

Assessment: Assessment Plan

Degree Program - COE - DE - Educational Leadership - EC-12 Policy (PHD)

CIP Code: 13.0401.00

Disciplinary Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP)

Degree Program Coordinator: Alex Wiseman

Degree Program Coordinator Email: Alexander Wiseman

Degree Program Coordinator Phone: 834-3670

Degree Program Coordinator Mail Stop: 1071

Program Purpose Statement: The Educational Leadership (EDLD) Doctor of Philosophy (Ph.D.) in EC-12 Education Policy Program at Texas Tech University has as its focus preparing research interventionists who use expert analysis to evaluate education programs, study education policy issues, and influence reform at the political level.

Assessment Coordinator: Kara Page

Modality: 100% Online

Student Learning Outcome: Education Policy Knowledge and Skills

Students will: (1) demonstrate an understanding of education policy-relevant research, theory, and methods (i.e., knowledge); and (2) understand how to use empirical evidence to inform, analyze, and evaluate education policies (i.e., skills).

Outcome Status: Active

Outcome Type: Student Learning

Assessment Methods

Course Level Assessment - Assessment of this learning outcome occurs in several courses in the required educational leadership, education policy, and research methodology core course sequences. Courses include: EDLD 6300 (Organizational Theory), EDLD 6001 (Special Topics/Policy Introduction), EPSY 5385 (Foundations of Educational Research).

To demonstrate knowledge and skills, PhD students create a theoretical framework building from core theories in educational leadership, policy, and organizations literature in EDLD 6300. They write a policy brief on a key educational issue, which is grounded in educational and policy research, in EDLD 6001. And, they draft a policy research proposal, which proposes empirical data collection, analysis, and interpretation in EPSY 5385.

(Active)

Criterion: An overall averaged score of Proficient or above (on a 1-5 scale) on course “apply and evaluate” (A&E) and End-of-Phase written project assessments.

Related Documents:

[Grading Rubric for Written Assignments \(1\).docx](#)

Faculty Assessment - Program faculty teaching the relevant courses conduct a holistic end of semester/course evaluation for each student. Faculty assess students’ participation in the course, engagement with the knowledge and skills content, and performance on course assignments. This assessment allows faculty to identify students who may need additional or extra support in understanding education policy knowledge and skills. (Active)

Qualifying Exam - PhD students in their final semester of regular coursework take a comprehensive Qualifying Examination. The examination is a written examination that requires a synthesized and contextualized application of knowledge and skills acquired during the course of study for the doctoral degree. The Qualifying Examination may include a set of questions on (1) educational

Degree Program - COE - DE - Educational Leadership - EC-12 Policy (PHD)

leadership and policy content area knowledge, (2) knowledge on theoretical frameworks relevant to educational leadership and policy, (3) research methodology and methods in relation to the dissertation research and/or a specified scenario, and (4) a question relevant to current educational policy issues. (Active)

Criterion: PhD students must pass the Qualifying Examination in order to progress to be granted candidacy and move to the dissertation phase. PhD students may receive an “outstanding pass” (90-100%), “acceptable pass” (75-89%), or “unsatisfactory” (74% or lower). If the qualifying examination is assessed as “unsatisfactory,” the student may retake it after at least six months and not more than 12 months from the date of the unsatisfactory examination. Failure to pass the Qualifying Examination within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study. See attached “EDLD Policy PhD Qualifying Exam Rubric”.

Related Documents:

[EDLD Policy PhD Qualifying Exam Scoring Rubric \(1\).docx](#)

Student Learning Outcome: Contextualized Analysis of Education Policy Issues

Students will contextually examine contemporary education policy issues both within and across hypothetical or simulated educational levels and policy contexts.

Outcome Status: Active

Outcome Type: Student Learning

Assessment Methods

Course Level Assessment - Assessment of students’ contextualized analysis of education policy issues occurs through specific course-based projects. The projects vary depending on contemporary education issues, which are identified by PhD program faculty as being of immediate or sustainable policy interest. EDLD 6340 (Education Policy and the Law), EDLD 6321 (Educational Finance), EDLD 6330 (Educational Leadership, Democracy, & Schools), EDLD 6001 (Special Topics/Policy-to-Practice), and EDLD 6001 (Educational Policy Analysis Methods) each provide PhD students key project assignments based on the contextualized analysis of hypothetical or simulated education policy issues.

To contextually examine contemporary education policy issues, PhD students develop a policy analysis for an educational equity-related legal issue in EDLD 6340 and an evidence-based education finance policy recommendations (using secondary evidence) in EDLD 6321/Educational Finance. EDLD 6330/Educational Leadership, Democracy, & Schools, EDLD 6001/Policy-to-Practice, and EDLD 6001/Educational Policy Analysis Methods were not offered during the 2019/2020 academic year. (Active)

Criterion: Score 80% or higher to pass

Faculty Assessment - Program faculty teaching the relevant courses conduct a holistic end of semester/course evaluation for each student. Faculty assess students’ participation in the course, engagement with the contextualized analysis of education policy issues projects, and performance on course assignments. This assessment allows faculty to identify students who may need additional or extra support in the contextualized analysis of education policy issues. (Active)

Qualifying Exam - PhD students in their final semester of regular coursework take a comprehensive Qualifying Examination. The examination is a written examination that requires a synthesized and contextualized application of knowledge and skills acquired during the course of study for the doctoral degree. The Qualifying Examination may include a set of questions on (1) educational leadership and policy content area knowledge, (2) knowledge on theoretical frameworks relevant to educational leadership and policy, (3) research methodology and methods in relation to the dissertation research and/or a specified scenario, and (4) a question relevant to current educational policy issues. (Active)

Criterion: PhD students must pass the Qualifying Examination in order to progress to be granted candidacy and move to the dissertation phase. PhD students may receive an “outstanding pass” (90-100%), “acceptable pass” (75-89%), or “unsatisfactory”

Degree Program - COE - DE - Educational Leadership - EC-12 Policy (PHD)

(74% or lower).

Related Documents:

[EDLD Policy PhD Qualifying Exam Scoring Rubric \(1\).docx](#)

Student Learning Outcome: Using Empirical Research to Inform Education Policy Praxis

Students will design and conduct stakeholder-relevant education policy research, which generates empirical findings relevant to education policy development, implementation, evaluation, and reform.

Outcome Status: Active

Outcome Type: Student Learning

Assessment Methods

Dissertation - The PhD dissertation is the capstone activity in the EDLD Policy PhD program. The dissertation is a focused, empirical research project, which identifies an education policy-relevant problem, establishes the stakeholder significance of the problem, situates it in the appropriate context or community, reviews the policy and other relevant literature, and develops a conceptual or theoretical framework to either explain or hypothesize the phenomenon. Relevant data is then collected, analyzed, and interpreted in light of the guiding research questions. Finally, the results of the research are then discussed in light of stakeholder needs and evidence-based policy recommendations. (Active)

Criterion: Each student attains an overall averaged score of 3.5 or above (on a 1-5 scale) on course “apply and evaluate” (A&E) and End-of-Phase assessments, and receives positive reviews from faculty committees on dissertation proposal and EC-12 policy research study development work.

Course Level Assessment - Assessment of students’ use of empirical research to inform education policy praxis occurs through two course-based projects. Each of the courses provide PhD students with opportunities to either pilot education policy-relevant empirical research (EDLD 7000: Research) or draft a complete dissertation proposal (EDLD 6361: Doctoral Seminar in Educational Leadership).

In EDLD 7000, PhD students design and conduct a small empirical pilot study in preparation for the development of their dissertation proposal. The pilot study must include a contextualized and education policy-relevant research design, data collection, data analysis, and an interpretation of the results (preferably written in a publishable article format). In EDLD 6361, students draft the introduction, literature review, theoretical framework, and methodology sections of their dissertation proposal. These proposals must address an education policy issue using empirical evidence, and they should inform the policy development, implementation, evaluation, and reform among relevant stakeholders in the target community. (Active)

Criterion: Students must score 80% or above to pass.

Related Documents:

[Grading Rubric for Written Assignments \(1\).docx](#)

Faculty Assessment - Program faculty teaching the relevant courses conduct a holistic end of semester/course evaluation for each student. Faculty assess students’ participation in the course, design/collection/analysis of empirical research to inform education policy praxis, and performance on course assignments. This assessment allows faculty to identify students who may need additional or extra support in the use of empirical research to inform education policy praxis. (Active)