

**Unit Assessment Plan Guidelines**  
Office of the Provost and Academic Affairs

Quantitative Research Methods in Education, PhD

Learning Goals and Objectives

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

**Assessment Methods**

All goals are assessed through six portfolio competency products. 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> </ul> |

|                              |  |
|------------------------------|--|
|                              | <ul style="list-style-type: none"> <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>  |

Beyond competency products, the Student Services Coordinator and each student’s advisor analyze PhD student progress annually. This review includes evaluation of the student’s transcript for adequate or better grades and alignment to the student’s planned program. When students are not making adequate progress, the situation is evaluated for the degree to which it is a product of individual challenges or structural and programmatic barriers or challenges.

#### Assessment Process

Spring term just prior to graduation, all of the graduating student files will be pulled and evaluated on the learning objectives per the schedule below:

| Learning Objective | AY 18-19 | AY 19-20 | AY 20-21 | AY 21-22 | AY 22-23 |
|--------------------|----------|----------|----------|----------|----------|
| LO1                | X        |          | X        |          | X        |
| LO2                |          | X        |          | X        |          |
| LO3                | X        |          | X        |          | X        |

#### Status, Outcomes and Results

The Program Director will summarize the findings for sampled students and disseminate the summary to all program faculty.

Aside from these direct and indirect measures, the program director also communicates regularly with a PhD student-faculty liaison regarding any issues as they arise and meets with the PhD students to discuss any such issues. These issues are brought before the full faculty during department meetings by the student-faculty liaison and program director on an as-needed basis. This qualitative information is used to adjust the PhD experience as needed.

#### Decisions Plans and Recommendations

The annual fall planning will be used to review any evidence of unmet learning outcomes followed by development of action plan to remedy. Action plan will be appended to current strategic plan.