Expected Outcomes: Growth of Program

During 2013, we will aim to maintain the current size of our program with the addition of some new students. We updated our webpage, and responded to numerous phone calls, E-mail inquiries etc. in an effort to keep and increase our enrollment. Some that were interested have also held on campus or phone meetings with us. The aim is allow the number of admitted students to program continue at the current number yet not let the number grow too much larger which would in fact be beyond the means of our faculty to advise and serve committees. Towards this goal we plan to increase GRE score minimums expected in the application process.

Assessment methods

Method: Assessment re: Growth of Program

To determine the effectiveness of our increase in GRE scores, we will need to monitor overtime number of applicants as well as percentage of completion of those accepted. Hopefully with increased GRE scores we will see still a healthy number of applicants but ones who stay in the program and complete.

Findings:

We have seen in October applicants a better pool. A hunch is it is based on the higher GRE that is posted online as well as this coordinator posting in Sharepoint the vote tally in real time, so faculty know confidentially how their votes are taking form.

How did you use findings for improvement?

Further use Sharepoint as a voting mechanism and maintain the higher GRE scores as expectations for applicants in order to make for a more competitive environment.

Additional comments:

None

Expected Outcomes: Enhance Social Community within program

Our target is to increase social belongingness of students within our program. Towards this goal we will plan more social activity to welcome new students and create a community. We did conduct two socials at a nearby establishment in order to help students get acquainted, form friendships and learn about each other’s research and professional goals and interests. We also had faculty visit each other’s classes from time to time and visit each other and students in each other’s offices to make for a more local small-knit community.

Assessment methods

Method: Assessment re: Further develop Social Community

We will assess this goal and our actions to strive for increased social community among faculty and students with the following approaches combined. A--Increased number of students who request their photo be on the EPG billboard. B--Increased attendance at the socials we hold along with increase in requests by students for such socials. C--Increased attendance at program
oriented events such as at dissertation defenses, talks, and participation at conferences with other students, and involvement in research projects with other students and faculty.

Findings:

Overall we have a good climate according to students who we see often talking with each other and collaborating on research or course projects. This coordinator also sees some students helping faculty with classes, observing classes, and positive meetings held with advisors overall.

How did you use findings for improvement?

The intention is to continue sharing emails informing students of dissertations, conferences, and other related events on email and on our billboard.

Additional comments:

None

Expected Outcomes: Create further parameters for GTA instructorships

The number of students per year to rotate in GTA teaching of such courses is considerably limited. The reason for this limitation, which is necessary, is it takes the coordinator extensive time to process and plan with each new GTA the course in order to ensure they have proper understanding of content, grading, service learning, and other important items. Two other faculty also help as well in terms of mentoring typically one GTA per semester on average.

Assessment methods

Method: Assessment re: Create Parameters on GTA instructor

The assessment will be to test and see, with such parameters, if the overall feasibility in managing the GTA instructor rotation becomes more sensible than is currently.

Findings:

So far, the time for certain qualified GTAs is informally extended when need be in case an adjunct cannot be found during any one semester. However, by keeping the same pool of people, this is more feasible that a revolving door of people, some of whom has less than impressive commitment to providing the highest instruction possible to undergraduates.

How did you use findings for improvement?

A fourth faculty member would be helpful as well in mentoring his share of GTAs where possible. We shall also have better distribution of mentoring the GTAs so that for this coordinator (FOUN) the summer time will not be a time for mentoring, only fall and spring during the semester. Any GTA (new) to be hired for summer, would have to be mentored (by this coordinator) either during fall or spring only. If not then, another faculty member would need to fill this role during summer.

Additional comments:

None

Expected Outcomes: Help Students Enhance Candidate Proficiencies

COE Candidate Proficiencies for our students are important indicators that include certain skills, knowledge and dispositions that are needed in the professional environment of education and research.
**Assessment methods**

**Method**: Help Students Enhance CP’s

From the Program Portfolio, compare data on the candidate proficiencies as measured in 2010-2011 with those in 2011-2012.

**Findings**:

The Program Portfolio, in examining the Candidate Proficiency ratings from 2011-2012 all indicated acceptable to high mean ratings for CPS 1—13 (14 and 15 were not addressed for 2010—2011, nor for 2009—2010). For 2011-2012, CPs 1 through 13, we had higher mean ratings on 5 of them (CPs 2, 8, 9, 10, and 11).

**How did you use findings for improvement?**

This year we will concentrate on the 8 items that were less effectively met in comparison to 2010-2011. These are CPs 1, 3-7, 12, and 13 that can be further worked on toward improvement or enhancement.

**Additional comments**: None

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**Expected Outcomes**: Further develop student dissertation preparations

Dissertations are the keystone achievement that defines our doctoral program. Comprehensive exams lay the trail for the dissertation so these too are important.

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**Method**: Assessment re: Dissertation Preparation

We compared 2010-2011 with 2011-2012 data from Program Portfolio on the mean ratings for student dissertations.

**Findings**:

In 2009-2010, 2010-2011 and 2011-2012 we had 5 program completers. In determining level of success of the dissertations in 2010-2011 the n=5 but data we have from 2011-2012 indicates evaluation ratings on only 1 completed dissertation (despite on the data brief it listing “5 program completers”). For the sake of follow-through though, the 1 completer’s ratings (2011-2012) will be used in comparison with mean ratings for the 5 completers’ dissertations in 2010-2011. Mean Ratings on the Intro chapter stayed the same across the two time frames (4) while review of literature dropped from 3.80 (2011-2012) to 3.00 (2011-2012) and Method and Conclusions showed growth from 2010-2011 to 2011-2012 with both moving from 3.80 to 4.00 respectively. To further describe the ratings for the 2011-2012 time frame, these were for 1 student’s dissertation, with a rating of Exemplary for the Intro section, Adequate for review of literature and exemplary for methods and conclusion.

**How did you use findings for improvement?**

At the socials we have discussed, in pleasant terms, the need for students to be reading throughout their coursework in order to lay the seeds for a literature review to search for their own niche that can be the focus of their dissertation. Determining appropriate research questions that are properly written is another outcome of conducting a lengthy and in-depth literature review in order to effectively set the stage for exploring a certain line of inquiry for a dissertation. We also level with students in terms of the time that most often is needed rather
than focus on the shortest time possible one could take, hypothetically, if they worked on the
dissertation on a full time basis.

Additional comments:

Mean ratings for 2011-2012 Graduate Comprehensive Examinations Rubric while still
acceptable, were lower (3.25 for content and application, n = 4) than mean ratings in 2010-2011
(3.86 for Content and Application, n=7). Perhaps a drop is attributed somewhat to an
increased sense of expectations and more rigorous assessment of the exam responses in
consideration of the application and content criteria being judged. More tightly held
expectations when judging work is always a step forward for a program.

Expected Outcomes: Create an Evaluation & Assessment Center

We are conceptualizing an evaluation and assessment research center to bring together various skills of
members from our faculty. Such a center would have evaluation services provided for a fee for school
districts or other organizations. We are currently just in the conceptualizing stages of what would be
needed to launch and maintain such an enterprise in partnership with the university. Location for the
center, funding, staffing, and resources are undefined at this point. Currently there is a statistics lab on
campus that provides some services but their focus is not for educational clients. So, our evaluation center
can focus on educational type programs, school effectiveness, and other educational programming.

Assessment methods

Method: Assessment re: Create an Evaluation Center

For this outcome we will use incremental steps as indicators toward the overall goal. Rome was
not built in a day. Indicators such as meetings with stakeholders, higher admin, and potential
clients will serve as one proving ground. The next set of hoops will be if and when we receive any
commitment of monies and/or allocations of workload toward work on the center. These will be
needed to go forward.

Findings:

We have so far announced it informally to some higher admin and the response has been
positive, though informal.

How did you use findings for improvement?

At upcoming meetings we will be inviting more ideas to come forth about the center. We will
also likely be making formal presentations for the stakeholders who will then direct us
hopefully to the next steps.

Additional comments:

None