

Unit Plan for Assessing and Improving Student Learning in Degree Programs

Unit: EPS

Unit Head approval: Laurence Parker

Date: 4/13/08

SECTION 1: PAST ASSESSMENT RESULTS

Brief description of changes or improvements made in your unit as the result of assessment results since 2000. More information gathered on graduates of the program and more monitoring of successful accomplishments of graduates. New faculty added since 2000 have also helped create a stronger climate of critical student learning and exposure.

SECTION 2: REVISED ASSESSMENT PLAN

(a) **PROCESS:** Brief description of the process followed to develop or revise this assessment plan.

Plan will be discussed at the next EPS Advisory Committee meeting in the spring with sub-group developed in order to develop specific goals and monitoring.

(b) **STUDENT OUTCOMES:** List Unit's student learning outcomes (knowledge, skills, and attitudes).

Outcome 1. there is an expectation that students will become familiar with not only education research but how these disciplinary bodies of knowledge and interdisciplinary trends of analysis connect to and impact educational theory and policy.

Outcome 2. *Ideal graduates have begun a publication record. They possess writing skills and know which publishers of books, journals, are most important to their interests.* EPS has tried to cultivate this among our graduate students while they matriculate through the program and this has translated into future publication productivity when they graduate from our program. Our students for example regularly present papers at the American Educational Research Association, the American Educational Studies Association, the Philosophy of Education Society meetings (where the proceedings are peer reviewed and published), and the History of Education society meetings. In addition, our students attend specific smaller conferences of interest to them and their research in order to develop ideas, make connections and establish networks for other scholarly pursuits. Our

graduates have published in the leading journals in the field of education and they have also written articles, book chapters and books that reflect the training and preparation

Outcome 3. *Ideal graduates have begun to assume collegial responsibilities. This includes regularly reviewing others writing, service to professional organizations, and membership in networks or support groups.* The preparation for this is begun within our department through student-faculty seminar work in the classes and graduate student writing groups, both formal and informal. In the research methodology classes and interdisciplinary theory classes that our students take, there is usually a component in the seminar where students are required to present their work and get feedback on it from the faculty instructor and from the students themselves. In addition, the Critical Research Collaborative, sponsored by Dr. Antonia Darder, pulls together a group of students who meet on a regular basis to review each other's work. Our students regularly participate in various graduate student sponsored sessions at AERA and student mentoring sessions and learn the details of service to AERA and to groups such as the Committee on the status of Graduate Students of Color. In addition, many of our former graduates who are now faculty members at other institutions participate in these forums and meet and work with current students. For example, Dr. David O. Stovall, who is a former graduate of EPS, now teaches at UIC and co-organizes a conference on critical race theory and education and he works with and encourages many of our current students to attend and present their papers.

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(c) MEASURES AND METHODS USED TO MEASURE OUTCOMES:

To be determined by the EPS Advisory Committee and solicitation of information from our former graduates to send us information to post on our website and for us to put up in our home page.

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SECTION 3 : PLANS FOR USING RESULTS
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(a) **PLANS: Brief description of plans to use assessment results for program improvement.**

This will be determined each spring term during the overall student review process for each student in each division and how these student audits relate to the goals of increasing student assessment and program improvement.

(b) **TIMELINE FOR IMPLEMENTATION:**

This item will be brought up for discussion during the spring final meeting of 2008 and develop a sub-group in the EPS advisory committee to discuss the timeline for implementation and reporting back to the faculty during the fall 2009 semester.