

EDL Assessment Report

13 April 2007



What we have been asked to do

- report on an actual instance where assessment of student learning data has been reviewed and some important program improvement(s) has been made, as a result.



Closing the Loop – Doctoral Program

- At the end of each Doctoral Cohort, an End of Program Focus Group is conducted. Faculty review the feedback each time and respond to critiques and feedback.
- Data have been aggregated across three cohorts. The synthesis of the data will be discussed at our department meeting next week.



Sample Action Items

Cohort Model

- Require an employer letter indicating support for student participation in cohort program

Communication

- Require a Program of Study in Introduction Seminar for Fargo and Cohort 4; need to do a better job of filing all POS during first term; would also serve to identify prerequisites and co-requisites that students need; how previous degrees will count; what students need for cognate or EdD and PhD.
- Changed the pre-requisites and co-requisites for Higher Education students; eliminated K-12 courses and kept HE focused courses

Curriculum and Coursework

- Focus on dissertation prior to the end of coursework; individual faculty have had success working with their advisees; for Cohort 3 and Fargo cohort changing the ST: Research seminar to focus on writing research proposals has helped as well.



Masters Comprehensive Examinations

- Adopted a new masters assessment strategy in Spring 2005; includes a portfolio and oral comprehensive examination
- Implemented beginning in Fall 2006 [phase in plan for students who began under the “old curriculum and comprehensive examination process”]
- Have had three terms of comprehensive examinations under the new policy [Spring 2007, Summer 2007, Fall 2007]



“Closing the Loop”

- At the conclusion of the comprehensive examinations, the faculty meet and discuss both the students' performance in the comprehensive examination and portfolios. Minutes are recorded.
- Based on the discussion, faculty generate a list of possible action items for changes in classes, programs, and/or activities needed for student success
- Faculty are asked to prioritize the findings and at least one change is implemented



Sample Action Items

From the Spring 2007 debriefing [student affairs],

- There is a need to develop a monthly seminar where professionals, faculty and students can discuss professional issues. The monthly seminar could also be a place to discuss administrative decision-making.
- Three EDL doctoral students from UND Student Affairs departments were asked to facilitate a Masters Mentors program in Fall 2007. This programmatic initiative was only moderately successful in terms of student participation. Other formats are being considered.



From the Spring 2007 debriefing [student affairs],

- The faculty noted “through the reflective statement, students affirmed the importance of two new courses – The College Student and Collegiate Environments. The students were able to articulate how theories of organizations and environments as well as theories about the person informed their decision-making for the independent study and for their practice.”



Sample Action Items

- From the Summer 2007 debriefing, we noted that for the Ed Specialist students, the oral comp exam is repetitive of the student's committee meeting for the Independent Study. It was agreed that the Ed Specialist comp process needs to be reviewed and redesigned. [The department may want to ask the student's committee to take on the final examination responsibility.]
- The K-12 faculty are currently reviewing the Educational Specialist degree. The assessment plan is part of the review.



Sample Action Items

- From Fall 2007 debriefing, questions were raised including “Have we sufficiently defined the outcomes and competencies and aligned the work samples?”
- Because we answered no, a new assessment plan has been drafted for consideration by the faculty at a retreat next week.



What is next?

- Discuss our Synthesis of Doctoral Focus Group results and develop an action plan [a two part process as we finish another cohort in Fargo in June]
- Review the Education Specialist program in its entirety [curriculum, program requirements, capstone, and assessment]
- Adopt/revise the proposed masters assessment plan
- Review our masters program debriefing notes to determine how effectively we are “closing the loop”

