

Oklahoma State University  
College of Education  
School of Teaching and Curriculum Leadership  
2012- 2013 Outcomes Assessment Plan

**A. Degree Programs**

Doctor of Philosophy in Education

**B. Author and Date of Submission**

The School of Teaching and Curriculum Leadership (STCL) 2012-2013 Outcomes Assessment Plan was prepared by Dr. Pam Brown and graduate research assistant Abena Annan.

**C. Mission Statement, Educational Objectives, and Goals**

Mission Statement

The broad mission of the School of Teaching and Curriculum Leadership (STCL) is the study of schooling and the education of professionals for meaningful work with diverse individuals across the life span in schools, industry, higher education, and clinical settings at the state, national and international levels. This mission is focused on the integrated study of curriculum, instructional process, professional development, and educational leadership. Consistent with the goals of OSU's Professional Education Council's Core Concepts and Goals Statement, faculty strives to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

The overarching goals for professional education in the School of Teaching and Curriculum Leadership are to educate students in the fields of curriculum and instruction and to prepare students for professional opportunities in education.

**D. Program Student Learning Outcome**

**Students should demonstrate an understanding of program core content and specialization.**

Program core content consists of inquiry including research methodology, diversity and equity in education, language, literacy and culture, and educational futures. Program specialization consists of one of the five options in the degree program: curriculum studies, educational technology, social foundations, professional educational studies, or occupational educational studies.

**Assessment Method**

The assessment method is the doctoral qualifying written examination for which questions are prepared and results evaluated by each student's doctoral advisory committee. The qualifying exam is given each spring and fall semester but not in the summer. Students take the qualifying exam when they have completed the majority of their coursework including the required core

courses and have the approval of their advisory committee. Scores of all students who take the qualifying exam spring and fall 2011 and spring 2012 will be the data for this assessment.

Questions related to core content including research/inquiry are usually drawn by the committee from a common question pool, while specialization questions are constructed by the committee. About one-half of the exam questions cover core content including inquiry and research methodology, and one-half program specialization. The number of exam questions varies and is determined by the doctoral advisory committee. Each doctoral advisory committee evaluates written exam responses using a common assessment rubric to score responses and submits a committee rubric summary for assessment purposes. The scoring rubric assesses the quality of written responses to exam questions on a scale of 4 (high) to 1 (low).

### **Qualifying Exam Assessment Rubric**

**Score of 4:** Scholarly, well-conceptualized, well organized, addresses major theorists/concepts, & well documented with references to professional literature

**Score of 3:** Acceptable, organized, clear conceptualization, adequately addresses question, & includes adequate relevant documentation from professional literature

**Score of 2:** Unclear conceptualization of the question, does not fully answer question, & lacks relevant documentation

**Score of 1:** Unacceptable response; retake is recommended.

### **E. Program Improvement**

STCL is committed to program improvement. Based on the results of the assessment, faculty will decide whether to make program changes, add new courses, modify existing courses, or alter student learning experiences. This assessment plan is driven by assessment efforts to gather data that provide insight into actions that can be taken to improve undergraduate programs.

Student assessment scores are reported to program area faculty by the Program Coordinators. The STCL Outcomes Assessment Report is also disseminated to program area faculty by the Program Coordinators. Program faculty members use the information to evaluate areas in which program curriculum and learning experiences can be strengthened. Discussions about program changes based on assessments are reflected in minutes of the Program Coordinators and Program Area faculty meetings. The outcomes results are used by faculty to evaluate areas in which program curriculum and learning experiences can be strengthened.