

**Doctorate of Education Assessment Plan
Update July 2023**

Program Goals:

Graduates of the Doctorate of Education will conduct scholarly research including:

1. Identifying important/practical questions or problems that can be addressed through scholarship.
2. Reviewing, critically analyzing, and synthesizing literature that addresses an important question or problem in education.
3. Collecting and analyzing appropriate types of data.
4. Communicating results of that research in writing and orally with diverse audiences

Program Goal	Year Assessed	DIRECT ASSESSMENT		
		Courses/ Benchmark Task	Method (student work to be measured)	Benchmark (Performance Target)
1: Identifies important/practical questions or problems addressed through scholarship.	2021-22	EDA 725 EDB 722 EDD 717 EDK 825 EDK 850 Portfolio Defense Proposal Defense Dissertation Defense	<p>EDA 725: Education Reform Proposal - Students will write a policy proposal for how to address an issue based on current literature in the field.</p> <p>EDB 722: Analytic Paper – students will analyze leadership theories and leadership issues presented in the course, and then apply theory to a real-world situation connecting theory to practice.</p> <p>EDD 717: Analytic Paper/Literature Review - Students will write an analytic paper or literature review that uses theories of curriculum to analyze a critical issue in the field.</p> <p>EDK 825: Students outline research questions surrounding a problem of practice and/or inquiry and apply the questions thematically to first and second cycle coding of data collected. These questions are applied to first and second cycle coding assignments across artifact, interview, and fieldnote analysis assignments. Students apply the related body of knowledge to second cycle coding assignments and culminating paper.</p> <p>EDK 850: Students provide a preliminary draft proposal including a problem statement that addresses the need for inquiry.</p> <p>For the portfolio, proposal, and dissertation defense, students present their work in a public forum and are evaluated by their committee. Successful completion of these defenses is required to advance to program completion.</p>	75% of students earning passing grade of 80% or successful completion of benchmark program requirement (i.e. proposal defense, dissertation defense)

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2: Reviews, critically analyzes, and synthesizes literature addressing an important question or problem in education.	2022-23	EDA 725 EDB 722 EDD 717 EDK 700 EDK 825 EDK 850 Portfolio Defense Proposal Defense Dissertation Defense	<p>EDA 725: Education Reform Proposal - Students will write a policy proposal for how to address an issue based on current literature in the field.</p> <p>EDB 722: Analytic Paper – students will analyze leadership theories and leadership issues presented in the course, and then apply theory to a real-world situation connecting theory to practice.</p> <p>EDD 717: Analytic Paper/Literature Review - Students will write an analytic paper or literature review that uses theories of curriculum to analyze a critical issue in the field.</p> <p>EDK 700: Students conduct a literature review by searching published materials for a particular topic to look for what has already been studied, how the research studies relate to each other and what questions remain.</p> <p>EDK 825: Students apply pertinent literature to second cycle coding of an artifact, interview data, and fieldnote observations.</p> <p>EDK 850: Students provide a preliminary draft proposal including a review of pertinent literature.</p> <p>For the portfolio, proposal, and dissertation defense, students present their work in a public forum and are evaluated by their committee. Successful completion of these defenses is required to advance to program completion.</p>	75% of students earning passing grade of 80% or successful completion of benchmark program requirement (i.e. proposal defense, dissertation defense)

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3: Collects, analyzes appropriate types of data.	2023-24	EDK 700 EDK 823 EDK 825 EDK 850 Portfolio Defense Proposal Defense Dissertation Defense	EDK 700: Students complete a quiz that focuses specifically on data collection methods and processes. EDK 823: Each student conducts a mini-proposal based on a quantitative research question and approach of their choosing. They are also required to present their proposal to the class. EDK 825: Students conduct first and second cycle coding of the following units of analysis: artifact, interview, and fieldnote observations; Students apply these units of analysis to a culminating report (Findings, Analysis, and Interpretation Report). EDK 850: Students provide a preliminary draft proposal including a review of pertinent literature. For the portfolio, proposal, and dissertation defense, students present their work in a public forum and are evaluated by their committee. Successful completion of these defenses is required to advance to program completion.	75% of students earning passing grade of 80% or successful completion of benchmark program requirement (i.e. proposal defense, dissertation defense)
4: Communs. results of research with diverse audiences orally and in writing.	2024-25	EDK 700 EDK 823 EDK 825 EDK 850 Dissertation Defense	EDK 700: In assigned groups, students present critical interpretations of findings from selected/approved topics. EDK 823: Each student conducts a mini-proposal based on a quantitative research question and approach of their choosing. They are also required to present their proposal to the class. EDK 825: Students present the culminating report of the artifact, interview and fieldnote observations EDK 850: Students produce a written draft proposal then orally present elements of the proposal to peers and guests. For the dissertation defense, students present their work in a public forum and are evaluated by their committee. Successful completion of the defense is required to advance to program completion.	75% of students earning passing grade of 80% or successful completion of benchmark program requirement (i.e. proposal defense, dissertation defense)

Every two years, a program should assess at least two program goals using **direct assessment. A program may also use an indirect assessment method to assess a program goal.

Direct Assessment (required): Measuring student learning and performance by examining samples of student work already being done/graded in the course

Indirect Assessment (optional): Gathering information about student learning by looking at indicators other than graded student work, such as focus groups and surveys.