

January 31, 2007

**MAJOR FIELD ASSESSMENT PLAN**  
**Master of Education in Curriculum and Instruction**

**Program Purpose:** The purpose of the Master of Education in Curriculum and Instruction is to develop highly qualified and effective educators through a prescribed program of coursework and practical experiences. Graduates will be able to demonstrate knowledge, skills, and dispositions needed to have a positive impact on student achievement in schools and community-based settings.

**Goal: Students completing the Master of Education in Curriculum and Instruction will be Master Teachers in their perspective concentrations which will allow them to be highly-effective educators.**

**1. Expected Outcome:** Graduates will create, implement, and assess learning experiences based on national and state standards and reforms.

Assessments: A, B, C, D

**2. Expected Outcome:** Graduates will identify and use appropriate, relevant, and accurate content knowledge in their concentrations.

Assessments: A, B, C, D

**3. Expected Outcome:** Graduates will comprehend and implement best pedagogical practices based on current research.

Assessments: A, B, C, D

**4. Expected Outcome:** Graduates will identify and incorporate knowledge of the learner to diversity instruction to best help each student reach his/her full potential. Knowledge of the learner will include ability and motivation as well as culture, language, history, native country, and other global/multicultural attributes.

Assessments: A, B, C, D

**Assessment Criteria:**

- A. Ninety percent of graduates will satisfactorily complete the comprehensive exam in their concentration area on their first attempt.
- B. Ninety percent of graduates will earn a G.P.A. of 3.25 or better, both overall and in the major field, with not more than six semester hours with grade of "C" counted toward the degree.
- C. Ninety percent of graduates will successfully complete the practicum required in their concentration area on their first attempt.
- D. Ninety percent of graduates will rate their program as satisfactory or better on a survey of graduates.

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**Use of Results:**

Major field assessment results from all assessment criteria are discussed as needed through the venue of monthly task force meetings (e.g., elementary, literacy). This procedure is in place to make sure that we address results and their use in a systematic manner. Also, each semester, comprehensive exam committees for each concentration meet to discuss exam results and use of data to improve the program, instruction, and candidate assessment. Follow-up meetings are held to analyze patterns of candidate performance in order to inform needed changes in the program. For example, the passing rate on the comprehensive exam was changed from 75% to 80% in 2000 based upon major field assessment results. In addition, external information from the mandatory exit survey of graduates is considered annually. Data inform us of candidates' perceptions of strengths as well as areas of concern. The Major Field Assessment Committee meets annually to review data and make recommendations to address areas of concern. Data from previous Major Field Assessment was used to redesign the graduate program in Curriculum and Instruction.