Department of Curriculum and Instruction
Data Day 2016 Summary Report

Annual Data Book

Reflection

The 2015-2016 ASU College of Education Data Summary Report provides demographic, enrollment, and completion data for teacher certification programs. Many of the tables offer a breakdown of undergraduate and post-baccalaureate enrollment. However, some of these data present a challenge to critically analyze from the Curriculum and Instruction perspective since post-baccalaureate is defined in the report as "Individuals with bachelor's degree who are taking additional hours for teacher certification but not enrolled in a degree seeking program." By definition, post-bac would not necessarily indicate a candidate is enrolled in the graduate program.

Data-Driven Goals

For Teacher Certification programs, having data disaggregated by program area would benefit faculty and instructors. The numbers continue to grow in Curriculum and Instruction; however, specific demographic, enrollment, and completion data cannot be analyzed for graduate Teacher Certification programs.

With disaggregated data, the C&I department could establish realistic goals for recruitment and retention of quality distance learning candidates in teacher certification.

Departmental Updates

Curriculum

A new department template has been developed to address the need to make multiple changes in multiple areas and keep course organization consistent for students. Additionally, new standardized course templates have been structured for each course. These templates have limited access to maintain the content integrity. Any change must be submitted and approved through the Curriculum Initiative Committee. The department has a number of courses that affect multiple programs. Since the departmental approach is that we teach programs rather than courses, an assignment in a course cannot simply change without considering other programs. To begin to document the effect different changes would have on different courses and programs, a crosswalk has been developed to track the standards, objectives, goals, and competencies by program. Also, since courses are not taught in isolation, courses are not built in isolation. Teams have been organized to develop Assessment of Student Outcomes and Education of Exceptional Children courses.

Instruction

Numbers of candidates have continued to grow, so additional faculty have been added, both full-time and adjuncts. Additionally, in collaboration with the Instructional Initiatives committee, processes have been introduced to help streamline the hiring and Blackboard implementation. Standing meetings have been established with E-Learning to establish and maintain communication between the departments.

Degree and Program Updates

Curriculum and Instruction

In support of continuous improvement, several courses were revised or realigned within the MACI – Teacher Certification program. The completion of the Curriculum Crosswalk is critical to the alignment of program standards, objectives, assessments, and competencies for all courses within this program. Three new courses, Teaching Diverse Populations, Education of Exceptional Children, and Role of the Teacher, will be in the course rotation beginning in Spring 2017.

The Curriculum Crosswalk for the MACI – Advanced Instructor is also critical to the alignment of program standards, objectives, assessments, and competencies for all courses within this program. One new course, Assessment of Student Outcomes, will be in the course rotation beginning in Spring 2017.

Educational Administration

To support continuous improvement plans, the following actions have been implemented related to the Educational Administration program. The principal and superintendent remediation plans have been revised.   Content specialist for these courses attended professional development session hosted by Certify Teacher at The Consortium of State Organizations for Texas Teacher Education to augment knowledge base of Certify Teacher and the use of Study Plans that the program offers.

To improve the Comprehensive Program Review, the implementation of e-portfolios, in Module 8 of courses taught during the Fall 2016 semester and the upcoming 2017 Spring semester, have been piloted. This new process requires that candidates create and submit artifacts with related reflections.

Guidance and Counseling

The Guidance and Counseling Program has implemented a few changes for continuous program improvement including utilization and improvement of processes for Certify Teacher to maintain and improve certification scores. Additionally, new courses, Dysfunctional Behavior and Leadership, have been included in the re-alignment of degree plans to national standards. Increasing the number of Assistant Instructors to add

to our team-based practitioner approach improves the quality of our instruction.

Student Development and Leadership in Higher Education

In order to support program improvement, the following data collection efforts were made for the M.Ed. Student Development and Leadership in Higher Education (SDL) program during Fall 2016. As a follow up to last semester's data collection efforts on the current employment status of program graduates, graduates currently employed at Angelo State University participated in a focus group. This focus group explored graduate perceptions of their preparation for their jobs, specifically the responsibilities they confront on the job and the effectiveness of their preparation. Sixteen (16) program graduates were invited for the focus group and eight (8) attended. Results provided information on participants' satisfaction with preparation for their jobs, job responsibilities where they drew from their academic experience, and their general perceptions about the quality of the SDL experience. Initial results confirm existing program improvement initiatives: curriculum and course development based on SDL program standards, adjunct faculty development, and further development of the internship requirement for SDL. Future program improvement efforts will include broader administration of the written questionnaire to program graduates, diversified focus groups, and a supervisor questionnaire on graduate quality.