

Doctor of Philosophy in Curriculum and Instruction

Report to Stakeholders

2016-17 Academic Year

The program of Doctor of Philosophy (Ph.D.) in Curriculum and Instruction is committed to preparing a new generation of educators and scholars by engaging them in critical inquiry of educational issues and needs germane to the large cities of the 21st century. Education of new scholars capitalizes on the cultural richness of urban Detroit and its suburbs. Consistent with contemporary understandings of knowledge development and learning sciences, professional educators study the art and craft of constructing learning sequences, teaching and learning modules, assessments, and professional development models and materials. Educational tools and intellectually stimulating empathetic environments are provided to facilitate conceptual understanding, defensible practices, and learning dispositions. Conducting innovative research centered in and informed by theory and practice is endowed with intellectual merit and is intended to have a broad impact on teaching and learning.

Program faculty have articulated a series of learning outcomes that frame students' coursework. Program assessments provide data on the extent to which such outcomes are being reached and are used for periodic program revisions. Programmatic assessment plans are documented in the WSU's program assessment initiative - *Compliance Assist*.

The following two learning outcomes were the focus for the 2016-17 academic year:

- LO 1 - *Research Methodology: Students will demonstrate the ability to design research in education.*
- LO 2 – *Students will identify the strengths and weaknesses of the existing literature related to their topic of study.*

Assessment data related to these learning outcomes were collected from three courses in the program: TED 8130, 8270, 8280.

The two main assessments used to collect data include (1) a proposal for a research study (TED 8280), and (2) a written review of the research (TED 8130 & 8280).

During the 2016-2017 academic school year, 15 students enrolled in TED 820 (the course associated with LO 1). All students met the target criteria for learning outcome one by performing at or above mastery level on the research proposal assessment. During the 2016-2017 academic year, three doctoral students enrolled in TED 8130 and 15 doctoral students enrolled in TED 8280 (the two courses associated with LO 2). Across both courses, all students met the target criteria for learning outcome two by performing at or above the 80% mastery level on the literature review assessment. Although 100% of the students performed at or above mastery level in both outcomes, the process requires that course instructors carefully scaffold students through each assignment using class exercises, examples, and student drafts of the assignments with detailed instructor feedback. Program faculty will continue to

foster student success in these areas of the program. For the 2017-18 year data will be collected in other program outcomes.

This plan is also posted on the program website.