

Literacy EDD

Professional Competence In Research

Goal Description:

Students will demonstrate professional competence in original research in the area of literacy.

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Comprehensive Publication For Submission

Learning Objective Description:

Students will prepare a journal-ready article to be presented to the graduate faculty within the program area. This article will be evaluated to determine the knowledge of research and competence within the literacy field demonstrated by the students.

RELATED ITEM LEVEL 2

Article For Submission

Indicator Description:

Feedback on a manuscript review form will indicate strengths and weaknesses within the submission and indicate whether the article would be accepted, accepted with revision or rejected. Based on the feedback, the student will be encouraged to revise or revise and resubmit. If the article is accepted by the committee, the student will be supported through the process of submitting the article to an outside journal for review.

Criterion Description:

After all the mentoring regarding producing a publication-ready article, we will claim success if 20% of students have submitted articles for publication.

Findings Description:

20% of doctoral students have submitted articles for publication.

RELATED ITEM LEVEL 3

Article for Submission

Action Description:

After all the mentoring regarding producing a publication-ready articles, 25% of current doctoral students enrolled in coursework (not dissertation hours) have submitted articles for publication.

RELATED ITEM LEVEL 1

Demonstrate Professional Competence In Literacy Research

Learning Objective Description:

Students will demonstrate professional competence in original research in the area of literacy.

RELATED ITEM LEVEL 2

Rubric For Proposal For Dissertation

Indicator Description:

Working as a class and under the direction of the proposal class professor and graduate faculty members within the program area, students will construct a rubric for the evaluation of their dissertation proposal. This rubric will then be used by the students and their committee to evaluate the areas of strength and weaknesses in the proposal. It will also be used to guide the student towards addressing any weaknesses.

Criterion Description:

Initial rubric results will be evaluated to determine areas of weaknesses within proposals that need to be addressed prior to the defense. After the defense, the proposals will be evaluated to indicate increased learning on the part of the student if the areas of weakness are adequately addressed. Our goals will be that 1) 85% of students will initially have minor weaknesses on the proposal before the defense; and 2) 95% of students will have no weaknesses noted on the rubric after the defense.

Findings Description:

The formal rubric was not developed for this reporting period. During the proposal defense, some students had minor weaknesses however, by the final dissertation defense many had little or no weaknesses or revisions to their work.

We have new faculty in the doctoral program and we will address this during the 2016-2017 school year.

Rubric For Proposal For Dissertation

Action Description:

We will develop a formal rubric for dissertation defense proposals to address strengths and weaknesses of the written work in order to strengthen the final dissertation defense.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Doctoral faculty will meet in the fall and spring semesters to address strengths and concerns in our Five Year Self Study report as well as concerns not addressed in this report for 2014-2015.

Update of Progress to the Previous Cycle's PCI:

Doctoral faculty met both fall and spring of 2015 and 2016 to address strengths and concerns from the Five Year Self Study report. We also addressed other concerns not in the report for 2014-2015.

Concerns addressed were the one (1) credit semester hour for dissertation after the nine (9) hour requirement was met. Faculty agreed that the program would eliminate the one (1) hour credit and revert to the standard (3) three hour credit for all dissertation hours.

New Plan for Continuous Improvement

Closing Summary:

Doctoral faculty will mentor students writing for publication in state, national and international journals.

Doctoral faculty and doctoral students will develop a rubric to address strengths and weaknesses in dissertation proposal defenses.