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In what year was the program's assessment plan most recently reviewed/updated?

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements?

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and the SLOs assessed in this cycle.)

For the 2021-2022 annual assessment cycle, we looked closely at student performance on their comprehensive exams for both the PhD in Curriculum & Instruction and the PhD in Education Policy and Equity as well as recruitment and retention data. In 2022-2023 we began implementing program changes designed to better prepare students for the comprehensive exams including programmatic changes and developed plans for changes in mentoring/advising.

In November 2022, following review of the prior assessment plan and conversations with our Dean, we identified the following questions to guide our work during the 2022-2023 assessment cycle:

1. What does our review of student information suggest about ways to improve our program(s)?
2. How do we want to revise our PhD program/s, including the ways we organize ourselves within our Program Faculty?
3. How can we strengthen our advising/communication with our graduate students?
4. How are our PhD students progressing through their programs?

4. Matriculation data for PhD students – specifically time-to-degree and completion rates

Working Groups 1 and 2 (see numbered groups above) reported to the Graduate Educational Studies faculty on February 23, 2023; Working Groups 3 and 4 reported to the faculty on April 19, 2023.



