

**Major Field Assessment
MED in Curriculum and Instruction
Report of Results and Use**

A review of the Major Field Assessment goals, outcomes and assessment procedures resulted in the following data collected from the LA Department of Education, grade transcripts, advising notes, academic productivity measure reports, exit surveys of graduates, course syllabi, student interviews, portfolios, field placement data, and professional development data.

Based on collected data, Goal 1, Outcomes 1, 2, 3 and 4 were successfully met as evidenced by:

- 100% of the graduates completing comprehensive examinations/oral presentations of action research projects and portfolios.
- 100% of the graduates earning a GPA of 3.25 or better
- 100% of the graduates completing the practicum required in their concentration area on the first attempt with 96.7% satisfied or very satisfied with their practicum experiences.
- 73.5% of the graduates rated the quality of the department as “Very Satisfied” and 23.5% rated the quality of the department as “Satisfied.” In addition, the graduates rated the quality of the program in the range of “Satisfied” (27.5%) to “Very Satisfied” (60%).

For Goal 1, Outcome 1, graduates felt they were able to create, implement, and assess learning experiences based on national and state standards. All syllabi in the Curriculum and Instruction graduate program are aligned with national standards based on the program concentration, the exit survey of graduates has been revised to reflect

questions specific to the graduate program, and portfolio requirements allow graduate candidates the opportunity to showcase their competency through various artifacts. All students taking comprehensive exams or presenting action research projects passed and those students in the new redesign program successfully completed portfolios.

Based on collected data, the assessment criteria for Goal 1, Expected Outcomes 2 and 3 were met. Graduate students were able to demonstrate their use of appropriate, relevant and accurate content knowledge in their concentration and implement best pedagogical practices based on current research through class activities and participation, oral presentations of action research projects, portfolios, interviews, surveys and practicum experiences. In the 2007-2008 Exit Survey, 52.9% of the students rated practicum experiences as very satisfied and 44.1% rated their practicum experiences as satisfied.

Based on collected data, Goal 1, Expected Outcome 4 was met. Graduate students felt they could incorporate knowledge of the learner to diversify instruction to best help each student reach his/her full potential as evidenced by course syllabi, classroom activities and presentations, exit surveys, portfolios, and interviews. The new program redesign requires all students to complete a core course entitled Dimensions of Diversity for Education: Students, Families, Cultures, and Communities. In this course students are required to complete an immersion project. Also, student log into their electronic portfolio diverse field experiences in other graduate courses.

The graduate faculty meets monthly to discuss courses, prerequisites, and program effectiveness based on collected data. All course objectives have been aligned to state and national standards and are indicated on course syllabi. Faculty also had the

opportunity to use collected data in PASSPORT and the recent NCATE report in addition to other survey conducted by the Office of Institutional Research and Assessment. As a result of these meetings, faculty have suggested additional items be added to the exit survey to better identify strengths and areas for improvement in the various concentrations and rubrics are being developed to better assess student projects and presentations for portfolios.