

UNIT REPORT**Education-Academic - APR Self-Study Report by Academic Unit/Department**
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Program Mission

EHHS EdD & PhD Program Mission Statement

Program Mission Statement:

The University of Idaho's College of Education, Health and Human Sciences is the state's flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12 academic achievement, human development and wellness, global awareness, and progress in professional practice.

Program Goal (add a minimum of 3 program goal "plan items")

2. Instrument Development: EdD and PhD SLO

Goal Statement:

2. Instrument Development: EdD and PhD SLOs

Alignment to UI Strategic Plan Goals:

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

Online survey instrument developed, reviewed by a panel of experts, and prepared for distribution for the purpose of collecting student perceptions of their level of ability towards the EdD and PhD SLOs.

List of Actions the Program Will Take to Achieve Goals :

GRPC, in partnership with the Associate Dean of Assessment and Accreditation, will review existing measurement instruments and scales that could be associated with the assessment of the EdD and PhD SLOs. Resulting from the review, a pool of possible assessment items will be considered for adoption. In addition, the need for creation of new items will be considered and implemented by the panel of experts. From the pool of possible instrument items, a final set will be selected for use in the survey instrument. The items will then be entered into Qualtrics to facilitate the delivery on the online survey instrument.

Goal Achievement Level:

3. Survey Instrument Distribution & Data Collection: SLO EdD and PhD SLOs

Goal Statement:

3. Survey Instrument Distribution & Data Collection: SLO EdD and PhD SLOs

Alignment to UI Strategic Plan Goals:

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

Dissemination of the survey instrument to EdD and PhD doctoral students in EHHS.

Collection of survey response data

List of Actions the Program Will Take to Achieve Goals :

Through the use of Qualtrics, the survey will be distributed to all EHHS EdD and PhD doctoral students. Students will be requested to participate in the data collection process and to complete the survey. Follow-up prompts will be sent to students to increase the response rate.

Goal Achievement Level: Met

4. Data Analysis & Reporting: SLO EdD and PhD SLOs

Goal Statement:

4. Data Analysis & Reporting: SLO EdD and PhD SLOs

Alignment to UI Strategic Plan Goals: Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

4. Data Analysis & Reporting: SLO EdD and PhD SLOs

List of Actions the Program Will Take to Achieve Goals :

4. Data Analysis & Reporting: SLO EdD and PhD SLO #2

Goal Achievement Level: Met

1. EdD&PhD: Student Learning Outcomes (SLOs) Review & Updates

Goal Statement:

1. Review and update EdD and PhD student learning outcomes to ensure observable and measurable learning outcomes are identified.

Goal: Review and update EdD and PhD student learning outcomes to ensure meaningful, observable and measurable learning outcomes.

Process: GRPC conducts a critical review of the existing EdD and PhD student learning outcomes. A sub-committee is assigned to develop the updated outcome statements. GRPC members engage in deliberation to develop the first draft of the updated SLOs. Instructors of the doctoral core and research courses review the first draft and provide edits that ensure the SLOs address aspects of the courses they teach. Updated SLO statements are agreed upon by GRPC and the doctoral instructors, and then the statements are presented to the College graduate faculty for review, edits, and approval consideration.

Outcome: An updated set of EdD and PhD SLOs that are meaningful, observable and measurable and addressed within the doctoral core and research courses.

Alignment to UI Strategic Plan Goals:

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

GRPC review

Doctoral core and research instructors review

Alignment between SLO statements and specific assignments identified within course syllabi

EHHS graduate faculty review

List of Actions the Program Will Take to Achieve Goals :

Process: GRPC conducts a critical review of the existing EdD and PhD student learning outcomes. A sub-committee is assigned to develop the updated outcome statements. GRPC members engage in deliberation to develop the first draft of the updated SLOs. Instructors of the doctoral core and research courses review the first draft and provide edits that ensure the SLOs address aspects of the courses they teach. Updated SLO statements are agreed upon by GRPC and the doctoral instructors, and then the statements are presented to the College graduate faculty for review, edits, and approval consideration.

Goal Achievement Level: Met

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

EdD and PhD SLO #2 Assessment Report

Assessment Report Contact: Allen Kitchel; Tonia Dousay

Program Changes in Past Year:

Adding of ED 592 and ED 614

Alignment of curriculum across both the qualitative research methods track and the quantitative research track.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: n/a

Import Outcomes Data (from Anthology Outcomes):

Analysis of EdD and PhD SLO #2 student reported data completed Spring 2021. Shared at the spring graduate faculty meeting, GRPC meetings, and through GRPC members sharing at departmental meetings.

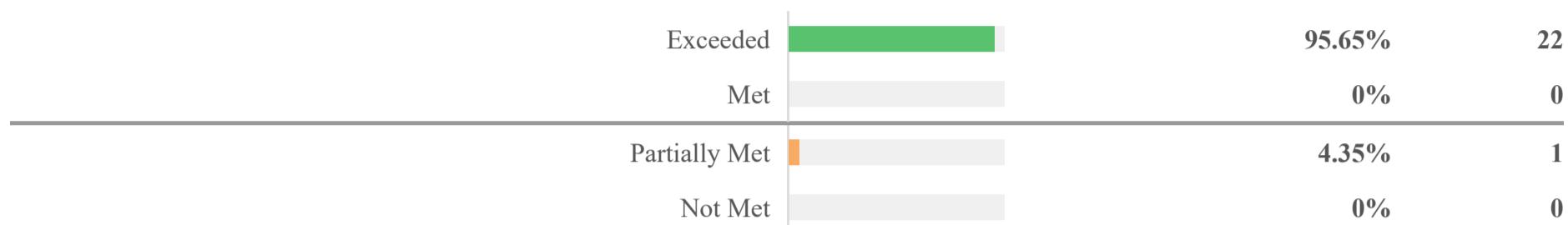
1.

Learn and Integrate

University of Idaho College of Education, Health and Human Sciences Ph.D. graduates are able to articulate the philosophical foundations, historical developments, and contemporary aspects of their specialization area that provide a foundation for emerging questions and original lines of scholarly inquiry.

Academic Year 2020-2021: **Education (Ph.D.)**

Term: **Overview**



2.

Think and Create

University of Idaho College of Education, Health and Human Sciences Ph.D. graduates are able to conceptualize, design, conduct, interpret, evaluate, and disseminate original, theoretically based research.

Academic Year 2020-2021: **Education (Ph.D.)**

Term: **Overview**

No Results

3.

Practice Citizenship

University of Idaho College of Education, Health and Human Sciences Ph.D. graduates are able to provide effective leadership, teaching, and mentoring to internal and external constituents, inform policy and practice, and identify trends and issues within their field through the use of valid models and principles.

Academic Year 2020-2021: **Education (Ph.D.)**

Term: **Overview**

No Results

4.

Clarify Purpose and Perspective

University of Idaho College of Education, Health and Human Sciences Ph.D. graduates are able to critically design theoretically informed formative and summative assessment strategies to their field that adhere to ethical, moral, and legal standards for people, programs, and policy.

Academic Year 2020-2021: **Education (Ph.D.)**

Term: **Overview**

No Results

5.

Communicate

University of Idaho College of Education, Health and Human Sciences Ph.D. graduates are able to disseminate new knowledge through theoretically based research that results in published works, professional presentations, contract and grant activity, and consulting.

Academic Year 2020-2021: **Education (Ph.D.)**

Term: **Overview**

No Results

Summary of Student Learning:

EdD and PhD SLO #2 Assessment

Student survey results

Course grades

Summary of Faculty Discussion:

GRPC meetings (minutes attached)

EHHS Spring 2021 graduate faculty meeting (element of college meeting)

Summary of Changes/Improvements Being Considered:

EdD and PhD SLO #2 Assessment

Inter-rater Reliability:

The program offers a single section of each of the doctoral core courses taught. There is a single instructor per course.

Closing the Loop:

Annual assessment of the Education programs occurs each year. The assessments have been used to refine program curriculum, program documents, and improve student learning experiences.

Student Achievement

EdD and PhD Student Achievement

Student Retention:

Retention data is provided from the College of Graduate Studies through the use of SLATE.

Student Persistence:

Persistence data is provided from the College of Graduate Studies through the use of SLATE.

Student Completion:

Program completion data is provided from the College of Graduate Studies through the use of SLATE, as well as the Registrar's office. Student completion is also monitored within EHHS through the public dissertation defense meetings.

Student Postgraduate Success:

Postgraduate success is demonstrated by the leadership, educational and professional employment positions graduates secure, as well as their non-employment contributions to society.

Identify Equity Gaps:

Education program applicants are reviewed for an understanding of demographic diversity.

Diverse student recruitment is encouraged throughout EHHS. Efforts to educate faculty and staff about the importance of a diverse student body is led by the EHHS committee on diversity and inclusion.

Effective Learning Environment and Closing Equity Gaps:

Education program applicants are reviewed for an understanding of demographic diversity.

Diverse student recruitment is encouraged throughout EHHS. Efforts to educate faculty and staff about the importance of a diverse student body is led by the EHHS committee on diversity and inclusion.

Demand and Productivity

EdD and PhD Demand and Productivity

External Demand:

The number of EHHS doctoral program applications has steadily grown over the past 5 years.

Internal Demand:

The number of EHHS doctoral program applications has steadily grown over the past 5 years. This growth has resulted in improved course enrollment levels to desirable levels. In addition, due to increased enrollment numbers, doctoral core and research classes have increasingly been offered during the summer term, resulting in an overall growth in annual credit hour production.

Credit Productivity:

With the increase in applications and subsequent acceptances into the Education program for summer and fall of 2021, additional sections of the doctoral core were offered during the summer term of 2021. In addition, course enrollment caps in the doctoral core were raised to accommodate the increase in the number of admitted students.

Financial Health and Resources

EdD and PhD Financial Health and Resources

Financial Health:

The financial health of the EdD and PhD doctoral programs is directly related to the health of the College's departments and the College in general. Instructional faculty are assigned to the EdD and PhD programs primarily out of departmental resources, and some also coming directly from the Dean's office.

Efficient Use of Resources:

The financial health of the EdD and PhD doctoral programs is directly related to the health of the College's departments and the College in general. Instructional faculty are assigned to the EdD and PhD programs primarily out of departmental resources, and some also coming directly from the Dean's office.

Minimum enrollment goals are set for all doctoral core and research courses.

Faculty are encouraged to integrate their teaching and scholarship in ways that allow them to serve multiple doctoral students as major professor.

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