

FEB 28 2005

**M.S. in Curriculum and Instruction  
Assessment of Student Learning Plan  
Kansas State University**

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- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email ([apr@ksu.edu](mailto:apr@ksu.edu)) or attach a hard copy to this document.

**A. College, Department, and Date**

*College of Education  
Program: Curriculum and Instruction  
November 1, 2004*

**B. Contact Person(s) for the Assessment Plans**

*Dr. Marjorie R. Hancock, Coordinator of Graduate Programs  
in Curriculum and Instruction  
202 Bluemont Hall  
532-5917  
[mrhanc@ksu.edu](mailto:mrhanc@ksu.edu)*

**C. Degree Program**

*M.S. in Curriculum and Instruction*

**D. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcomes**

Faculty members in this program area identified 12 student learning outcomes for the M.S. in Curriculum and Instruction. The faculty will focus on the following three learning outcomes in this three-year assessment plan.

- Area of Specialization: Demonstrate knowledge of curriculum and instruction as related to the student's professional goals. (Knowledge)
- Instruction: Apply curriculum and instruction expertise as related to the student's professional goals. (Performance)
- Personal and Professional Development: Demonstrate a commitment to continued learning, growth, and scholarly activity. (Attitudes and Professional Conduct)

Special rationale for selecting these learning outcomes (optional):

- Area of Specialization: Each student in the master's program takes 15 hours of coursework in an area of specialization (e.g., Reading/Language Arts; Reading Specialist; ESL; Technology). Since this specialization encompasses half of the program, the knowledge gained from the Area of Specialization is critical to program performance.

- Instruction: Most students in the master's program are practicing teachers or hold teaching licenses. Their goals in obtaining a master's degree relate to enhanced instruction in their own educational settings. Course projects are frequently linked to the student's classroom, learners, and educational goals. Evidence of direct connections between program coursework and K-12 classrooms directly reflects enhanced instruction.
- Personal and Professional Development: As students complete the master's program and during their Master's Final Examination, they identify continued goals, extended professional reading, and proposed professional goals for future development.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs ( <u>Graduate Programs</u> )			Program SLO is conceptually different from university SLOs
	Knowledge	Performance	Attitudes and Professional Conduct	
<u>Area of Specialization</u> : Demonstrate knowledge of curriculum and instruction as related to the student's professional goals.	X			
<u>Instruction</u> : Apply curriculum and instruction expertise as related to the student's professional goals.		X		
<u>Personal and Professional Development</u> : Demonstrate a commitment to continued learning, growth, and scholarly activity.			X	

**2. How will the learning outcomes be assessed? What groups will be included in the assessment?**

Learning Outcomes	Measures			Who will be assessed?
	Direct	Indirect	Not sure	
<u>Area of Specialization</u> : Demonstrate knowledge of curriculum and instruction as related to the student's professional goals.	<i>Master's Program Completion Portfolio</i> (presented at the Master's Final Examination and assessed with the Master's Final Examination Rubric which is now being developed) (A draft of the portfolio requirements is attached.)			All students in their final semester of the program.
		<i>Master's Program</i>		All students in

		<i>Completion Survey (now being developed)</i>		their final semester of the program.
<u>Instruction:</u> Apply curriculum and instruction expertise as related to the student's professional goals.	<i>Master's Program Completion Portfolio</i> (presented at the Master's Final Examination and assessed with the Master's Final Examination Rubric which is now being developed) (A draft of the portfolio requirements is attached.)			All students in their final semester of the program.
		<i>Master's Program Completion Survey (now being developed)</i>		All students in their final semester of the program.
<u>Personal and Professional Development:</u> Demonstrate a commitment to continued learning, growth, and scholarly activity.	<i>Master's Program Completion Portfolio</i> (presented at the Master's Final Examination and assessed with the Master's Final Examination Rubric which is now being developed) (A draft of the portfolio requirements is attached.)			All students in their final semester of the program.
		<i>Master's Program Completion Survey (now being developed)</i>		All students in their final semester of the program.

**3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

Learning Outcomes	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
<u>Area of Specialization:</u> Demonstrate knowledge of curriculum and instruction as related to the student's professional goals.	Master's Final Examination Rubric being developed in Spg/Summer 2005 and piloted in Fall 2005.	Master's Final Examination Rubric (effective January 1, 2006).	Master's Final Examination Rubric	Baseline data obtained from rubrics and surveys completed in 2006-07
	Master's Program Completion Survey being developed	Master's Program Completion Survey conducted during each student's final semester. (effective Jan. 1, 2006)	Master's Program Completion Survey conducted during each student's final semester.	
<u>Instruction:</u> Apply curriculum and instruction expertise as related to the student's professional goals.	Master's Final Examination Rubric being developed in Spg/Summer 2005 and piloted in Fall 2005.	Master's Final Examination Rubric (effective January 1, 2006).	Master's Final Examination Rubric	Baseline data obtained from rubrics and surveys completed in 2006-07
	Master's Program Completion Survey being developed	Master's Program Completion Survey conducted during each student's final semester. (effective Jan. 1, 2006)	Master's Program Completion Survey conducted during each student's final semester.	
<u>Personal and Professional Development:</u> Demonstrate a commitment to continued learning, growth, and scholarly activity.	Master's Final Examination Rubric being developed in Spg/Summer 2005 and piloted in	Master's Final Examination Rubric (effective January 1, 2006).	Master's Final Examination Rubric	Baseline data obtained from rubrics and surveys completed in 2006-07

	Fall 2005.			
	Master's Program Completion Survey being developed	Master's Program Completion Survey conducted during each student's final semester. (effective Jan. 1, 2006)	Master's Program Completion Survey conducted during each student's final semester.	

**4. What is the unit's process for using assessment results to improve student learning?**

Learning Outcomes	Improvement plan
<p><u>Area of Specialization:</u> Demonstrate knowledge of curriculum and instruction as related to the student's professional goals.</p>	<p>Information that follows about the improvement plan applies to all three student learning outcomes identified here.</p> <p>The Master's Final Examination Rubric (under development) will be filled out by the Master's Supervisory Committee immediately preceding the signing of the ballot at the Final Examination. Evaluation will be based on the student's performance on the Program Completion Portfolio. The rubric will be signed by the committee chair and delivered to the Coordinator of Graduate Programs in Curriculum and Instruction. A summary chart will be prepared annually for all master's completions indicating an average rubric score for each Student Learning Outcome.</p> <p>The Master's Program Completion Survey (under development) will be distributed by each committee chair to the student prior to the Master's Final Examination. The student will turn in the completed survey to the committee chair prior to the Final Examination. The committee chair will deliver the completed survey to the Coordinator of Graduate Programs in Curriculum and Instruction. An item analysis for each Student Learning Outcome will be prepared annually for all master's completions.</p> <p>Once each year, the Graduate Faculty in Curriculum and Instruction will meet to review the summary data from the Master's Final Examination Rubric and the Master's Program Completion Survey and to discuss implications for course and program changes in response to the data. The continuous improvement model will be used to assess feedback to the program for ongoing changes to improve program format, course instruction, and student learning. Recommendations will be made for course and/or program improvement and voted on by the Curriculum and Instruction Graduate Faculty. When approved, appropriate changes will be implemented as soon as possible.</p>
<p><u>Instruction:</u> Apply curriculum and instruction expertise as related to the student's professional goals.</p>	
<p><u>Personal and Professional Development:</u> Demonstrate a commitment to continued learning, growth, and scholarly activity.</p>	