UNIVERSITY OF SAN FRANCISCO | School of Education

Assessment Status 2018

Program: L&I EdD
Date: Fall 2018

	Yes	No	Comments
Are PLOs approved and posted on website?	Y		PLOs updated during 15/16 academic year
Is there a current curriculum map?		N	
Has a rubric been developed for at least one PLO?	Y		Yes, a rubric has been created for the "scholarly writing" PLO. It is provided below.
Has a direct assignment been identified?	Y		
Is the annual assessment plan complete?	Y		
Are student entry and exit surveys reviewed?	Y		Student exit surveys have directly informed actions taken by the department, such as more student engagement opportunities
Has program review been completed for this cycle?	Y		PR completed in 2018.
Has the action plan been completed?		N	Action plan due by December 2018
What actions have the program taken as a result of annual assessment or program review?	Y		The L&I Dissertation Workshop was launched responding to student concerns about engagement opportunities. This workshop encourages collaboration between beginning and advanced students.

Program Learning Outcomes:
   I.   Current PLOs

   L&I EdD PLOs:

- The faculty in the Doctoral Program in Learning and Instruction will provide students with foundational-level skills for scholarship in learning and instruction.
    - Students will demonstrate an understanding of data-analysis skills.
    - Students will demonstrate scholarly analysis of research articles.
    - Students will demonstrate scholarly writing.
- The faculty in the Doctoral Program in Learning and Instruction will provide students with advanced-level skills for scholarship in learning and instruction.
    - Students will demonstrate the ability to critically evaluate standardized assessment instruments of their own choosing.
    - Students will demonstrate the ability to write results sections of research studies.
    - Students will demonstrate the ability to apply literature review techniques to a subject of their own choosing.
- The faculty in the Doctoral Program in Learning and Instruction will provide students with the ability to design, conduct, and communicate original research of their own choosing.
    - Students will communicate original research
    - Students will design, conduct, and write up original research of their own choosing.

   When were the PLOs last reviewed or updated?
   The PLOs were reviewed and updated during the 2015 – 2016 academic year. The Director of Assessment hosted several PLO workshops and held individual meetings with each department. The faculty updated the PLOs to meet WSCUC standards, reflect the current curriculum, and to align with the CEL mission and goals.

PLO: Student will demonstrate scholarly writing

Dimension	Sophisticated	Competent	Needs Work	Not Pass
Introduction	Position and exceptions, if any, are clearly stated. Organization of the argument is completely and clearly outlined and implemented. 5 pts	Position is clearly stated. Organization of argument is clear in parts or only partially described and mostly implemented. 3-4 pts	Position is not clearly stated. Organization of argument is vague or not consistently maintained. 1-2pts	Position is vague. Organization of argument is missing. 0 pts
Research	Research selected is highly relevant to the argument, is presented accurately and completely – the method, results, and implications are all presented accurately; Theory is relevant, accurately described and all relevant components are included; relationship between research and theory is clearly articulated and accurate. 8-10 pts	Research is relevant to the argument and is mostly accurate and complete – there are some unclear components or some minor errors in the method, results or implications. Theory is relevant and accurately described, some components may not be present or are unclear. Connection to theory is mostly clear and complete, or has some minor errors. 5-7 pts	Research selected is not relevant to the argument or is vague and incomplete. Method, results and implications are incomplete. Theory is only relevant for some aspects. Relationship between theory and research is unclear or inaccurate, major errors in the logic are present. Connection to theory is incomplete, or has major errors. 1-4 pts	Research is missing or unclear. Method, results and implications are unclear or missing. Theory is not clearly articulated and/or has incorrect or incomplete components. Relationship between theory and research is missing. Connection to theory is missing. 0 pts
Conclusions	Conclusion is clearly stated and connections to the research and position are clear and relevant. The underlying logic is explicit. 5 pts	Conclusion is clearly stated and connections to research and position are mostly clear, some aspects may not be connected or minor errors in logic are present. 3-4 pts	Conclusion may not be clear and the connections to the research are incorrect or unclear or just a repetition of the findings without explanation. Connection to position is not clear. 1-2 pts	Conclusion is missing and the connections to the research are missing. Underlying logic has major flaws. 0 pts

Writing	Paper is coherently organized and the logic is easy to follow. There are no spelling or grammatical errors and terminology is clearly defined. Writing is clear and concise and persuasive. 5 pts	Paper is generally well organized and most of the argument is easy to follow. There are only a few minor spelling or grammatical errors, or terms are not clearly defined. Writing is mostly clear but may lack conciseness. 3 -4 pts	Paper is adequately organized and difficult to follow – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. 1-2 pts	Paper is poorly organized and difficult to read. There are many spelling and/or grammatical errors; technical terms are not defined. Writing lacks clarity and conciseness. 0 pts