

Literacy EDD - Assessment Plan
Summary

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 Exams

Learning Objective Description:

Objective: Doctoral students in Educational Leadership will develop the knowledge and skills in (a) leadership content and (b) research content to complete research topics, as measured by the comprehensive examinations.

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:

Out of a total of 32 students ,there were five student article submissions. Of these three are published and two are in the editor revise and resubmit stage .Although the criterion was set at a level of 20%, only 16% met the criterion.

RELATED ITEM LEVEL 3

Publication for Submission

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:

At this time the faculty are still revising the rubric that address the areas of weaknesses within the proposals prior to the final dissertation defense. It is anticipated that the faculty will complete the rubric revisions prior to September 15, 2017.

RELATED ITEM LEVEL 3

Rubric for Dissertation Proposal

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI:

Seven doctoral students published articles as a single author or with a faculty mentor in state, national, or international journal. Doctoral faculty and students are in progress of developing a rubric to address strengths and weaknesses in dissertation proposal defenses

Plan for Continuous Improvement

Closing Summary:

The Literacy doctoral faculty have determined some of comprehensive exam questions may need to be revised to reflect questions from some new courses that have been created since the last catalogue update. For the 2017-2018 year, faculty will meet to decide what new questions need to be part of the exam and which questions will be eliminated. We will continue to communicate to students about the expectations and upcoming deadlines for meeting expectations.

Seven of the doctoral students published in academic journals, either as a single author or as first author with a faculty mentor in journals at the state, national, or international level. For the 2071-2018 year, the goal is to have ten or more students publish in academic journals. Our students are presenting at conferences, however, they do not always take the conference presentation to publishing. Faculty mentors will work with students to submit their work for publication.

Doctoral students and faculty are in the process of developing a rubric for dissertation proposals. This is a continuing process and the faculty and students are working diligently to create a rubric to addresses strengths and weaknesses in proposal defenses.