



Saint Louis University  
Program Assessment Plan

**Program (Major, Minor, Core):** PhD, Curriculum and Instruction

**Department:** Educational Studies

**College/School:** School of Education

**Person(s) Responsible for Implementing the Plan:** Nikki Murdick, Ph.D.; Joseph Nichols, Ph.D.

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Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>
Students will explain learning and curriculum theories.	6 hours of advanced courses in Curriculum and Instruction.	<u>Comprehensive exam</u> Direct questions about learning and curriculum theories. Indirect questions that require the student to use learning and curriculum theories to as part of their answer.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. These action plans are submitted and monitored on a yearly basis.
Students will research questions in the field of curriculum and instruction.	<u>EDR 5400</u> Introduction to qualitative research.  <u>EDR 5600</u> General research methods for educators.	Research proposal in EDR 5400.  <u>Doctoral research and defense</u> Final research project for Doctoral residency and Doctoral research.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement.

	6 hours of advanced research past EDR 5100 and EDR 5400 including at least one course in qualitative research.		These action plans are submitted and monitored on a yearly basis.
Students will analyze social justice issues in education.	9 hours of advanced Educational Foundations courses related to education and social justice issues (e.g., EDF 6870 Seminar: Current Educational Problems).	<u>Comprehensive exam</u> Student are required to use their knowledge of learning and curriculum theories to answer analysis questions about social justice related issues in education.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. These action plans are submitted and monitored on a yearly basis.
Students will explain how learning and curriculum theories are used to develop education programs.	9 hours of advanced Curriculum and Instruction courses related to education and social justice issues (e.g. EDI 5620 The Changing Roles of Classroom Teachers).	<u>Comprehensive exam</u> Students are required to answer questions about how learning and curriculum theories are used to develop education programs.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. These action plans are submitted and monitored on a yearly basis.
Students will use oral and written communication.	Oral exam including Oral defense of proposal and Public oral defense of dissertation  <u>EDI 6990</u> Dissertation research  <u>EDI 6CR</u> Doctor of philosophy degree study	<u>Comprehensive exam</u> Program faculty evaluate how effectively students communicate their knowledge about curriculum, instruction, and learning.  <u>Doctoral research and defense</u> Final research project for Doctoral residency and Doctoral research.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. These action plans are submitted and monitored on a yearly basis.

- 1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

The School of Education collects and analyzes data on its graduate teacher education learning outcomes every year. The data from these assessment measures are collected from September 1-August 31. This data is summarized and uploaded into the School of Education's data dashboard on a semester or yearly basis—depending on the nature of the data. The faculty review the data on these outcomes on a yearly basis in the fall semester.

The review and reporting process for this assessment plan is monitored by the School of Education's assessment committee. Specifically, the Director of Graduate Teacher Education and the Director of Assessment are responsible for making sure this plan is implemented and that data-based program improvement decisions are made and used by faculty.

- 2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

This question is not applicable to the School of Education's core curriculum assessment plan.

- 3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)**

This assessment plan is reviewed in accordance with the School of Education's accreditation and program review cycle. The School of Education's assessment committee is responsible for reviewing and making changes to this assessment plan. The Director of Assessment is responsible for making sure the assessment committee monitors and reviews this plan at the appropriate time.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.**

The Director of Graduate Teacher Education consults and facilitates discussions with students about the programs in graduate teacher education and manages program changes as necessary.

- c. What external sources were consulted in the development of this assessment plan?**

The following external sources were consulted when making this plan:

- Saint Louis University's assessment planning materials and learning outcomes.

**d. Assessment of the manageability of the plan in relation to departmental resources and personnel.**

The School of Education has the departmental resources and personnel to manage this plan. We have a full-time Director of Assessment as well as an assessment governing committee.