

Institutional Effectiveness Report

2019-20

Program: Curriculum & Instruction MA

College and Department: College of Education – Curriculum and Instruction

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Mission:

The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

Mission Brief: Learn from the past. Impact the present. Focus on the future.

Vision: Evidence-based, student-focused, future-oriented education for life-long learners.

Program Goals

PG1: Diversity – C&I will recruit and retain diverse candidates as part of a 5-year Recruitment and Diversity Plan.

Student Learning Outcomes

SLO1: Candidate Content and Pedagogical Knowledge - Candidates in curriculum and instruction will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations.

SLO2: Effective Research Experience – MA Candidates in curriculum and instruction will demonstrate research methods knowledge and skill as reflected by passing grades on the culminating research project.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods

PG1: Diversity

1. Enrollment Data - The primary assessment measure of the diversity goal will be the percentage of diverse students enrolled in the College of Education.

SLO1: Candidate Content and Pedagogical Knowledge

1. PRAXIS II Scores - Candidates in licensure programs must meet or exceed required scores on Praxis II exams for her or his program. These scores are reported to TTU directly from ETS. Performance at a level above or comparable to the state mean on the Praxis II Examination will be defined as TTU candidates having a mean score above or equal to the state mean. Praxis II scores are generally reported a year behind due to a delay with state reporting.
2. Comprehensive Exam - Comprehensive examinations will also assess all candidates' content and pedagogical knowledge.

SLO2: Effective Research Experience

1. Research Proposal - Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is developed in FOED 6920 or FOED 6980 and the research is conducted and written up in CUED 6900. A rubric is used in all courses to provide data to inform the department of the preparedness of candidates. Data from applied research will be discussed among research faculty and shared in departmental meetings to help determine any recommended changes.

Results

PG1: Diversity

The College of Education Recruitment, Retention, and Diversity Committee offered or took part in numerous recruitment activities and events to reach quality candidates from a broad and diverse range of backgrounds. These include an EPP Career Fair each spring, enrolling recent completers in Flight Path, enrolling undergraduate students in Fast Track, digital signage and social media, alumni mailing campaign, print recruitment material mailings, and a geofencing campaign.

SLO1: Candidate Content and Pedagogical Knowledge

PRAXIS SCORES II:

Pass rates for Praxis exam:

	2017-18	2018-19
Total N	29	36
# Pass	27	31
% Pass	93%	86%

COMPREHENSIVE EXAM:

	Pass	Fail	Rewrite	Total
2017-18	12	0	4	16
2018-19	20	0	2	22
2019-20	10	0	1	11

SLO2: Effective Research Experience

Research I Course Grades

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2017-18	59.1%	20.5%	4.5%	0%	3.4%	12.5%	0%
2018-19	56.1%	30.7%	7.0%	3.5%	.9%	1.8%	0%
2019-20	64.5%	27.3%	3.6%	0%	1.8%	2.7%	0%

Research II Course Grades

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2017-18	90.0%	6.0%	0%	0%	2.0%	2.0%	0%
2018-19	82.3%	11.3%	1.6%	0%	0%	4.8%	0%
2019-20	90.7%	6.7%	1.3%	0%	0%	1.3%	0%

Modifications for Improvement:

SLO1: Candidate Content and Pedagogical Knowledge

Licensure candidates struggle to successfully prepare for and complete edTPA in the timeline for graduation. A new grad course has been proposed and approved to better prepare the candidates. The first-time success rates will be evaluated when complete data is available.

Appendices

1. Curriculum Map

Program: Reading M.A.		TN EPP Literacy Standards				
		Content knowledge	Language & Literacy Rich Environment	Curriculum & Instruction	Assessment & Evaluation	Professional Learning & Leadership
Subject	Course & Assignment:	1	2	3	4	5
ELED	7400 The Literacy Language Arts Program	Technology Based Story				
READ	6100 Uses of Technology in Literacy Education	Tech Integration	Tech Integration	Tech Integration		Tech Integration
	6310 Assessment and Intervention in Literacy	Case Study	Case Study	Case Study	Case Study	Case Study
	6340 Literacy in the Elementary School	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards
	6350 Literacy in the Secondary School	Cross-curricular	Cross-curricular	Cross-curricular	Cross-curricular	Cross-curricular
	6700 Diversity & Equity in Literacy	Case Analysis	Case Analysis	Case Analysis	Case Analysis	
	6800 Field Experiences in Literacy		Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R
	7370 Linguistics: Theory & Application for Education	Virtual Presentation	Virtual Presentation		Virtual Presentation	Virtual Presentation
	7500 Leadership in Literacy Education	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project
FOED OR EDPY	FOED 6920 Educational Research OR					Research Proposal
	FOED 6980 Qualitative Research in Education OR					Research Proposal
	EDPY 6310 Educational Statistics OR					Research Proposal
	EDPY 6350 Measurement & Assessment					Research Proposal
	6900 Problems in Curriculum (OR READ 6900)					Problem Paper