

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Educational Leadership EDD

Goal	Competence In Field Of Educational Leadership 🔑 Students will demonstrate competence in educational leadership
Objective (L)	Development Of Knowledge And Skills In Educational Leadership 🔑 Doctoral students in Educational Leadership will develop the research knowledge and skills to complete research topics, as measured by the comprehensive examinations.
Indicator	Comprehensive Examinations 🔑 Students will successfully complete comprehensive exams at the end of core coursework. Written comprehensive examinations are developed by faculty and are administered in two parts: (a) written exam consisting of application of knowledge in educational leadership, and (b) the completion of research competencies and a reflection of research competency development. Examinations are scored holistically as pass or fail by five to six faculty members. Patterns across students' passing or failing responses are analyzed to indicate strengths and/or areas of need within the doctoral coursework and program.
Criterion	Comprehensive Examinations 🔑 At least 90% of the students will successfully pass both parts of the comprehensive exams on their first attempt.
Finding	Comprehensive Exams 🔑 We met this goal with 95% passing rate on the first attempt. Students in Cohorts 29 and 30 completed comprehensive exams in 2014-2015. Of the 19 students taking comps, all but 1 student successfully passed all parts. All students passed Parts 1 (content question) and Part 3 (research reflection). One student did not submit the research competencies (Part 2) on time, resulting in a 95% pass rate.
Action	Comprehensive Exams 🔑 The key to reaching this goal is clear and ongoing communication with the students about the comprehensive exams and the expectations for completion of research competencies. The communication can be accomplished through program reminder emails and through the EDLD 7088 seminar course that students take three times.

Goal	Quality And Effectiveness 🔑 Students in the Doctoral Program in Educational Leadership will display working knowledge of the literature in the field in papers they are required to produce and submit for journals and professional conferences.
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Objective (L)**Student Scholarship** 🔑

During the doctoral program, all students will develop the research, writing, editing, and presentations skills needed to submit one manuscript for publication and one paper for presentation at a research conference. Both are peer reviewed.

Indicator**Peer Review** 🔑

Students will receive feedback on the disposition of manuscripts and academic presentations from external editors/reviewers.

Criterion**Acceptance Of Publication And Presentation** 🔑

At least 60% of the doctoral students will present a research paper at a professional conference. At least 40% of the doctoral students will have an article accepted for publication.

Finding**Student Scholarship** 🔑

For the 2014-15 year, there were 120 research conf presentations by students. With 91 students, the rate of presentations exceeds the goal of 60% (at 131%).

For student publications, there were 21 for the year, which represents 23% of the students with publications.

Action**Student Scholarship** 🔑

Travel support from the program and college have helped students with research presentations. The dept has also sponsored programs to assist students with conference preparation. Professors have been reminded to assist students in class projects with research presentations. The program should continue these supports.

Regarding publications, we believe that more students are publishing in research journals but the data collection system is not effective. We have analyzed CV from students and faculty, sent out emails, and questionnaires to students, trying to collect their publications. We will continue to search for ways to promote publication and to collect accurate data.

Previous Cycle's "Plan for Continuous Improvement"

1. Comp Exams: We will continue to strive for 100% completion and pass rate on the comprehensive exams. We will continue to communicate with students. We will provide advance notice, firm deadlines, and email notifications in advance to help them be successful.
2. Student Scholarship: We will continue to strive for a high rate of research publications and presentations by our students. We will provide workshops, mentorship, and travel funds so that they can complete this objective. We will work to brainstorm ideas to improve data collection for publications.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

Updates:

1. In the last cycle, we communicated with students, provided advanced notice, firm deadlines, and notifications. All but one met the requirement, so progress was made from the previous year.
2. We provided workshops, mentorship, and travel funds for students to present their research. We will continue to assist students with publications and evaluate our method for data collection of publications.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

1. Comp Exams and Research competencies: We will continue to communicate to students about the expectations and upcoming deadlines for meeting the expectations.
2. Student Scholarship: We will continue to strive for a high rate of research conference presentation by providing travel funds, communication, and mentorship of students. We will look for ways to improve the data collection system for research publications.

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