

**Ph. D. in Curriculum and Instruction  
Assessment of Student Learning Plan  
Kansas State University**

FEB 28 2005

*received*

- 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**

*Ph. D. in Curriculum and Instruction*

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

**1. Student Learning Outcomes**

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

- Identified Content Area: Demonstrate knowledge of curriculum and instruction as related to the student's professional goals. (Knowledge)
- Research: Demonstrate knowledge of research methodology and successfully conduct a research project in their field of study. (Knowledge)
- Critical Thinking: Demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions. (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):

- Identified Content Area: The Ph. D. program of study requires a content focus in which approximately 21 hours of coursework are taken. This content is tested during the Preliminary Examination and provides documentation of student learning in the identified content area(s).
- Research: Each Ph. D. candidate designs and conducts a research study for the dissertation. This research indicates knowledge of research methodology and data collection and analysis. The successful completion of the dissertation itself (30 credit hours) and related research coursework (9 credit hours) reflects the student learning outcome in this area.
- Critical Thinking: In conducting a literature review, writing a research proposal, designing and conducting research, and defending a dissertation, each Ph. D. student incorporates the higher-level skills of critical thinking.
- Personal and Professional Development: As students complete the Ph. D. program, they communicate continued academic goals, plans for dissemination of dissertation research, developing research agendas, and professional goals for future development.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs ( <b>Graduate Programs</b> )			Program SLO is conceptually different from university SLOs
	Knowledge	Performance	Attitudes and Professional Conduct	
<u>Identified Content Area:</u> Demonstrate knowledge of curriculum and instruction as related to the student's professional goals.	X			
<u>Research:</u> Demonstrate knowledge of research methodology and successfully conduct a research project in their field of study.	X			
<u>Critical Thinking:</u> Demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions.		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>Identified Content Area:</u> Demonstrate knowledge of curriculum and instruction as related to the student's professional goals.	<i>Doctoral Preliminary Examination</i> (assessed with the Doctoral Preliminary Examination 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> (i.e., dissertation defense) (assessed with the Doctoral Final Examination 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>Critical Thinking:</u> Demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions.	<i>Doctoral Final Examination</i> (i.e., dissertation defense) (assessed with the Doctoral Final Examination 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>Personal and Professional Development:</u> Demonstrate a	<i>Doctoral Final Examination</i> (i.e.,			All students completing the

<p>commitment to continued learning, growth, and scholarly activity.</p>	<p>dissertation defense) (assessed with the Doctoral Final Examination Rubric which is now being developed).</p>		<p>Final Exam (i.e., dissertation defense)</p>
		<p><i>Doctoral Program Completion Survey</i> (now being developed)</p>	<p>All students completing the Final Exam (i.e., dissertation defense)</p>

**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>Identified Content Area:</u> Demonstrate knowledge of curriculum and instruction as related to the student's professional goals.	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>Critical Thinking:</u>	Doctoral	The Doctoral	The Doctoral	Baseline data will

Demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions.	Final Examination Rubric (The Rubric will be developed in Spg/Summer 2005 and piloted in Fall 2005.)	Final Examination Rubric will be used for all exams effective Jan. 1, 2006.	Final Examination Rubric will be used for all exams effective Jan. 1, 2006.	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?**

Learning Outcomes	Improvement plan
<p><u>Identified Content Area:</u> Demonstrate knowledge of curriculum and instruction as related to the student's professional goals.</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 questions for the Preliminary Examination. Evaluation will be based on the student's performance on each question. Each student rubric will be signed by the committee member, submitted the committee chair, and delivered to the Coordinator of Graduate Programs in Curriculum and Instruction. A summary chart will be prepared annually for all Ph. D. preliminary examination completions.</p>
<p><u>Research:</u> Demonstrate knowledge of research methodology and successfully conduct a research project in their field of study.</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 PhD final examinations.</p>
<p><u>Critical Thinking:</u> Demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions.</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. From those completed surveys, an item analysis for each Student Learning Outcome will be prepared annually for all Ph. D. completions.</p>
<p><u>Personal and Professional Development:</u> Demonstrate a commitment to continued learning, growth, and scholarly activity.</p>	<p>Once each year, the Graduate Faculty in Curriculum and Instruction will meet to review the summary data from the Doctoral Preliminary Examination 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 and/or program improvement and voted on by the Curriculum and Instruction Graduate Faculty. When approved, appropriate changes will be implemented as soon as possible.</p>