Syracuse University

Assessment and Action Plan—Academic Degree Programs

School/College: Education

Academic Degree Program Title: Literacy Education

Degree Awarded: Ph.D.

Web Address: http://coursecatalog.syr.edu/preview_program.php?catoid=4&poid=1418&hl=%22Literacy+Education%22&returnto=search

Description of Academic Degree Program: The Doctor of Philosophy (Ph.D.) in Literacy Education provides students with the opportunity to develop expertise in literacy history, theories, research, instruction, teacher education, advocacy, and critique through collaboration with widely published, publically engaged scholars in a department with over 60 years of tradition.

PHASE 1			PHASE 2		PHASE 3	
Student Learning Outcomes What are students expected to be able to do as a result of the program?	**Measures** What direct and indirect assessment measures will be used?	**Criteria** How will competency be determined?	**Results** What was learned in the assessment process?	**Interpretation** What do results mean to the program?	**Action** Based on the results and interpretation from Phase 2, what action will be taken?	**Follow-Up** How will you determine if the change made a difference?
1. Explain foundational knowledge of literacy history, theories, research, and instructional practice.	• GPA in 45-credit major at 45-hour • 45-hour examination • Qualifying examination	• B- or better GPA in 45-credit major • Judged as "ready to proceed with studies" by SOE instructors of SU coursework taken prior to 45-hour examination • Qualifying examination portfolio judged by SOE literacy doctoral faculty as adequate representation of foundational knowledge				
2. Summarize and synthesize understanding of a topically-focused body of literacy literature.	• 45-hour examination • Grades in 2 literacy-related written literature reviews completed during coursework	• Course-required academic paper with a grade of B- or better and judged by SOE literacy doctoral faculty as adequate				

Prepared by: Kathleen Hinchman Date: 09-01-15

	• Qualifying examination • Dissertation proposal • Dissertation	representation of summarizing, synthesizing, and writing skills in partial fulfillment of 45-hour examination • Written critique of a current research article judged by SOE literacy doctoral faculty as adequate representation of ability to summarize, synthesize and write in partial fulfillment of 45-hour examination • 2 written literacy-focused literature reviews that are judged by SOE instructors as adequate representation of summarizing, synthesizing, and writing skills needed for grade of B- or better during coursework • Qualifying examination portfolio judged by SOE literacy doctoral faculty as adequate representation of summarizing, synthesizing, and writing skills				

		needed for independent scholarly work. • Dissertation proposal literature review judged as successful by 3 committee members • Dissertation literature review judged as successful by 6 examining committee members				
3. Explain critical issues in cultural diversity and equity in literacy research, teaching, and service.	• 45-hour examination • Grades in 2 literacy-related critical issues papers completed during coursework • Qualifying examination	• 1-page description of rationale (based on interest, job market, prior experience, advocacy, and leadership interests) for course selection in program of study, and judged by SOE literacy doctoral faculty as adequate for partial completion of 45-hour examination • 2 written literacy-related critical issues papers that are judged by SOE instructors as adequate for grades of B- or better during coursework • Qualifying examination				

		portfolio judged by SOE literacy doctoral faculty as adequate representation of ability to explain critical issues in cultural diversity and equity in literacy research, teaching, and service.				
4. Advances an advocacy and leadership-oriented professional identity.	• 45-hour examination • Project implementation • Qualifying examination • Post graduation career	• 1-page description of rationale (based on interest, job market, prior experience, advocacy, and leadership interests) for course selection in program of study, and judged by SOE literacy doctoral faculty as adequate for partial completion of 45-hour examination • Implements and reflects on a project that advocates and/or provides literacy leadership as judged by an SOE instructor as adequate for experience credit • Qualifying examination portfolio judged by SOE literacy doctoral faculty as				

		adequate representation of development of advocacy and leadership-oriented professional identity • Successful employment at an institution of higher education or other PhD suitable career • Tenure at an R1 higher education institution				
5. Show knowledge of strategies for engaging students, families, and communities in promoting literacy for all.	• Project implementation • Qualifying examination	• Implements and reflects on a project that engages students, families, and communities in promoting literacy for all and judged by an SOE instructor as adequate for experience credit. • Qualifying examination portfolio judged by SOE literacy doctoral faculty as adequate representation of ability to explain strategies for engaging students, families, and communities in promoting literacy for all. • Successful				

		employment at an institution of higher education or other PhD suitable career • Tenure at an R1 higher education institution				
6. Demonstrate expertise as a literacy teacher educator, including undergraduate and graduate teaching, field supervision, advising, and mentoring.	• Co teaching or teaching, supervisor, peer, and student evaluations • Qualifying examination	• Adequate co-teacher, supervisor, peer, and student evaluations of teaching, including preparation, delivery, and student evaluation • Qualifying examination portfolio judged by SOE literacy doctoral faculty as adequate representation of ability to teach, including preparation, delivery, and student evaluation				
7. Conduct publishable original literacy research.	• GPA in 12 credits of research courses • Research apprenticeship • Qualifying examination • Dissertation proposal • IRB application • Dissertation • Post graduation publication record	• B- or better GPA in research courses • Effective collaboration with faculty member on conduct of publishable original literacy research • Qualifying examination portfolio judged by SOE literacy doctoral faculty as adequate				

		representation of 5-year research plan following dissertation • Successful IRB application, as judged by IRB review • Dissertation proposal design and methods judged as successful by 3 committee members • Dissertation design and methods implementation judged as successful by 6 examining committee members • One research publications within a year of graduation				

Recommendations for improving the degree program assessment processes:

- Need to develop rubrics for 45-hour and qualifying examinations and record keeping system
- Need to consider learning outcomes progress during annual review of students
- Need to incorporate exit survey at dissertation completion and 1 and 3 year follow up surveys looking at career preparedness