For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Elementary and Secondary Doctor of Philosophy (Ph.D)

Doctor of Philosophy (PhD) Rubrics: A set of rubrics for course papers/products was developed with target courses at the beginning, middle, and end of the PhD program identified. Additional rubrics were developed for the dissertation prospectus and proposal stage and for the dissertation defense stage. The course rubrics were used in summer 2013 and revised for fall 2013, and continued in use in spring 2014 and summer 2014. The rubrics at the three checkpoints are staged so that each set has progressively higher expectations and greater sophistication from the early to middle to final checkpoints. The rubrics are stored in a departmental program database and a sample course paper or product for each checkpoint also is stored for faculty review and comparison. We have seen students’ demonstrating growth over the checkpoints in research problem identification, research method, data interpretation and in sophistication of the writing process.

Introductory Seminar: In order to introduce our new doctoral students to doctoral level work, an existing introductory seminar was revised in 2013-2014. The purpose of the seminar is to 1) introduce new doctoral student to each other, 2) introduce new doctoral students to departmental faculty, 3) introduce students to the depth of available information on the Graduate School's website, 4) enable student to talk with sets of doctoral students at different stages of the program from identifying coursework matching one's interests and needs to identifying a research problem, to defending the dissertation, and 5) to explore the research foci of departmental faculty. Based on student feedback from previous offerings of the seminar, the course was redesigned, more depth was added to resources, and sessions were realigned.

The PhD is a research degree and is offered with a Music Education emphasis. In response to student opinions and faculty assessment of student needs, we have redesigned the PhD degree and made that degree the primary emphasis of the Music Education Doctoral program. We will graduate the first students from the redesigned PhD degree during the 2014-15 academic year.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Research Methods and Theory

Students will demonstrate appropriate scholarly writing related to research methodologies as well as knowledge of theories and practices in education.

Related Measures

M 1: Individual Course Papers
Doct oral students choose four of the following core seminars and write one final paper for each class that demonstrates their developing expertise in scholarly writing, research methodology, and theory. CIE 6-5- Teaching Practices Across the World CIE 64- Seminar in Teacher Education Programs CIE 645- Professional Continuum: Teaching and Learning Communities CIE 650- Social and Psychological Factors in Curriculum and Teaching CIE 660- Cognitive Perspectives CIE 670- Critical Inquiry into Curriculum and Pedagogy CEE 690/CSE 690- Special Topics (New Literacies; Language, Social Class, and Pedagogy; Discourse, Teaching, and Learning)

Source of Evidence: Written assignment(s), usually scored by a rubric
Source of Evidence: Academic direct measure of learning - other

Target:
25% Outstanding; 50% Very Good or Acceptable; 25% Unacceptable on the Ph.D. Core Course Paper Rubric (Please see Document Management for Rubric)

Finding (2013-2014) - Target: Met
100% of the doctoral students scored a 4 on the Research Methodology Theory portion of the Ph.D. Core Course Paper Rubric. *See 2013 SACS_NCATE_DOC_PROGRAMS database in Document Management.

M 2: Comprehensive Exam
Doct oral students take a comprehensive exam after they've finished their coursework and before the advance to candidacy. This comprehensive exam is an assessment of their facility with scholarly writing, research methods, and theory.

Source of Evidence: Academic direct measure of learning - other

Target:
25% Outstanding; 50% Very Good or Acceptable; 25% Unacceptable on Ph.D. Comprehensive Exam Rubric (Please see Document Management for Rubric)
SLO 2: Original Research
Student will design, conduct, and present original scholarly research within their selected area of study that meets the professional standards of the field.

Related Measures

M 3: Dissertation Prospectus/Proposal
Once doctoral students pass their comprehensive exam, they advance to candidacy and begin writing their dissertation prospectus/proposal. At this stage in the process, we expect to see evidence that the student can plan and design an empirical study the investigates a significant research question. Key areas to be addressed in this phase are the introduction, literature review (field content), and methodology chapters (which will be later revised in the dissertation). Source of Evidence: Written assignment(s), usually scored by a rubric

Source of Evidence: Academic direct measure of learning - other

Target:
25% Outstanding; 50% Very Good or Acceptable; 25% Unacceptable on Ph.D. Dissertation Prospectus/Proposal Rubric (Please see Document Management for Rubric)

M 4: Dissertation Oral Defense
Graduates shall demonstrate independent, original research by presenting and successfully defending a dissertation.

Source of Evidence: Academic direct measure of learning - other

Target:
25% Outstanding; 50% Very Good or Acceptable; 25% Unacceptable on Ph.D. Dissertation and Defense Rubric (Please see Document Management for Rubric)

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 3: Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 5: SOIs
Student evaluation of doctoral course professors

Source of Evidence: Student course evaluations on learning gains made

Target:
Mean scores on all items in the SOI will be = or >3/5. Scores on rigor and timeliness of feedback will be particularly scrutinized this year.

M 6: Proposal Submission and Presentation
Graduate faculty and doctoral students will submit original research presentation proposals and present papers at regional, national, and international conferences.

Source of Evidence: Presentation, either individual or group

Target:
Graduate faculty: Submit at least one conference proposal per year/present at at least one conference per year. Graduate students: 50% of current doctoral students will submit at least one conference proposal per year/present at at least one conference per year.

OthOtcn 4: Enrollments and Completions
This program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 7: Enrollment and Completion Data
Data from OIRA and department about doctoral enrollments, progress toward candidacy, and completions.

Source of Evidence: Existing data

Target:
We will be looking at trends over the past 3 years and developing a target for next year.

M 8: Comp Exam and Entry Data Analyses
The comprehensive exam is a make-it-or-break-it time for doctoral students. By critically assessing performance on comps each year and comparing it to admission criteria on the GRE, we hope to better ascertain if we need to alter admission credentials for the department.

Source of Evidence: Academic direct measure of learning - other

Target:
100% Pass Rate on the GRE

OthOtcn 5: Highly Valued
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 9: Exit Surveys
All graduates will be asked to complete a survey about their program.
Source of Evidence: Academic direct measure of learning - other

**Target:**
Mean of 5/7 on survey items related to how highly the students value their program.

**M 10: Graduate and Professional Positions**
The placement of our doctoral graduates in higher education/other applicable positions will be evidence of the way
the program is valued other institutions.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of our graduates will be fully employed in professional positions utilizing their degree within one year of
graduating. This may mean a faculty position in higher ed, an administrative position within a school system, a
consultancy, and so forth.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### Measure 3 Action Plan
We have created new rubrics to assess these measures. After a year of instituting these rubrics, we will have grade
norming sessions to determine if the rubrics are viable and the determine necessary changes.

**Established in Cycle:** 2013-2014
**Implementation Status:** Planned
**Priority:** High
**Projected Completion Date:** 10/2014

### Measure 7 Action Plan
Presently, we are gathering baseline data on this measure. However, we have recognized the need for the department
to develop better data tracking systems in order to avoid data duplication and omission. After a year, we will assess if
these new tracking systems are functioning in the ways we intended and make the necessary changes if changes are
warranted.

**Established in Cycle:** 2013-2014
**Implementation Status:** Planned
**Priority:** High
**Projected Completion Date:** 10/2014

### Measure 8 Action Plan
We will look at correlations between the program's graduate entrance exam scores and the comprehensive exam
rubric scores to set future admissions criteria and to identify program areas for improvement. Further, by taking these
steps as a program, we will be able to identify students who may potentially struggle in the successful completion of
the Comprehensive Exam.

**Established in Cycle:** 2013-2014
**Implementation Status:** Planned
**Priority:** High
**Projected Completion Date:** 10/2014

### Measure 9 Action Plan
Exit surveys have been created using the online software program, Qualtrics. These surveys will be sent electronically
to graduates in November of each calendar year. The surveys will be used to determine students' satisfaction and how
highly they value the program. The link to the survey will be provided to the students with a short email requesting
their participation.

**Established in Cycle:** 2013-2014
**Implementation Status:** Planned
**Priority:** High