

**The Educational Specialist Degree (Ed.S.)
Graduate Program Assessment
Annual Report
(2006-2007)**

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Professional Development

I. Assessment Activities

A. Program Goal

1. Program Description

The Educational Specialist degree in Education (Ed.S.) is an umbrella degree designed to provide a planned program of post-master's study. The degree program includes areas of emphasis in Counseling, Curriculum and Instruction, Leadership Studies, and Reading Education. Students enrolling in the Leadership Studies areas of emphasis select a concentration in Supervision of Instruction, Superintendency, or Higher Education Administration.

2. Program Objectives

The program is designed to assist students in accomplishing one or more of the following personal and professional goals:

- a. Develop intellectually beyond the Master's level
- b. Develop advance professional skills
- c. Prepare for a new area of professional expertise
- d. Structure coherent programs of study in pursuit of advance salary classifications
- e. Undertake course work in preparation for doctoral study in research.

3. Target Populations

The target population(s) for the program are post-masters professionals including teachers, reading specialists, administrators, counselors and other education/human service professional seeking a planned and structured post-masters program of study. Ed.S. programs can be designed to lead to WVDE certification in School Counseling, Supervision of Instruction and Superintendency. Students enrolling in the Ed.D. Program in Educational Leadership and Curriculum and Instruction may also elect to be dually enrolled in the Ed.S. In Education program.

B. Data Collection

1. Program Viability (Directly related to Program Objective 2 e)

Interest in the Ed.S. Degree has increased over the past two years due to Marshall University offering the Ed.D. in Education. Students often enter the doctoral program by first completing the Ed.S. The program was completely revised during the 2003-2004 academic year which will allow the areas of emphasis to offer a sequential course rotation which should lead to larger enrollment.

2. Program Admissions

Entrance Abilities of Ed.S. Applicants and Graduates

	2003-2004	2004-2005	2005-2006	2006-2007	Total
Number of Admissions	10	6	16	15	47
Mean MAT Scores	Data not Available	435	402	389	408 Avg.
Combined GRE Verbal & Quantitative Scores	996	870	875	875	904 Avg.
Graduates	25	19	9	5	58

3. Program Productivity

a. Course Distribution (Related directly to Program Objective 2a)

2006 – 2007 Specific Courses for the Education Specialist Degree (These courses are also shared with the Elementary and Secondary Education Degree.)

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2006	3	44	132
Spring 2007	4	33	99
Summer 2007	1	5	15

b. Technology Utilization (Related directly to Program Objective 2c)

The Ed.S. Degree core is not available as totally electronic courses. Areas of emphasis are moving toward electronic delivery. Other integration includes LS 776 (requires data analysis via SPSS software); LS 703 (requires retrieval of articles and documents electronically); EDF 711 (requires development of survey instruments via technology and analysis of same instrument responses – SPSS).

c. Faculty

There are no resident faculty for this program. All faculty are full-time, tenured or tenure-track faculty in the program in which a particular area of emphasis is available. The faculty are active scholars in their particular discipline. The primary advisor for the Ed.S. program maintains an average of 39 advisees, which includes both Ed.S. Elementary and Secondary Education students.

d. Program Approval Information

During the academic year-2004 – 2005 the Program received full accreditation by NCATE. Effective August 2006, all licensure programs received full renewal by the West Virginia Department of Education.

e. Exit Abilities: (Related directly to Program Objective 2b)

Though external test data are not available, a review of the past seven years' data revealed that the mean GPA of Ed.S. graduates, upon exiting the programs, was 3.84.

f. Conceptual Framework Surveys:

Using the rating scale for “Candidate Self-Assessment of Professional Characteristics (Conceptual Framework)” the candidates rated Cultural Pluralism/Diversity as the concept (19.1%) that was most “Basic” or “Emerging” to them (See Appendix B-Sample Assessment Tool). This was followed by a tie in three other areas at 15.3%; Critical Thinking, Technology and Human Growth and Development. Material concerning these issues is now embedded in several core Ed.S. courses.

g. Employer Follow up Studies: (Related directly to Program Objective 2b)

The most recent Employer follow-up studies of Professional Education Unit graduates were conducted with all principals and school system personnel directors. They were surveyed regarding the preparation of program graduates across 10 outcome areas. The most recent total number of principals and personnel directors responding was 160. Overall, principals and personnel directors rated program graduates an either “Proficient,” or “Distinguished,” or “Exemplary,” or “Exceeds Expectations” across all areas.

Although respondent ratings across all outcomes were generally positive, the ratings for those outcomes related to “understanding special needs,” “understanding cultural pluralism,” and “applies skills in research methodology” tended to be slightly lower than the ratings for the other outcomes. These findings were used to guide the major revision of the Ed.S. in Education Program. Required courses in research and technology utilization were added and cultural pluralism competencies were added across courses.

Recruiters who participated in Marshall University job fairs were also surveyed regarding the preparation of program graduates. Responses were reviewed from more than 200 recruiters during this period. The responses from recruiters were generally very positive and were consistent with those of the principals and personnel directors.

h. Graduate Follow up Studies: (Related directly to Program Objective 2d)

In the most recent follow-up studies of graduates, more than two hundred (207) graduates completed the survey. Graduates were requested to note both the “Importance” and their level of “Preparation” as they relate to 10 program outcomes. The surveys revealed that more than 90% of the responding graduates rated the 10 programs outcomes as either “Moderately Important” or “Very Important.” More than 88% of the graduates participating in the survey, reported their preparation as either “Good” or “Excellent” on 7 of these 10 outcomes. Responses were slightly lower for those outcomes related to “applying technology,” “understanding children with special needs,” and “cultural pluralism.” These data provided guidance for the revision of the program.

i. Final Research Project. (Related directly to Program Objective 2c)

Those students who finished their Plan under the revised guidelines were Required to do a capstone final research project. 100% of those completing the project Passed.

II. Assessment of Student Outcomes: Component/Course/Program Level

Component Area/Program/Discipline: Education Specialist – Ed.S. November 2007

Component / Course / Program Level					
Student Outcomes	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Student will develop and utilize critical thinking skills (Related to Program Objective 2b)	Program Faculty and program director	1)Plan of study	1)A consistent organized plan of study developed by the student and faculty advisor.	1) Plans of study are being filed through the Dean’s office for all admits	1) none – continue current practice
		2)Praxis Test Scores	2) All candidates pass the appropriate Praxis exam for content area	2)All candidates passed the appropriate Praxis test during this period	None
		3)Employer follow-up survey	3)80% of the candidates scored at the distinguished or proficient level	3) Most recent survey results indicated 86% distinguished or proficient	None
Student will demonstrate Professional Skills & Knowledge relative to education. (Dispositions based on NCATE Standards) (Related to Program Objective 2c)	Program Faculty Program Chairs	Student Assessment of Professional Characteristics	To have students exit the program with a mean of “4” (proficient)	Preliminary analyses of data suggest that students are entering the program with a mean of 3.41 across the 8 measures. Exit information indicated a mean score of 4.26 for the reporting year.	Continue to monitor this standard.

<p>Students will engage in educational based inquiry that is systematic and based in educational theory. (Related to Program Objective 2a)</p>	<p>Program faculty & Department Chairs</p>	<p>1)Post scores on basic research skills (based in the new advance research course)</p> <p>2)Conceptual framework survey</p>	<p>1)All students should score 80% or higher on the most recent survey</p> <p>2)Mean score of 4.0 on the most recent data</p>	<p>1)The most recent results indicate a mean post score of 69%</p> <p>2)Mean score for group was 4.26 on the most recent data</p>	<p>1) goal is not being met – continued monitoring and readjustment to the course is warranted</p> <p>2) goal met, continued monitoring</p>
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II. Strategic Areas of Focus for 2006-07 and Beyond

- **Outreach**: Statewide, regional and county delivery of degree, professional development and licensure program
- **Technology**: Continued development of technology based graduate program/course delivery for the Ed.S.
- **Marketing**: Increase external visibility/marketing for the Ed.S. degree.
- **Assessment/Accountability**: Refine/enhance program assessment system for the Ed.S. degree

Priorities for 2007-08

Continue development of technology-based graduate program/course delivery

- Increased development of online courses for the Ed.S. Degree.

Continue development of collaborative relationships

- Ed.D programs and new doctoral cohort program.

Continue development/refinement of program assessment system

- Expand faculty knowledge base regarding NCATE/WVDE policies/procedures
- Redesign data collection/management system consistent with new NCATE/WVDE requirements, with particular emphasis on Pre-Inputs compared to Post Outputs (See Appendix B-Sample Assessment Tools)
- Prepare annual assessment reports for the Ed.S. Degree program

Increase external marketing/visibility for program area

- Identify new potential target populations for the Ed.S. degree
- Market e-degrees/professional development programs to MU alumni

IV. Assistance Needed: The major emphasis is to expand our electronic delivery necessitating more technical assistance in the design of the courses particularly as we move to Blackboard from Vista.

V. Lesson Learned

A. Improvements:

During this reporting period the following improvements were made to the Ed.S. Degree:

1. Implemented new areas of emphasis in Instructional Technology, Special Education, and English as Second Language etc.
2. Continued to develop and refine the assessment process.
3. Developed an expanded database to support program planning and managements.

B. Lesson Learned:

Assessment is multi-faceted. The input of data not only provides for analysis of program objectives but also program viability. Assessment is much more than assessing learning outcomes. This past year this program area took the following steps to reflect this assessment process:

1. Delegated greater involvement of the faculty into the assessment process.
2. Analyzed PRAXIS results and made program and faculty coordination changes.
3. Program Director became a member of the University Assessment Committee and assistance in making changes in the assessment process.

APPENDIX A: PLAN OF STUDY

**MARSHALL UNIVERSITY GRADUATE COLLEGE
PLAN OF STUDY: EdS - Curriculum and Instruction**

NAME:

MUID:

TELEPHONE:

ADDRESS:

EMAIL:

The purpose of this plan of study is to formally outline the courses and activities which, when satisfactorily completed, are sufficient for the completion of stated degree or professional development programs. It does not, however, commit the Marshall University Graduate College to offer the courses listed. Any changes in the plan of study must be approved by the student's committee. Further, the committee reserves the right to approve a change of the plan of study after consultation with the student as a result of either student or a committee initiated action.

CORE COURSES (15 hrs)		Course Name	Sem/Yr	Grade	Hours
LS 703		Advanced Qualitative Research	Fall, Spr, Smr		3
EDF 625 or EDF 626		Qualitative Research in Education Advanced Qualitative Research in Education	Fall, Spr, Smr		3
CIEC 660		Using Computers to Improve Education	Fall, Spr, Smr		3
EDF 711 or EDF 617 or EDF 618		Survey Research in Education Multiple Regression Multilevel Analysis and Growth Models	Fall, Spr, Smr		3
CI 677		Writing for Publication	Fall, Spr, Smr		3

AREA OF EMPHASIS COURSES (Students will complete 12 semester hours from one of the content areas: Curriculum and Instruction, Counseling, Leadership Studies, or Reading Education.)

Counseling:		
Coun 742 Current Issues in Prof. Coun.	Fall, Spr, Smr	3
Coun 746 Systems Interventions	Fall, Spr, Smr	3
Coun 755 Models of Supervision	Fall, Spr, Smr	3
Coun 760 Special Topics	Fall, Spr, Smr	3
Curriculum and Instruction:		
CI 701 Curriculum Development	Fall, Spr, Smr	3
CI 702 Curriculum Theory	Fall, Spr, Smr	3
CI 703 Theories Models & Res. of Teaching	Fall, Spr, Smr	3
CI 704 Social and Political Determ. Of Curr.	Fall, Spr, Smr	3
Leadership Studies:		
LS 710 Principles of Leadership	Fall, Spr, Smr	3
LS 760 Politics of Education	Fall, Spr, Smr	3
LS 740 Public School Law		
Or LS 745 Higher Education Law	Fall, Spr, Smr	3
LS 720 Public School Finance		
Or LS 725 Higher Education Finance	Fall, Spr, Smr	3

Reading Education:					
CIRG 701 Reading Seminar 1		Fall, Spr, Smr		3	
CIRG 702 Reading Seminar 2		Fall, Spr, Smr		3	
CIRG 704 Advanced Instructional Reading Processes		Fall, Spr, Smr		3	
CIRG 707 Issues in Reading		Fall, Spr, Smr		3	
EDF 679	Problem Report	Fall, Spr, Smr		3	

TOTAL HOURS 30

APPENDIX B: SAMPLE ASSESSMENT TOOL

Please complete this form and submit it with capstone materials.

Candidate Ed.S. Self-Assessment of Professional Characteristics

Candidate Name:

Program:

Area of Emphasis: _____ ID: _____

Advisor: _____ Date: _____

The Graduate School of Education and Professional Development has a Conceptual Framework that provides a shared vision for preparing the experienced professional as specialist. We are committed to: 1) dispositions that support this framework, including the commitment to acquire and use knowledge on behalf of P-12 students, 2) diversity and the preparation of educational personnel who help *all* students learn, 3) integration of technology to enhance candidate and student learning, and 4) aligning professional and state standards with candidate proficiencies expected by the program.

To that end, we would like you to rate yourself on the candidate outcomes that have been adopted to guide the development of the program. You are asked to do this as your program is coming to completion. If you have additional comments about your accomplishments in the program, you may use the back of this form.

1. Knowledge Base

Experienced professionals as specialists understand and apply the current knowledge base in a specialization.

Candidate Self-Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Comments:

2. Critical Thinking

Experienced professionals as specialists demonstrate skills in research methodology, problem solving, and critical thinking.

Candidate Self-Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Comments:

3. Social Settings

Experienced professionals as specialists demonstrate the attitudes, knowledge, and skills necessary to function effectively within the social settings of the school/agency, community, and society as a whole.

Candidate Self-Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Comments:

4. Technology

Experienced professionals as specialists demonstrate a basic understanding of the application of technology in an area of specialization.

Candidate Self-Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Comments:

5. Human Growth and Development

Experienced professionals as specialists demonstrate a basic understanding of human growth and development and apply this knowledge in an area of specialization.

Candidate Self-Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Comments:

6. Special Needs

Experienced professionals as specialists demonstrate a basic understanding of children with special needs and the ability to provide assistance within the least restrictive environment.

Candidate Self-Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Comments:

7. Cultural Pluralism/Diversity

Experienced professionals as specialists demonstrate an understanding of cultural pluralism/diversity and the related implications for curriculum and instruction.

Candidate Self-Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Comments:

8. Communication

Experienced professionals as specialists communicate effectively with a wide variety of constituent groups including school/agency personnel, policy makers, parents, and other community members.

Candidate Self-Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Comments:

9. Professional Growth

Experienced professionals as specialists demonstrate self-direction as an independent, self-confident professional with a commitment to continued professional growth and development and life-long learning.

Candidate Self-Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Comments:
