



"Multicultural is WISer"

**A Premiere Academic Institute
for Social Change Since 1975**

Western Institute for Social Research

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FACULTY EVALUATION FORM: Student Written

**Self-Assessment/Comprehensive Written Exam . . . Evidence and Critical
Analysis of Learning Process and Outcomes in Coursework, along with Articulation of Plans for Learning in
the Dissertation Stage and Beyond**

Name of Student: _____ **Date:** _____

Faculty Review Board: _____

Conclusion: Pass _____

Does not Pass _____ **Deficiencies, and Required Next Steps:**

Additional Comments:

Using the following Program Learning Outcomes--The student must:

A: EdD in Higher Education and Social Change Program-Specific Learning Outcomes

The student will demonstrate knowledge and expertise in the interdisciplinary field of “higher Education and Social Change” and their area(s) specialization through the following specific learning outcomes. That is, the student will:

1. Demonstrate knowledge of the strengths, limitations and uses of three theories and/or strategies of practice in the interdisciplinary field of “Higher Education and Social Change,” at least one in each of three domains of practice (e.g., professional education, college teaching, grassroots/popular education, learner-centered education and reform in schools, environmental studies, strategies of social change, human dignity and humiliation studies, professional leadership, and/or community leadership).
 2. Demonstrate knowledge of the literature in their area(s) of specialization and as related to the field of “Higher Education and Social Change”
 3. Use their demonstrated knowledge in making a creative contribution to theory and/or practice in one domain of practice in this interdisciplinary field of higher education and social change.
- More specifically, achievement and assessment of these PLOs are guided and indicated by student achievement of specific learning outcomes in each course, and in each course module, as well as by what the student demonstrates in the comprehensive exams and the dissertation.

B: EdD Program Outcomes Using the Dreyfus Theory of Expert Knowledge--Achieve Creative Expertise in the field of “Higher Education and Social Change” as defined by the Dreyfus Model of Knowledge and Skill Development

The student will

Demonstrate to WISR faculty through their written assignments, action-research labs, and oral exams that--with regards to their preparation as a creative professional and/or community leader in the interdisciplinary field of Higher Education and Social Change, and with regards to any specific areas of specialization the student identifies--they have achieved the level of creative expertise of a “proficient” expert as defined by the Dreyfus Model of Knowledge and Skill Development.

To determine whether or not the student has demonstrated this, faculty will refer to the perspective articulated in that theory and to specific, measurable learning outcomes noted in italics below.

As learning goals toward related learning outcomes for PLO area B, faculty and students will be informed by the following perspective on the “proficient” expert from the Dreyfus Model.* [*see below]

Specific degree program learning outcomes used by WISR faculty to assess and guide student achievement of this of this stage of expertise are that the student will:

1. *identify strengths, weaknesses, and uses of at least three theories and practical approaches to the role of higher education and adult education in contributing to social change, and use more than one perspective.*
2. *identify strengths, weaknesses, and uses of at least three theories and practical approaches in their particular area(s) of specialization, and use more than one perspective in analyzing problems and/or in taking action.*
3. *inquire into, and then formulate, ways in which at least two of these theories and practices relevant to some topic in “higher education and social change” can be improved—for example, through the use of informed experience and critical reflection, and/or by a more holistic appreciation of a multiplicity of varying circumstances, contexts and impacting variables. That is, the student will*

demonstrate that they generate ideas and/or propose practices that take into account a holistic perspective involving a variety of situational considerations and/or variables.

4. *produce a creative contribution to theories and/or practices in their field of specialization and/or to the broader interdisciplinary field of “higher education and social change.”*

Further Learning Goal and Method--and the role of “inquiry-oriented” learning outcomes in contributing to Program Learning Outcome #7: Faculty will guide students in achieving these Program Learning Outcomes by helping them to use action-and-inquiry in their specialization and in the interdisciplinary field of “higher education and social change”—*by attending the importance of the following “inquiry-oriented” learning outcomes:*

- The student will gather data that they then use in analyzing the variable impact of situational factors.
- As part of this holistic appreciation of a multiplicity of varying circumstances, contexts and impacting variables, the student will demonstrate that they have learned not just to rely on general principles, but also can articulate, test and revise concepts and proposed strategies and practices through stories and case studies, accompanied by reflective analyses. More specifically:
 - o The student will identify concepts and insights gained from their research, not in abstract terms, but also coupled with a rich variety of examples that the student uses to understand and to illustrate the complexity, situational variability and nuances of the concept.
 - o The student will use a “discovery of grounded theory” approach to develop possible theories and/or practice approaches, drawing on data from specific cases, stories and/or practical experiences.

WISR General Program Learning Areas and Outcomes for EdD Students

C: Self-Directed Learning. Demonstrate skills as a self-directed learner, including a creative and critically-minded, intentional and improvisational learning.

D: Action-Research. Use methods of participatory and action-research in creating new, specialized knowledge and/or competent practice, and in the pursuit of becoming creative and proficient in their own area(s) of specialization (see PLO #1).

E: Multiculturalism and Inclusiveness. Demonstrate an awareness of issues of diversity and inclusiveness, and also demonstrate competence in working with diverse populations.

F: Social Change and Social Justice. Make connections with the bigger picture and in inquiring into ways of creating change for social justice, greater equality and environmental sustainability, and do so,

- o while making new contributions to specialized knowledge and competent practice.

G: Communication and Collaboration. Communicate clearly to their intentionally designated audience(s), in their own voice and on topics that matter to them and to their audience(s), and learn to collaborate with others. More specifically, the student will demonstrate that they can do these things while communicating new knowledge and/or practices, including articulating the relevance of that knowledge and/or those practices.

H: Building Bridges to the Future. Build bridges to their post-graduate involvements. Specifically, the student will

- o propose a personally meaning career path and/or plans for community involvement, including relevant readings and/or community or professional involvements that contribute to that

personally defined, meaningful life path where the student may make creative contributions in their area(s) of involvement

- articulate specific plans and options for the next significant steps to take after graduation, in terms of creative community and/or professional involvement

*About the “Proficient” Stage of Expert Knowledge and Skill in the Dreyfus Model:

“As you react emotionally to your decisions at the level of Competence, your positive and negative responses to decisions will reinforce the correct ones and discourage the incorrect ones and you will develop an increasingly intuitive sense of what recipes and maxims to apply to the situation. The defining characteristic of the Proficient is an intuitive sense of what the goal should be given the situation. While the Competent has to create or find rules for what to do in a situation, the Proficient has an intuitive sense of what the goal should be, but not necessarily exactly how to do it.” (From: <https://www.nateliason.com/blog/become-expert-dreyfus>) And: “If events are experienced with involvement as the learner practices her skill, the resulting positive and negative experiences will strengthen successful responses and inhibit unsuccessful ones. The performer’s theory of the skill, as represented by rules and principles, will thus gradually be replaced by situational discriminations accompanied by associated responses. Proficiency seems to develop if, and only if, experience is assimilated in this atheoretical way and intuitive behavior replaces reasoned responses.” (From: <http://www2.psych.utoronto.ca/users/reingold/courses/ai/cache/Socrates.html>)

For more details on program goals, outcomes and measures/indicators, go to:

<https://sites.google.com/wisr.edu/edd693comprehensiveassessment/overview-goals-outcomes>

DIMENSIONS TO BE EVALUATED:

Ratings: 3 = Above Passing; 2 = Good Enough to Pass; 1 = Doesn’t Pass

[see rubrics for description of each rating on each dimension]

Reflective Thinking_____ (rating)

Comments (optional):

Self-Assessment_____

Comments (optional):

Field of Specialization_____

Comments (optional):

Interdisciplinary Area of Degree Program_____
Comments (optional):

Insights and Speculations Regarding the Field of Specialization_____
Comments (optional):

**Insights and Speculations Regarding the Interdisciplinary Area of Degree
Program_____**
Comments (optional):

Depth and Breadth of Perspective_____
Comments (optional):

Attain All Program Learning Outcomes_____
Comments (optional):

Further Comments:

Signature of Chair of Review Board/Committee: