Please complete this page for each degree program, graduate and undergraduate.

Student Learning Outcomes Check Sheet
Due 11 May 2012

Degree Program Title: SCI-Elementary
Degree Type: Doctoral, EdD
Banner/CIP Code: 13.1202

Responsible Program Coordinator/Chair completing this form: __________________________

Note: Full narratives for Items 1-4 were submitted 23 February 2012; only the # and brief description of the Student Learning Outcome need to be included in this report.

1. STUDENT LEARNING OUTCOME. To which Student Learning Outcome does this data refer to from your 23 February 2012 report?
   1. Knowledge of Content in Curriculum and Instruction
      a. Knowledge of content in curriculum and instruction will be determined by
         i. both oral and written comprehensive exam
         ii. survey from students
   2. Application of Curriculum and Instruction Knowledge Base
      a. Application of curriculum and instruction knowledge will be determined through the dissertation
   3. Retain Exceptional Doctoral Students
   4. Knowledge of Quantitative Research Methods
   5. Continuous Improvement in Doctoral Program
   6. Collaborative Partnerships and Increasing Doctoral Enrollment

2. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the semester/year the assessment was conducted, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicate the number and percentage of students whose data is reported here. Please note: the percent of students who successfully took a test or passed an oral exam is not an example of assessment findings. The findings must be related directly to a learning outcome.
   1. Seven of the nine students (78%) taking the doctoral written and oral comprehensive exams passed on their first attempt. Two students were required to write short addendums after their orals. Student responses from survey:
      • most valuable was the coursework, interaction between teacher, text and classmates, knowledge of professors and their willingness to assist on journey, completing residency requirements
      • least valuable was course work taken outside the department, more professors should teach some doctoral courses
   2. During the 2010/2011 academic year, all seven doctoral students attempting final defense of their dissertations in the program of Supervision, Curriculum and Instruction-Elementary successfully completed their defenses on their first attempt.
   3. Plan of Action is in place for those students who need guidelines. The plan includes: 1) when reviews should be instituted, 2) a format for assessment of progress, 3) the creation of action plans, and 4) provisions for due process. Implementation of this policy continued during the 2010-2011 school year. However, no student’s achievement fell to a level requiring review.
Feedback indicates that students are now aware of this policy and conscientiously avoid coming under review.

4. Although both classes had large enrollments, during the Spring 2011 semester only 4 students were co-enrolled in EDCI 696 and Research Tool #2 due to many students having previously completed Tool #2. However, of the 4 students in this pilot, all (100%) improved substantially from pre to post test.

5. Established a routine: 2x for writing samples, 1x for interviews, and 1x for orientation each semester; during orientation we talk about course load, course sequencing, doc talk meetings, residency requirements, etc.

6. Waiting for approval of the Rockwall Cohort.

3. PROGRAM ENHANCEMENT. How has this assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc.
   1. We have created our own tools courses.
   2. We have created Doc Talk seminar that meets once every 2 months for updates to and with doctoral students.
   3. We meet once a semester for doctoral faculty.

Review and Approval Signatures & Date:

Program Coordinator if applicable

                                Susan Szabo

Department Chair:

Dean