practitioner focus.
2. Develop highly qualified instructional leaders that work in a variety of educational settings.
3. Provide a variable approach to instruction including face-to-face, blended and fully on-line to meet the needs of current practitioners looking to improve professional practice.

Student Learning Outcomes

1. Curriculum Competency - Create a curriculum guide outlining a course of study using a model of curriculum design.
2. Instruction Competency - Understand and evaluate various models of effective instruction.

3. Area of Study & Research Competency - Design and Implement an independent action research study or project specific to an Ed.S. area of study

Process for Assessing each Student Learning Outcome

1. Outcome # 1-Curriculum Competency
 - Create a curriculum guide outlining a course of study using a model of curriculum design.
 - Assessment Evidence: CIED 5423 Curriculum and Instruction: Models and Implementation-Curriculum Map Project
 - Timeline: Data collected at conclusion of spring semester odd years annually.
 - Desired Level of Achievement: Score of 80% or above on scoring guide/rubric evaluation of assignment
2. Outcome # 2-Instruction Competency
 - Understand and evaluate various models of effective instruction.
 - Assessment Evidence: CIED 5423 Curriculum and Instruction: Models and Implementation-Instructional Observation Instrument/Implementation Paper
 - Timeline: Data collected at conclusion of spring semester odd years annually.
 - Desired Level of Achievement: Score of 80% or above on scoring guide/rubric evaluation of assignment
3. Outcome # 3-Area of Study & Research Competency
 - Design and implement an independent action research study or project specific to an Ed.S. area of study
 - Assessment Evidence: CIED 680v Research Project-completion with a satisfactory rating from project committee.
 - Timeline: Data collected at conclusion of Ed.S. degree program
 - Desired Level of Achievement: Satisfactory completion of project based on review of Ed.S. Faculty committee in area of study.
4. Reporting of results
 - Reported at the conclusion of each Spring term in the Academic Program Annual Report