

FEB 28 2005

**Ed. D. 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  
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**C. Degree Program**

*Ed. D. in Curriculum and Instruction*

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

**1. Student Learning Outcomes**

Faculty members in this program area identified a number of student learning outcomes for the Ed. D. in Curriculum and Instruction. The faculty selected the following four learning outcomes in this three-year assessment plan.

- 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)

Special rationale for selecting these learning outcomes (optional):

- Educational Foundations: Each Ed. D. student is required to enroll in 12 credit hours of coursework in educational research, historical, philosophical, and psychological foundations, and diversity. The content is tested during the Preliminary Examination.
- Research: Each Ed. D. candidate designs and conducts a research study for their dissertation. This research indicates knowledge of research methodology and data collection and analysis. The successful completion of the dissertation itself (16 credit hours) and related research coursework (9 credit hours) reflects the student learning outcome in this area.
- Clinical Experience: Each Ed. D. student completes a 12 credit hour clinical experience/internship in an educational setting. The experience itself serves an evaluative point for documentation of performance for this student learning outcome.
- Personal and Professional Development: As students complete the Ed. D. program, they communicate continued professional goals in an educational setting 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>Educational Foundations</u> : Demonstrate knowledge of the historical, philosophical, sociological, and psychological bases of professional education practice.	X			
<u>Research</u> : Demonstrate knowledge of research methodology and successfully conduct a research project in their field of study.	X			
<u>Clinical Experience</u> : Demonstrate the ability to successfully make complex decisions, solve problems, and evaluate actions concerning curriculum and instruction in a professional education setting.		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>Educational Foundations:</u> Demonstrate knowledge of the historical, philosophical, sociological, and psychological bases of professional education practice.	<i>Doctoral Preliminary Examination</i> (Assessed with the Doctoral Preliminary Exam Rubric which is now being developed)			All students completing the Preliminary Exam.
		<i>Doctoral Program Completion Survey</i> (now being developed)		All students completing the Final Exam (i.e., dissertation defense).
<u>Research:</u> Demonstrate knowledge of research methodology and successfully conduct a research project in their field of study.	<i>Doctoral Final Examination</i> rubric (assessed with the Doctoral Final Exam Rubric which is now being developed)			All students completing the Final Exam (i.e., dissertation defense).
		<i>Doctoral Program Completion Survey</i> (now being developed)		All students completing the Final Exam (i.e., dissertation defense).
<u>Clinical Experience:</u> Demonstrate the ability to successfully make complex decisions, solve problems, and evaluate actions concerning curriculum and instruction in a professional education setting.	<i>Rubric to Evaluate the Clinical Experience</i> (The rubric is now being developed.)			All students completing the Clinical Experience.
		<i>Doctoral Program Completion Survey</i> (now being developed.)		All students completing the Final Exam (i.e., dissertation defense).
<u>Personal and Professional Development:</u> Demonstrate a commitment to continued learning, growth, and scholarly	<i>Doctoral Final Examination</i> rubric (assessed with the Doctoral Final Exam			All students completing the Final Exam (i.e., dissertation

activity.	Rubric which is now being developed)		defense).
		<i>Doctoral Program Completion Survey</i> (now being developed.)	All students completing the Final Exam (i.e., dissertation defense).

**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>Educational Foundations:</u> Demonstrate knowledge of the historical, philosophical, sociological, and psychological bases of professional education practice.	Doctoral Preliminary Examination (The rubric will be developed in Spg/Summer 2005 and piloted in Fall 2005.)	The Doctoral Preliminary Examination Rubric will be used for all exams effective Jan. 1, 2006.	The Doctoral Preliminary Examination Rubric will be used for all exams effective Jan. 1, 2006.	Baseline data will be obtained from rubrics and surveys completed in 2006-07.
	Doctoral Program Completion Survey (The Survey will be developed in Spg/Summer 2005 and piloted in Fall 2005.)	The Doctoral Program Completion Survey will be effective for all students completing the dissertation defense as of Jan. 1, 2006.	The Doctoral Program Completion Survey will be effective for all students completing the dissertation defense as of Jan. 1, 2006.	Baseline data will be obtained from rubrics and surveys completed in 2006-07.
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<u>Clinical Experience:</u> Demonstrate the ability to successfully make complex decisions, solve problems, and evaluate actions concerning curriculum and instruction in a professional education setting.	Doctoral Clinical Experience (The rubric will be developed in Spg/summer 2005 and piloted in Fall 2005.)	The Doctoral Clinical Experience Rubric will be will be used for all exams effective Jan. 1, 2006.	The Doctoral Clinical Experience Rubric will be will be used for all exams effective Jan. 1, 2006.	Baseline data will be obtained from rubrics and surveys completed in 2006-07.

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

<b>Learning Outcomes</b>	<b>Improvement plan</b>
<p><u>Educational Foundations:</u>            Demonstrate knowledge of the historical, philosophical, sociological, and psychological bases of professional education practice.</p>	<p>The information that follows about the improvement plan applies to all four student learning outcomes identified here.</p> <p>The Doctoral Preliminary examination Rubric (under development) will be filled out by each member of the Doctoral Supervisory committee upon completion and reading of the answers to the Preliminary Examination questions. Evaluation will be based on the student's performance on each question. Each student rubric will be signed by the committee member, submitted to the committee chair, and delivered to the Coordinator of Graduate Programs in Curriculum and Instruction. A summary chart will be prepared annually for all Ed. D. preliminary examination completions.</p> <p>The Doctoral Clinical Experience rubric (under development) will be filled out by the student's Doctoral Supervisory committee at the end of the clinical experience. Evaluation will be based on the student's performance during the clinical experience. The completed rubric will be signed by the committee and submitted to the Coordinator of Graduate Programs in Curriculum and Instruction. A summary chart will be prepared annually for all clinical experiences.</p> <p>The Doctoral Final Examination Rubric (under development) will be filled out by the student's Doctoral Supervisory Committee at the end of the dissertation defense (i.e., final examination). Evaluation will be based on the student's performance during the dissertation defense. The completed rubric will be signed by the committee and submitted to the Coordinator of Graduate Programs in Curriculum and Instruction. A summary chart will be prepared annually for all Ed.D. final examinations.</p> <p>The Doctoral Program Completion Survey (under development) will be distributed by each committee chair to the student prior to the Doctoral Final Examination. The student will submit the 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 Ed.D. completions.</p> <p>Once each year, the Graduate Faculty in Curriculum and Instruction will meet to review the summary data from the Doctoral Preliminary Exam Rubric, the Doctoral Final Examination Rubric, and the Doctoral 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 an/or program improvement and voted on by the Curriculum and Instruction Graduate Faculty. When approved, appropriate changes will be implemented as</p>

	soon as possible.
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<u>Clinical Experience</u> : Demonstrate the ability to successfully make complex decisions, solve problems, and evaluate actions concerning curriculum and instruction in a professional education setting.	
<u>Personal and Professional Development</u> : Demonstrate a commitment to continued learning, growth, and scholarly activity.	