

**The Educational Specialist Degree (Ed.S.)  
Graduate Program Assessment  
Annual Report  
(2008-2009)**

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**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. An in-depth knowledge and understanding in core studies (e.g. research, statistics, writing and technology);
- b. An in-depth understanding in a content area (Counseling, Curriculum and Instruction, Leadership Studies, or Literacy Education).
- c. The ability to synthesize and integrate the core and content knowledge gained in the program with all populations equitably.

**3. Relationship to the University Mission and College Mission**

The University Mission Statement is: Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.

The mission of the Professional Education Unit is to prepare teachers and other professionals educators, including school counselors, principals, reading specialist, supervisors, superintendents, school psychologists, and other related personnel. The mission of the unit also includes a commitment to continuing education opportunities for teachers and school personnel in a wide range disciplines.

The unit mission is consistent with the university mission. Intrinsic to the graduate mission is a commitment to provide education that contributes to the development of society through public service, a commitment to appreciate and cultivate diversity in students, faculty, staff and programs; and to the integrity of the curriculum through the maintenance of rigorous standards, as exemplified by the program objectives listed above, and high expectations for student learning and performance.

#### 4. Target Populations

The target population(s) for the program are post-master's professionals including teachers, reading specialists, administrators, counselors and other education/human service professional seeking a planned and structured post-master's 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

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	2007-2008	2008-2009	Total
Number of Admissions	29	6	15	14	15	30	109
Mean MAT Scores	Data not Available	435	402	389	405	412	408 Avg.
Combined GRE Verbal & Quantitative Scores	996	870	875	875	996	774	897 Avg.
Graduates	25	19	9	5	0	6	64

### Admission by Program Area

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Total
Counseling	1	2	1	0	0	0	4
Curriculum and Instruction	15	0	8	5	0	4	32
Ed.S- Education	5	0	2	2	0	3	12
Leadership Studies	8	0	8	0	7	26	49
Reading	0	0	0	0	2	0	2

### 3. Program Productivity

#### a. Course Distribution

**2008 – 2009 Specific Core Courses for the Education Specialist Degree (These courses are also shared with the Doctoral Program degrees, both in Leadership Studies and Curriculum and Instruction.)**

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2008	6	30	90
Spring 2009	7	63	189
Summer 2009	3	17	51

#### b. Technology Utilization

The Ed.S. Degree core cannot be completed solely through 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.

**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:**

Though external test data are not available, a review of the past eight years' data revealed that the mean GPA of Ed.S. graduates, upon exiting the programs, was 3.84 (Noting there were no 2008 graduates).

**f. Graduate Follow-Up Studies**

In the most recent follow-up studies of graduates, more than three hundred (311) 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 also revealed that more than 95% of the responding graduates rated the 10 programs outcomes as either "Moderately Important" or "Very Important." More than 89% of the graduates participating in the survey, reported their preparation as either "Good" or "Excellent." Responses were slightly lower for those outcomes related to "applying technology," "understanding children with special needs," "cultural pluralism," and "communication." These data provided guidance for the revision of the program.

Additionally, in the most recent Employer Follow-Up Study, 95%+ of the employers indicated our graduates were "meeting standards" To being "exemplary" in all 10 outcome area which include:

- Knowledge base
- Communication
- Critical Thinking
- Human Growth and Development
- Special Needs Students
- Pluralism
- Technology
- Problem Solving
- Social Setting
- Professionalism

**g. IRB CITI Modules – Research**

The results indicated overall high passing rates for all modules, exceeding well beyond the minimal requirements. Mean ranged from 94.84% to 100.00%. *Internet Research* has a 100% passing rate, which is the newest CITI module. The overall mean for *Research with Children* was relatively high with a 98.67%.

**h. Final Research Project.**

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.Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>An in-depth knowledge and understanding in core studies (e.g. research, statistics, writing and technology).</p> <p><b>2007-2008 Addressed Outcome</b></p>	<p>Dr. Sam Securro</p>	<ul style="list-style-type: none"> <li>• The IRB CITI Module Assessment</li> <li>• IRB Research with Children Module</li> <li>• Internet Research Module</li> </ul>	<ul style="list-style-type: none"> <li>• Accepted IRB Passing score at 80%</li> <li>• Passing score at 80%</li> <li>• Passing score at 80%</li> </ul>	<ul style="list-style-type: none"> <li>• All nine modules had a 94% to 100% passing rate.</li> <li>• Passing Rate 98%</li> <li>• Passing score 100%</li> </ul>	<p>The overall mean was relatively very high. However, the revision of the present textbook eliminates key skills in context with the design of the course thus a new textbook was adopted.</p>

## II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>An in-depth understanding in a content area (Counseling, Curriculum and Instruction, Leadership Studies, or Literacy Education).</p> <p><b>2008-2009 Addressed Outcome</b></p>	<p>Dr. Cal Meyer</p>	<ul style="list-style-type: none"> <li>• Critique Rubric for CI 702 – Curriculum Theories.</li> <li>• Critique Rubric for CI 703 – Theories, Models and Research of Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Passing Score of 90% on five theories</li> <li>• Passing Score of 90% on Models and five Learning Theories</li> </ul>	<ul style="list-style-type: none"> <li>• 80% reached benchmark, 20% did not.</li> <li>• 82% reached benchmark, 18% did not.</li> </ul>	<p>This is a dual degree with the Ed.D. Those who didn't meet standard mandate a revision of entry requirements. Need to change interview process.</p>

## II.Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>The ability to synthesize and integrate the core and content knowledge gained in the program with all populations equitably.</p> <p><b>2007-2008 Addressed Outcome</b></p>	<p>Dr. Calvin Meyer, Program Director, Elementary/Secondary Education</p>	<ul style="list-style-type: none"> <li>• Final Project, EDF 679</li> <li>• Professional Education Unit Student Expectation Assessment</li> <li>• Previous NCATE Review</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Project at Acceptable Level, generally meaning “Exemplary Pass”</li> <li>• 80% listing as good to excellent preparation</li> <li>• Minimum of “Acceptable”</li> </ul>	<ul style="list-style-type: none"> <li>• Though this May 2008 Commencement had no graduates, there are two in the Summer 2008 program involved in their EDF 679 Final Project. It must be noted Admissions GRE and MAT entrance scores increasing.</li> <li>• 84.9% listing as good to excellent preparation</li> <li>• Met NCATE Standard</li> </ul>	<p>Noting the program provides for several different areas of emphasis, the Dean’s Office is initiating a review of the Ed.S to insure the degree format is consistent with the intended goals of each program.</p> <p>The Final Project in progress will be monitored for an “Acceptable Level.”</p>

### III. Strategic Areas of Focus for 2009-2010 and Beyond

- **Outreach**: Statewide, regional and county delivery of degree, professional development and licensure program
- **Technology**: Continued improvement 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 2009-2010

##### Continue development of technology-based graduate program/course delivery

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

##### Continue development of collaborative relationships

- Maintain doctoral cohort dual degree with Ed.S program.

##### Continue development/refinement of program assessment system

- Expand faculty knowledge base regarding NCATE policies/procedures
- Redesign data collection/management system consistent with new NCATE 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:** As the program moves toward refilling requirements by the WVDE and NCATE, there is a need to secure IT and Assessment Assistants in analyzing and assessing data.

## **V. Lesson Learned**

### **A. Improvements:**

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

1. Continued to develop and refine the assessment process.
2. Developed an expanded database to support program planning and managements.
3. Expanded enrollment by collective registrations of cohort Ed.D into the the dual degree with the Ed.S degree.
4. Formalize EDF 679, the Final Project, as a Topic Paper for the Dissertation or selected IRB approved research as directed by the Chair or Advisor.

### **B. Lesson Learned:**

NCATE and new Global 21 mandates by the WVDE require extensive data collection and analysis of present programs. With that change is the need to look at different types of data to show program effectiveness. This past year this program area took the following steps to insure such faculty wide involvement in Assessment processes:

1. Delegated greater involvement of the faculty in the SPA reporting process.
2. Worked with Doctoral Assistants and analyzing data.
3. Design and implemented four surveys to review Service Effectiveness.
4. Expanded the Program Meetings to include regular NCATE review processes.

**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.**

<b>CORE COURSES (15 hrs)</b>		<b>Course Name</b>	<b>Sem/Yr</b>	<b>Grade</b>	<b>Hours</b>
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.)**

<b>Counseling:</b>					
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
<b>Curriculum and Instruction:</b>					
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
<b>Leadership Studies:</b>					
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
<b>Reading Education:</b>					
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:

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Program:

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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:

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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:

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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:

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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:

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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:

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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:

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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:

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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:

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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:

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