

Primary Assessment Contact:

In what year was the data upon which this report is based collected?

In what year was the program's assessment plan most recently reviewed/updated?

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Last year's program assessment report (dated December 17, 2020) detailed findings from a faculty review of the first round of implementation (during Summer and Fall 2020) of a \_\_\_\_\_ for Curriculum & Instruction and Special Education doctoral students.

Note that since that time, the Ph. D program in Special Education has been \_\_\_\_\_ as a result of the provost's Academic Program Review process, and faculty have been engaged in ongoing conversation about \_\_\_\_\_ of the Ph.D. program in Curriculum & Instruction.

Also note that \_\_\_\_\_, which has included the departure of three colleagues (RM, JV, and DR) and the hiring of a new colleague (CJ), means our team is small – just six faculty members (JB, JN, KMP, AC, RC, and CJ). Program redesign work is still ongoing. The Ph.D. redesign process will continue through the 2021gh th, .8 (g.22 )10.5.2 (a(r)-10.8 (A5.2 (.8 (a)It)7.9)

Date (Month/Year):

this paper, the student demonstrates their capacity to do independent research of publishable quality.

, which is adapted from a model used at the University of Michigan, and which is autobiographical and narrative in nature, provides space for the student to produce a critical reading of their work in graduate school. In this paper, the student creates a coherent intellectual trajectory out of their program of study and explores the implications of this work for their dissertation and career.

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to implications for program redesign.

- If students write the Scholarly Paper in response to a specific call for manuscripts in a specific journal, then the exam will provide a tangible space for students to engage in academic writing for a specific purpose, audience,

talk more concretely with prospective students about who the program attracts, what students do once they get here, and what the program is designed to accomplish.

(Students will analyze social justice issues in education)

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job market. Doing both will take a very strategic program design; we have begun a conversation about what this might look like.

- . Our coursework at this point does not intentionally prepare students for the tasks of responding to calls for manuscripts, identifying gaps in the literature, and developing original interventions in their research area. These are not new revelations; we identified versions of these same weaknesses in our first round of program assessment focused on the new comps model (e.g., students struggle to identify a research problem and develop research questions; students are learning that lit reviews are really hard; students (at least some) don't think of themselves as researchers). We are now in conversation about how to structure the revised program around a first year proseminar experience (which will likely be a shared experience with students in the Education Policy and Equity doctoral program) that foregrounds these skills and orientations.

What have you learned from these results? What does the data tell you?

Our assessment work on comps suggests findings in three areas that could inform the development of a new "practitioner" doctoral degree:

- . While all of our students have access to classrooms in some form during their doctoral study – whether as teachers in classrooms of their own, practicum students working in the classrooms of others, or graduate teaching assistants working with undergraduate teacher education students in local schools – ***we need to build in an intentional plan for all students to access community contexts, along with school contexts***, during their program of study if we want ***students to engage in or intervene in*** social justice analyses in education. (o)1.4 (ns)-i3



What is at least one change your program has implemented in recent years as a result of assessment data?

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