

**Annual Progress Report on
Assessment of Student Learning Plan
Ed. D. in Curriculum and Instruction**

Academic year: 2005-06

Department/Program: Curriculum and Instruction

Degree program(s): **Ed. D. in Curriculum and Instruction**

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1. List the student learning outcomes that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.

The Ed. D. in Curriculum and Instruction submitted its **Assessment of Student Learning Plan** and received university approval in Spring 2005. The four learning outcomes selected for assessment include:

- *Educational Foundations. Demonstrate knowledge of the historical, philosophical, sociological, and psychological bases of professional education practice. (Knowledge)*
- *Research. Demonstrate knowledge of research methodology and successfully conduct a research project in their field of study. (Knowledge)*
- *Clinical Experience. Demonstrate the ability to successfully make complex decisions, solve problems, and evaluate actions concerning curriculum and instruction in a professional education setting. (Performance)*
- *Personal and Professional Development. Demonstrate a commitment to continued learning, growth, and scholarly activity. (Attitudes and Professional Conduct)*

During 2005-2006, the *Ed. D. Preliminary Examination Rubric*, the *Ed. D. Clinical Experience Rubric*, the *Ed. D. Final Examination Rubric*, and the *Ed. D. Program Completion Survey* were designed for assessment of the four designated outcomes (as well as the additional outcomes required by our

education accreditation agency --NCATE). The four selected outcomes are designated in boldface with an asterisk (*) on the assessment instruments.

Procedures for the administration of these assessment instruments were recommended:

Ed. D. Preliminary Examination Rubric

To be completed by the major professor and each committee member after reading the examination question response and PRIOR TO signing the Preliminary Examination ballot. Major professor places rubric in envelope with exam question and response. The rubric is forwarded to the major professor with the results of the examination. The major professor tallies the rubric scores and submits a single rubric to the Coordinator of Graduate Programs in Curriculum and Instruction PRIOR TO returning the ballot to the Graduate School.

Ed. D. Clinical Experience Rubric

To be completed by the major professor following the completion of the Clinical Experience. The major professor returns the rubric to the Coordinator of Graduate Programs in C & I.

Ed. D. Final Examination/Dissertation Defense Rubric

To be completed jointly by the major professor and the committee members during deliberation PRIOR TO the signing of the Final Examination ballot. The dissertation should be turned in to the committee members two weeks prior to the defense. An updated Curriculum Vitae should be attached to the dissertation. A rubric will be included for each committee member with the dissertation. The major professor returns the rubric to the Coordinator of Graduate Programs in Curriculum and Instruction immediately following the final examination/defense.

Ed.D. Program Completion Survey

To be completed by the student PRIOR TO the EdD Final Examination/Dissertation Defense. The student should receive the survey when turning in the dissertation to the major professor. The student should return the completed survey in a sealed envelope to the major professor PRIOR to the Final Examination/Dissertation Defense. The major professor returns the sealed envelope to the Coordinator of Graduate Programs in Curriculum and Instruction immediately following the final examination/defense.

2. For each learning outcome, describe the measures used (over a three-year period approximately one-half of the measures used are to be direct measures, and at least one direct measure must be used for each student learning outcome), the sample of students from whom data were collected, the timetable for the collection, and the forum in which the measures were administered.

The plan for direct measures of the four outcomes include: (see attachments)

- Items on the ***Ed. D. Preliminary Examination Rubric*** rank student performance from Unsatisfactory (1) to Basic (2) to Proficient (3) to

Distinguished (4) for each of the four selected student learning outcomes based on performance on preliminary examination questions and coursework.

- Items on the *Ed. D. Clinical Experience Rubric* rank student performance from Unsatisfactory (1) to Basic (2) to Proficient (3) to Distinguished (4) for each of the four selected student learning outcomes based on performance in a clinical setting project.
- Items on the *Ed. D. Final Examination Rubric* rank student performance from Unsatisfactory (1) to Basic (2) to Proficient (3) to Distinguished (4) for each of the four selected student learning outcomes based on performance of dissertation, dissertation defense, and overall program.
- Items on the *Ed. D. Program Completion Survey* rank student self-assessment of student learning outcomes from Unsatisfactory (1) to Basic (2) to Proficient (3) to Distinguished (4) for each of the four selected student learning outcomes based on performance during the entire program.

3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your program?) If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.

NOTE: There were NO EdD students at the data collection stages of the EdD program during 2005-2006.

There are no results of assessment for 2005-2006 since there were NO EdD students at these varied stages of their programs. This program has had a declining enrollment since the residency requirement of the Graduate School has been omitted. Most applicants for a doctorate are now applying to the PhD program in Curriculum & Instruction. However, the assessment instruments are in place for the few students still enrolled in the Ed. D. program. All data will be statistically analyzed by the Office of Educational Innovation and Evaluation (OEIE) and prepared in a formal report format for Fall 2006/ Spring/Summer 2007 if students pass these assessment points.

4. Describe the process by which faculty reviewed the results and decided on the actions and/or revisions that were indicated by them.

Although the Graduate Faculty in Curriculum and Instruction had no assessment results to review for the 2005-2006 academic year, they will use the plan incorporated for the other graduate programs in Curriculum and Instruction.

The Executive Committee of the Graduate Faculty in Curriculum and Instruction (5 members) will meet in Fall 2007 to analyze all data collected during the 2006-

2007 academic year. They will bring a report of findings to the larger body of Graduate Faculty in Curriculum and Instruction (32 members) and share the findings. The group will discuss strengths, weaknesses, and possible instructional interventions to better meet the expectations of the student learning outcomes.

5. Describe the actions and/or revisions that were (or will be) implemented in response to the assessment results.

Although no assessment data were collected for 2005-2006, the Graduate Faculty in Curriculum and Instruction meets on the fourth Thursday of each month to discuss program improvement. Topics on the agenda for the Ed. D. program include admissions requirements, research coursework, and foundations courses. It is expected that these discussions will be informed by the results of the *Ed. D. Preliminary Examination Rubrics*, the *Ed. D. Clinical Experience Rubrics*, the *Ed. D. Final Examination Rubrics* and the *Ed. D. Program Completion Surveys* from subsequent years.

6. Given the assessment activities and results to date, describe your assessment plans for the current year (2006-2007). If significant changes have been made to the degree program SLOs or to the general assessment strategy, please clearly describe.

The program will continue to utilize the EdD Preliminary Examination, Ed D Clinical Experience Rubric, and Final Examination Rubrics and the EdD Program Completion Surveys during 2006-2007. The Student Learning Outcomes have not changed, but have been more accurately aligned with the Standards and Dispositions that accompany the Conceptual Framework of the College of Education. Data collected over a three-year cycle are likely to better inform the Curriculum & Instruction program to make changes in the SLOs and/or the assessment rubric designations if so indicated. Data for 2006-2007 will be compiled in a single statistical analysis report from OEIE for the entire academic year.

Anticipated data collection changes include soliciting more data at the entry to the program through a C & I Graduate Admission and Exit Surveys to further detect academic and professional growth throughout the program.