1. Question 1 - What did you do on assessment this year?
We assessed the doctorate of education degree program in Curriculum & Instruction using data collected from students’ dissertation defense meetings and written and oral comprehensive exams. During this academic year, 8 students defended their dissertation. 4 students sat and completed their written and oral comprehensive exams.

2. Question 2 - What data did you collect?
Pass rates were collected to assess the program. The students who defended their dissertation passed. All students who sat for comprehensive examinations passed the written and oral components of the comprehensive exam, leading to a 100% pass rate.

3. Question 3 – What did your review of the data indicate for you?
Student feedback from those who were completing their degree program and progressing through comprehensive exams suggested the need for greater orientation and socialization of doctoral students, particularly those pursuing the PhD degree, to the expectations and values of advanced graduate study.

4. Question 4 – As a result of your review of the data, what did you do?
The faculty initiated a 1-credit doctoral seminar course this year in an effort to orient and socialize doctoral students to the expectations and values of advanced graduate study. Based on course evaluations and student feedback, we have modified this course and expanded it to 3 credits. The faculty are committed to differentiating the Doctorate of Philosophy in Education degree from the Doctorate of Education degree. The doctoral seminar introduces students to the characteristics and intentions that distinguish these two doctoral degrees.

Faculty members are committed to providing high-quality supervision and mentorship of doctoral students. The faculty continue to examine how best to support EdD students as evidenced by the Department’s membership in the Carnegie Project for the Education Doctorate.