Program-Level Assessment: Annual Report

Program: CURRICULUM AND INSTRUCTION	Department: Educational Studies
Degree or Certificate Level: Ph.D.	College/School: School of Education
Date (Month/Year): October 1, 2022	Primary Assessment Contact: Kathryn Mitchell Pierce, Program Director
In what year was the data upon which this report is based collected? Spring 2022	
In what year was the program's assessment plan most recently reviewed/updated? It has not yet been updated (see #7D)	

1. Student Learning Outcomes

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g.
a rubric) used in the process and include them in/with this report.

A semi-structured protocol for "Looking at Student Work" (adapted from the National School Reform Faculty) was us

and writing skills required in a PhD program. Such a professional seminar, already functioning in the EPE program, would provide a common place to establish the foundational expectations for analytic reading and scholarly writing. Further, such a course would help to create a stronger sense of community among our doctoral students.

2. Students would benefit from additional attention in coursework to the role of theoretical and conceptual models in research. A new course with this focus is being developed for Spring 2023. Future conversations will center around whether this should become a required course and where it best fits in a student's program. Additional conversations are needed to map courses where students will engage with theoretical and conceptual models in research.

3. Students would benefit from multiple opportunities to write mini-literature reviews (as noted last year), along with encouragement to read widely in the parts of the field of Education that reflect the students' emerging sense of their place within the profession. Additional conversations are needed to map courses where students will be engaged in deep and wide reading on particular aspects of Education.

4. Students are reaching the dissertation phase with uneven preparation to design and conduct independent research. Conversations are ongoing throughout the School of Education regarding the design, content, and sequence of research courses available to students. Part of these discussions include consideration of "content" courses (courses that are not designated as Research Methods), that might also provide opportunities to look at research design and methodology as part of the wide and deep reading in the content.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings
   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

   These results/findings were initially addressed in the C&I faculty meetings in Spring 2022. They were further explored with the benefit of new perspectives during a combined C&I and EPE faculty meeting in September 2022.

   B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following

Changes to the Curriculum or Pedagogies	• Course content	• Course sequence
	• Teaching techniques	• New courses
	• Improvements in technology	• Deletion of courses
	• Prerequisites	• Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes	
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7. Closing the Loop Review.