Ph.D. in Education Policy 2018-2019

The EDPOPH academic assessment plan lists four learning outcomes: (1) Competence in social science research methodology, (2) competence in the subfields of education policy, (3) competence in research practice and publication, and (4) demonstrated ability to perform independent original research. Each learning outcome is reported on every second year. This year's report covers learning outcomes 1, 2, and 4. Learning outcome #3, *competence in research practice and publication*, is scheduled for a report to be submitted in May of 2020.

Report for the year 2018-2019:

Learning outcome 1 (*Competence in social science research methodology):*
Students take research methods and quantitative analysis courses during their first year in the program. Following the first year, a research methods qualifying examination is administered to test competence in research methods and quantitative analysis at the Ph.D. level.

Results: Three students sat for the research methods qualifying examination on 22 May 2019. Two students passed the examination. One student failed and will have an opportunity to make a new attempt in August 2019. Annually, the faculty discuss the content and method of examination and preparation to ascertain if any adjustments need to be made to existing practice.

Learning outcome 2 (*Competence in the subfields of Education Policy):*
The student takes courses covering the core theories, research, debates, and questions in each of the subfields (Teacher Quality, Education Accountability, School Choice, Education Policy, and Education Leadership). Following the conclusion of the third year, the student sits for an examination in which she/he has to demonstrate a level of competence sufficient to pursue independent study of research questions within those fields and sufficient to achieve Ph.D. candidacy.

Results: Four students sat for the Ph.D. Candidacy examination (One in August 2018, one in February 2019, and two in May 2019). All four passed and were admitted to Ph.D. Candidacy.

Learning outcome 4 (*Demonstrated ability to perform independent original research)*:
The student receives hands-on training through participation in collaborative research projects in addition to courses. Following successfully completed field examinations (normally taken during the third year), the now Ph.D. Candidate develops an original research project and writes a doctoral dissertation under the guidance of a faculty committee. Once finished, the student presents and defends the doctoral dissertation before the doctoral dissertation committee in a public setting during the fourth or fifth year in the Ph.D. program.

Results: Four students conducted their final Ph.D. degree examination (i.e. the dissertation defense). All four passed successfully, finished their dissertation, and graduated in, respectively, December 2018 and May 2019.