**DOCTOR OF PHILOSOPHY: EARLY CHILDHOOD EDUCATION**

**Assessment Plan**

**February 5, 2016**

**Submitted by:**

**Department of Human Development and Child Studies**

**Ambika Bhargava, Ph.D., Department Chair**

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**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: Doctor of Philosophy: Early Childhood Education

School or College your program resides in:

Department of Human Development & Child Studies, School of Education and Human Services

Early childhood education is a growing field at all levels – in education and child care, model curriculum designs and practices, evaluation research on program practices and child development outcomes and policies. The overarching goal is to promote the growth and development of young children and their families and communities. Our students enter the program as professional educators in early care and intervention, preschools, kindergartens and early elementary schools. Some students enter as school principals or district level advisers or consultants and some are already college instructors. They enter with little or no experience in research. Over half of our graduates are college or university professors and most others are advisors or consultants in school districts. They are building the profession through their teaching, consulting, research and policy activities. Our program is designed to prepare our students to assume these higher levels of professional leadership activities as they graduate with the Ph.D. degree.

Program Level (check all that apply):

Undergrad ☐

Master’s ☐

Doctoral x☐

Date Report Submitted: Revision of Assessment Plan, submitted February 5, 2016

Current Assessment Contact Representative (& E-mail): Sherri Oden: oden@oakland.edu

Current Department or Program Chair (& E-mail): Ambika Bhargava: abhargav@oakland.edu

Current Dean (& E-mail): Jon Margerum-Leys, jmargerumleys@oakland.edu

**Step 2: Type of Assessment Plan**

**\*Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes (ternes@oakland.edu).

S**tep 3: Aligning the OU Mission, SEHS and Early Childhood PhD Program Goals, Student Learning Outcomes, and Assessment Measures**

|  |  |  |  |
| --- | --- | --- | --- |
| **(1) OU Mission 1** | **(2) SEHS & Early Childhood PhD Program Goals 2** | **(3) Student Learning Outcomes** | **(4) Assessment Measures** **(see *Note* at bottom of table & Appendices)** |
| **A. I**: Foster student success through a robust teaching and learning environment supported by comprehensive student services.  | **A. II:** SEHS goals include promoting dynamic, inclusive, experiential and applied learning opportunities. Early Childhood Ph.D. goals include preparing students to obtain a high level of knowledge of the field of Early Childhood Education, including theory, research, and practice. | **A. III**: Students will demonstrate knowledge of:**A.1**: Program’s foundational core of methods of inquiry, writing, presentations, and technology.**A.2**: Early child development and education, curricula, standards and policies for a diversity of children and families in society.**A.3**: A cognate area, related to early childhood education (e.g., special education, literacy). | **A. IV:** Methods of Student Assessment:**(1)** e-Portfolio review with rubric for student and faculty use regarding course papers, project and other reports, including a student self-reflection paper(s) on growth in knowledge, skills, goals and professional identity *(applies to A.1, A.2, & A.3*).**(2)** Comprehensive Qualifying Exam review with rubrics completed by student’s faculty exam committee *(applies to A.1, A.2, & A.3), including:** In-depth paper
* Take-home questions - responses
* Oral presentation
 |
| **B. I**: Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination and utilization of knowledge. | **B. II**: SEHS goals include constructing a schoolwide community of faculty, staff and students that values and rewards scholarly pursuits that extend existing knowledge and practice in counseling, early childhood education and organizational leadership. The Early Childhood PhD program seeks to foster inquiry in the field and expand the knowledge bases. | **B. III:** Students will demonstrate knowledge and skills in:**B.1**: Formulating research questions and problems based from a synthesis of theory, research, practices, or policies. **B.2:** Quantitative and qualitative methods including: research designs/approaches; participant identification and recruitment; instruments and measures/data collection approaches; analyses; presentation of findings; discussion of limitations and contributions to theory, research, practice, policy and future directions. **B.3:** Professional-level presentations prepared for a variety of audiences.**B.4:** Development of one or more manuscripts for scholarly presentations and submission for publication.  | **B. IV:** Methods of Student Assessment:**(1)** e-Portfolio review with rubrics for student and faculty use regarding course papers, project and other reports, including a student self-reflection paper(s) on growth in knowledge, skills, goals and professional identity *(applies to B.1, B.2, B.3, & B.4).***(2)** Field project review with rubrics completed by faculty mentor(s) *(applies to B.1, B.2, B.3, & B.4).***(3)** Dissertation proposal review with rubrics completed by student’s faculty committee *(applies to B.1, & B.2):** Proposal review
* Oral presentation defense review

**(4)** Dissertation review with rubrics completed by student’s faculty committee *(applies to B.1, B.2, B.3, & B.4):** Dissertation Review
* Final Oral Defense review

**(5)** Surveys of Current Students and Graduates. Includes self-assessment of learning from major program experiences, e.g., Field Projects, Comprehensive Qualifying Exams and Dissertation *(applies to B.1, B.2, B.3, & B.4).* |
| **C.I:** Become a leader in serving the needs and aspirations of our communities and region through expanded community relationships, institutional reputation and visibility, and engagement. | **C.II:** SEHS seeks to inform and transform our constituents and ourselves by sharing the findings, theoretical research and scholarly work created in SEHS. The Early Childhood PhD program seeks to develop leaders in colleges and universities, intermediate school districts, schools and child care centers, community agencies, government and research and policy organizations for this expanding field. | **C.III:** Students will demonstrate knowledge and skills in:**C.1:** Developing a syllabus for a course, workshop or professional training based in theory and research, including appropriate, fair, and clear assessment methods.**C.2:** Effective instruction/presentation techniques for adults, including professional, responsive, supportive communication with participants.**C.3:** Writing andpresentations of theory and research and relevance to practice and policy from field projects, courses, qualifying exams and the dissertation. | **C.IV:** Methods of Student Assessment:**(1)** e-Portfolio review with rubrics for student and faculty use regarding course papers, project & other reports, such as a policy brief or testimony, including a student self-reflection paper(s) on growth in knowledge, skills, goals and professional identity *(applies to C.1, C.2, & C.3).***(2)** Comprehensive Qualifying Exam review with rubrics completed by student’s faculty exam committee on relevant questions and the oral presentation *(applies to C.1, C.2., & C.3).***(3)** Dissertation review with rubrics completed by student’s committee *(applies to C.2., & C.3).* |
| *Note.* 1 Based on Oakland University Strategic Plan, October 14, 2015. Oakland University Website. **2** Based on: (a) SEHS Strategic Plan (SEHS mission statement in response to OU Strategic Plan Goals) in SEHS *Annual Magazine*, 2014-15, pp. 2-3 and (b) the School of Education and Human Services Ph.D. Framework (1995, p. 7). For the Assessment Measures noted in Column (4) in the above Assessment Plan, see the attached Appendix A, which includes rubrics, which we are utilizing and revising. Also, for the indirect measures, see Appendix B for the Student and Graduate Surveys, which include self- assessment of learning from program courses and other program activities. An ad hoc committee of students and faculty is being convened this year to develop a self-assessment and faculty rubrics for the reviews of students’ e-portfolios.  |

**Step 4: Participation in Assessment Process**

|  |  |
| --- | --- |
| Who Will Participate in Carrying Out the Assessment Plan? | What Will Be Their Specific Role/s? |
| The PhD Coordinator in collaboration with Ad Hoc Assessment Committees, Faculty and Students from the Department of Human Development and Child Studies. | * *PhD Coordinator:*

Collaborates with faculty in Ad Hoc Committees on student assessment measures and data collection; compiles reviews, and discusses patterns and trends from assessment data with: early childhood area faculty and participating department faculty (Department of Human Development and Child Studies); instructors of core foundation PhD courses (including instructors from other departments); instructors of cognate courses (including instructors from other departments); current PhD students (in meetings and emails); and with PhD graduates (in meetings and emails).* *Ad Hoc Assessment Committee on Rubrics for Student Exams and Research*: Developed rubrics and will refine as needed. The rubrics include: (a) Field Projects Rubrics, both formative and summative assessment; (b) Comprehensive Qualifying Exam Rubrics (includes Oral Presentation); (c) Dissertation Proposal Rubric (includes Oral Presentation); Final Dissertation and Oral Defense Rubric. Data are being collected for (a), (b), and (c).
* *Ad Hoc Assessment Committee on Student e--portfolios*. To develop rubrics for faculty review and student self-reflections, including a self-reflection paper or papers.
* *Ad Hoc Assessment Committee on Student and Graduate Follow-up Surveys.* Developed questionnaires to provide self-assessment by the students and graduates on their learning experiences and outcomes from the PhD program activities.
 |
| Students’ faculty advisors | * Advise students on their required and elective courses, coordinate with students and program coordinator to facilitate and approve of each student’s (a) Plan of Study (b) e-portfolio development (c) Committee for Comprehensive Qualifying Exam (d) Committee for the Dissertation, (e) Dissertation Proposal and Oral (f) Implementation of dissertation research (g) dissertation manuscript and (h) Final Oral Defense.

 * Serve as Chair of the Exam and Dissertation Committees
 |
| Course instructors | * Communicate with program coordinator and faculty advisors on student learning outcomes, including areas that need further development (e.g., writing).
 |
| Faculty serving on students’ Qualifying Exam and Dissertation Committees | * Collaborate with program coordinator and faculty advisors on students’ progress on preparation for exams and dissertation.
* Review students’ e-portfolios and self-reflection paper(s).
* Write questions for the exams.
* Evaluate students’ exam responses.
* Meet with committee members to evaluate and report to students on their exams.
* Meet with students to give exam feedback.
* Advise and evaluate dissertation proposal and the dissertation manuscript.
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**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

**A. How will you analyze your assessment data?**

* We will review assessment data for individual students. We will also review assessment data compiled according to various subgroupings with respect to major milestones, specifically (a) completion of field projects, (b) results on comprehensive qualifying exams, (c) dissertation proposal and oral presentation, (d) dissertation manuscript and final defense.
* We will obtain student input on the program experiences to learn their estimations of their learning from (a) coursework (b) field projects (c) comprehensive qualifying exams (d) dissertation proposal and oral (e) dissertation proposal and final oral defense and (f) other program experiences (e.g., contributions from advisors, mentors, program coordinator, other students, activities in the program, conferences). We will obtain input in meetings with students and in their responses to the Current Study and Graduate Surveys.

**B. How will you use results to improve your program?**

We use the results of our student assessment activities to examine student experiences and learning in the PhD program. For example, prior assessments revealed the need for more preparation for students to learn the publication process. As a result, we frequently invite faculty inside and outside the department to present their research and publication experiences to students in the program seminars. Students also present their research projects in these seminars. We added two courses that may be elected by students to work with a faculty member on research, writing and presenting (EC and SE 750, Independent Studies). For EC 851 (Field Project 1) and EC 852 (Field Project 2), we initiated the requirement that students submit the final field project reports in the format of a manuscript to be submitted for publication in a professional journal.

 The Program Coordinator and students’ faculty advisors/chairs will collect data from the student assessment measures throughout the academic year. For a major assessment measure (e.g., Rubric for Field Project 1 and 2), the data will be examined for individuals and compiled to determine an assessment of students’ learning overall. Furthermore, assessment data will be considered with regard to key program points (e.g., progress from completion of field projects to qualifying exams; from completion of exams to dissertation proposal; from dissertation proposal to final oral defense) for individuals and for groupings such as entry cohorts and dissertation seminar cohorts.

**Step 6: Submit Assessment Plan**

Send completed form electronically to ternes@oakland.edu.