

## Annual Program Assessment Report

**Program: Quantitative Research Methods in Education (Ph.D.)**

**Academic Year of Report: 2020-21**

**Department Contact Person for Assessment: Kathleen Scalise**

The department's approved assessment plan for this program specifies reporting on the spring graduates each year. This Ph.D. program is new and we do not have any spring graduates this year, so we are planning the review process for future years. At this time, we list the learning objectives that will be assessed in future years for spring graduates (based on the department's approved assessment plan).

### **Section 1: Learning Objectives Assessed for this Report**

#### **LO1. Professional standards**

- Read and critically analyze and consume research
- Translate research into practice, decisions, policy
- Understand and employ professional standards for equity, fairness, treatment of human subjects, and principled leadership in research and practice

#### **LO2. Scholarly communication**

- Effective oral and written communication with diverse stakeholders, including ability to share research findings
- Knowledge and understanding of diversity issues
- Knowledge and understanding of organizational identify
- Knowledge and understanding of strategic communication

#### **LO3. Educational inquiry**

- Gather and apply empirical evidence in practice
- Understand how to conduct/supervise field-based research
- Employ conceptual frameworks and methodological approaches appropriate for the line of inquiry

### **Section 2: Assessment Activities**

The learning objectives listed above for this program are assessed through six portfolio competency products collected through the program. The goals aligned to each product appear in parentheses.

Products required of all PhD students are:

1. a scholarly peer-review of a published, peer-reviewed journal article (Goals 1 and 2),
2. a mock job talk (Goals 1 and 2),
3. a literature review (Goals 1 and 2), and
4. an updated curriculum vitae (Goal 2).

In addition, PhD students must complete either:

- 5.1 a manuscript fit for peer review (Goals 2 and 3), or
- 5.2 a conference presentation (Goals 2 and 3).

Finally, PhD students must also complete one of the following products:

- 6.1 a grant proposal (Goals 2 and 3),
- 6.2 a course syllabus (Goals 2 and 3),
- 6.3 a technical report (Goals 2 and 3).

Learning Objective	Assessment Name
LO1. Professional standards	<ul style="list-style-type: none"> <li>• Scholarly Peer-Review</li> <li>• Mock Job Talk</li> <li>• Literature Review</li> </ul>
LO2. Scholarly communication	<ul style="list-style-type: none"> <li>• Scholarly Peer-Review</li> <li>• Mock Job Talk</li> <li>• Literature Review</li> <li>• CV</li> <li>• Manuscript/Conference Presentation</li> <li>• Grant Proposal/Course Syllabus/Technical Report</li> </ul>
LO3. Educational inquiry	<ul style="list-style-type: none"> <li>• Manuscript/Conference Presentation</li> <li>• Grant Proposal/Course Syllabus/Technical Report</li> </ul>

### Assessment Process

Prior to graduation, all graduating students have files pulled and evaluated on the learning objectives through the associated portfolio products above. Beyond competency products, the Student Services Coordinator also reviews the student's transcript for adequate or better grades and alignment to the student's planned program. For students who are beyond the fifth year of study, they are also evaluated for whether they have successfully scheduled and completed a dissertation proposal meeting, in order to make adequate degree progress. If students are not making adequate progress in any of these areas, the situation will be evaluated for the degree to which it is a product of individual challenges, or structural and programmatic barriers.

### Section 3: Actions Taken Based on Assessment Analysis

The evaluation review will describe any actions taken as a result of assessment information, or plans to take action during the next academic year. Descriptions will include how the actions or action plans are meant to address the issues arrived at through the assessment activities in Section 2.

### Section 4: Other Efforts to Improve the Student Educational Experience

Since the program is new, we are engaged in planning for the review process as described above, and will be gathering information on what other efforts are needed to improve the student educational experience.

### Section 5: Plans for Next Year

See Section 4 above, since the program is new, we are engaged in planning for the review process as described above, and will be gathering information on what other efforts are needed to improve the student educational experience.