University of Alabama

Detailed Assessment Report
2013-2014 Instructional Leadership Ph.D (Social & Cultural Studies)
As of: 8/18/2014 03:26 PM CENTRAL

Mission / Purpose

The mission of the Department of Educational Leadership, Policy and Technology Studies is to prepare ethical and reflective practitioners, researchers, and scholars for work in K-12, higher education, and other educational settings. Through teaching and outreach the Department strives to promote the values, knowledge, and skills needed to improve education in the state and across the region; and through the scholarly activities of its faculty and students, contribute to national research. Leadership, in all areas, requires an understanding of curricular, instructional, supervisory, and administrative processes—as well as an awareness of the ever-changing social, philosophical, historical, political, cultural, legal, moral, and economic contexts of education. Programs offered through the Department meet this challenge by focusing on knowledge construction, learning, and pedagogy, and the development of professional practice that respects diversity, honors difference, and promotes social justice. The Department also maintains an on-going, open dialogue about school improvement through its association with various federal, state, and local educational agencies and professional organizations.

Goals

G 1: Student presentations and publication submissions
Increase number of student presentations at regional and national conferences; increase number of student submissions to publications.

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

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students acquire knowledge of key theoretical positions within the field

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 1: Final Paper in AEL 681
Argumentation of the Final Paper in AEL 681, as assessed by the program rubric.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
80% or more of students will score 4 or higher

M 2: Final Project for AEL 667
Understanding of the research literature in the Final Project for AEL 667, as assessed by the program rubric.
Source of Evidence: Project, either individual or group
Target:
80% or more of students will score 4 or higher

SLO 2: Skills/Abilities
(Skills/Abilities) Students acquire the skills to articulate and defend a conceptual framework within the context of a scholarly research.

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 3: Scholarly Paper
Scholarly papers at an academic conference and publication of research-based articles
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
20% of students who have passed comprehensive examinations

M 4: Dissertation Proposal
Ability to articulate and defend a conceptual framework at the Dissertation Proposal as assessed by the program rubric
Source of Evidence: Senior thesis or culminating major project
Target:
80% or more of students will score 4 or higher

SLO 3: Students are able to understand and critically assess research methods employed in scholarly literature
Students are able to understand and critically assess research methods employed in scholarly literature

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures
M 5: Ethnographic Study
Ability to critically assess a book length Ethnographic Study, as assessed by the program rubric.
Source of Evidence: Academic direct measure of learning - other
Target:
80% or more of students will score 4 or higher

M 6: Comprehensive Examinations
All categories (Knowledge, Language, Reasoning, and Organization) on their Comprehensive Examinations, assessed by the program rubric.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
80% or more of students will score 4 or higher

SLO 4: An Improvement Outcome Derived From their 2010-11 Assessment Findings
(An Improvement Outcome Derived From their 2010-11 Assessment Findings) Students have the ability to design and conduct a research study.

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 7: Grounded Theory Pilot Study
Ability to design and conduct a Grounded Theory Pilot Study, as assessed by the program rubric
Source of Evidence: Academic direct measure of learning - other
Target:
80% or more of students will score 4 or higher

M 8: Dissertation Defense
All categories in the Dissertation Defense, as assessed by the program rubric.
Source of Evidence: Academic direct measure of learning - other
Target:
80% or more of students will score 4 or higher

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Research Seminar
Established in Cycle: 2011-2012
The Graduate School has approved an Alternative Doctoral Residency requirement that (starting in coming academic year) includes ...

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

OthOtcm 5: Recognized quality
The program will improve and sustain a high level of recognized quality

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 9: Present academic papers
Presenting academic papers at scholarly conferences.
Source of Evidence: Academic indirect indicator of learning - other
Target:
20% of PhD students who have passed comprehensive examinations

M 10: Student satisfaction survey
Annual survey of students with an online instrument.
Source of Evidence: Student satisfaction survey at end of the program
Target:
PhD students will be broadly satisfied with all aspects of the program.
Finding (2013-2014) - Target: Not Reported This Cycle
We are awaiting the results of a current student survey to be administered in December 2013.

Related Action Plans (by Established cycle, then alpha):
Student survey
Established in Cycle: 2013-2014
The College of Education will survey its current students in December 2013.
For full information, see the Details of Action Plans section of this report.

OthOtcm 6: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Connected Document
PhD Instructional Leadership Curriculum Map I
**Related Measures**

**M 11: Complete the program**
Time to completion.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
75% of graduating students should complete the program in under 6 years

**Finding (2013-2014) - Target: Not Reported This Cycle**

TBA

**M 12: Rate of attrition**
The rate of attrition.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The rate of attrition will be less than 35%

**Finding (2013-2014) - Target: Not Reported This Cycle**

TBD

**OthOtcm 7: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Document**
PhD Instructional Leadership Curriculum Map

**Related Measures**

**M 13: Exit interview**
The exit interview.

Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of responses will be positive across the various survey items.

**Finding (2013-2014) - Target: Not Reported This Cycle**

We are awaiting the results of an alumni and alumnae survey to be administered in December 2013.

**Related Action Plans (by Established cycle, then alpha):**

**Survey of graduates**
*Established in Cycle: 2013-2014*
Results of an alumni and alumnae survey to be administered in December 2013 will guide the development of questions for exit i...

For full information, see the *Details of Action Plans* section of this report.

**M 14: Survey of former graduates**
Survey of former graduates.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
80% of responses will be positive across the various survey items

**Finding (2013-2014) - Target: Not Reported This Cycle**

We are awaiting the results of an alumni and alumnae survey to be administered in December 2013.

**Related Action Plans (by Established cycle, then alpha):**

**Graduates Survey**
*Established in Cycle: 2013-2014*
The College of Education will survey its graduates in December 2013.

For full information, see the *Details of Action Plans* section of this report.

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

**BEF 698**
The Graduate School has approved an Alternative Doctoral Residency requirement that (starting in coming academic year) includes three or more one hour courses on the work of leading theories within the field. It is hoped that this will help strengthen the students' ability to articulate a conceptual framework within their research study. Faculty will take turns leading a doctoral seminar on the work of significant theorists in the field of Social and Cultural Studies

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**Established in Cycle: 2011-2012**
**Implementation Status: Planned**
**Priority: High**
**Responsible Person/Group: Stephen Tomlinson**

**Research Seminar**
The Graduate School has approved an Alternative Doctoral Residency requirement that (starting in coming academic year) includes three or more one hour courses on the work of leading theories within the field. It is hoped that this will help strengthen the students' ability to articulate a conceptual framework within their research study.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Dissertation Defense | Outcome/Objective: An Improvement Outcome Derived From their 2010-11 Assessment Findings

Implementation Description: Faculty will take turns leading a doctoral seminar on the work of significant theorists in the field of Social and Cultural Studies.
Responsible Person/Group: Program Coordinator and associated faculty
Additional Resources: None

Graduates survey
The College of Education will survey its graduates in December 2013.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Online survey administered by outside agency.
Responsible Person/Group: College of Education Dean's Office.
Additional Resources: None

Graduates Survey
The College of Education will survey its graduates in December 2013.

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

Relationships (Measure | Outcome/Objective):
  Measure: Survey of former graduates | Outcome/Objective: Program Value

Implementation Description: Online survey administered by outside agency.
Responsible Person/Group: College of Education Dean's Office.
Additional Resources: None

Student survey
The College of Education will survey its current students in December 2013.

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

Relationships (Measure | Outcome/Objective):
  Measure: Student satisfaction survey | Outcome/Objective: Recognized quality

Implementation Description: Online survey administered by outside agency.
Responsible Person/Group: College of Education Dean's Office.
Additional Resources: None

Survey of graduates
Results of an alumni and alumnae survey to be administered in December 2013 will guide the development of questions for exit interviews.

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

Relationships (Measure | Outcome/Objective):
  Measure: Exit interview | Outcome/Objective: Program Value

Implementation Description: Development of questions to be administered through Skype or a similar tool.
Projected Completion Date: 02/2014
Responsible Person/Group: Department head.
Additional Resources: None
Mission / Purpose

The mission of the Department of Educational Leadership, Policy and Technology Studies is to prepare ethical and reflective practitioners, researchers, and scholars for work in K-12, higher education, and other educational settings. Through teaching and outreach the Department strives to promote the values, knowledge, and skills needed to improve education in the state and across the region; and through the scholarly activities of its faculty and students, contribute to national research. Leadership, in all areas, requires an understanding of curricular, instructional, supervisory, and administrative processes—as well as an awareness of the ever-changing social, philosophical, historical, political, cultural, legal, moral, and economic contexts of education. Programs offered through the Department meet this challenge by focusing on knowledge construction, learning, and pedagogy, and the development of professional practice that respects diversity, honors difference, and promotes social justice. The Department also maintains an on-going, open dialogue about school improvement through its association with various federal, state, and local educational agencies and professional organizations.

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

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students acquire knowledge of key theoretical positions within the field

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 1: Final Paper in AEL 681
Argumentation of the Final Paper in AEL 681, as assessed by the program rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% or more of students will score 4 or higher

Finding (2012-2013) - Target: Met
The six students who completed this assignment all scored well above 4.0 on the program rubric categories.

M 2: Final Project for AEL 667
Understanding of the research literature in the Final Project for AEL 667, as assessed by the program rubric.

Source of Evidence: Project, either individual or group

Target:
80% or more of students will score 4 or higher

Finding (2012-2013) - Target: Met
The following data were recorded for 6 program students who completed this assignment. Organization 4.5 Knowledge of Literature 4.5 Argument 4.6 Scholarly Writing 4.4.

SLO 2: Skills/Abilities
(Skills/Abilities) Students acquire the skills to articulate and defend a conceptual framework within the context of a scholarly research.

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 3: Scholarly Paper
Scholarly papers at an academic conference and publication of research-based articles

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
20% of students who have passed comprehensive examinations

Finding (2012-2013) - Target: Met
Of the twelve students who presented at conferences, 8 of them have passed the comps, well over the 20% goal.

M 4: Dissertation Proposal
Ability to articulate and defend a conceptual framework at the Dissertation Proposal as assessed by the program rubric

Source of Evidence: Senior thesis or culminating major project

Target:
80% or more of students will score 4 or higher

Finding (2012-2013) - Target: Met
Four students successfully presented their dissertation proposals in 2012-2013. Their Average scores on the four categories evaluated in the rubric were all over 4.0. The program's students continue to demonstrate strong performance.
SLO 3: Students are able to understand and critically assess research methods employed in scholarly literature
Connected Document
PhD Instructional Leadership Curriculum Map I
Related Measures

M 5: Ethnographic Study
Ability to critically assess a book length Ethnographic Study, as assessed by the program rubric.
Source of Evidence: Academic direct measure of learning - other
Target: 80% or more of students will score 4 or higher
Finding (2012-2013) - Target: Met
The students who completed this course in 2012-2013 all earned scores at 4.0 or above on the ethnography project. This matches the record of the two previous years. Students are able to utilize and critically assess the research methods employed in scholarly literature.

M 6: Comprehensive Examinations
All categories (Knowledge, Language, Reasoning, and Organization) on their Comprehensive Examinations, assessed by the program rubric.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 80% or more of students will score 4 or higher
Finding (2012-2013) - Target: Met
Two students passed their comprehensive examinations in 2012-2013. Their average scores were: Knowledge of literature 4.4 Organization 4.30 Valid argumentation 3.80 Scholarly writing 4.15. Students are able to utilize and critically assess the research methods employed in scholarly literature.

SLO 4: An Improvement Outcome Derived From their 2010-11 Assessment Findings
(An Improvement Outcome Derived From their 2010-11 Assessment Findings) Students have the ability to design and conduct a research study.
Connected Document
PhD Instructional Leadership Curriculum Map I
Related Measures

M 7: Grounded Theory Pilot Study
Ability to design and conduct a Grounded Theory Pilot Study, as assessed by the program rubric
Source of Evidence: Academic direct measure of learning - other
Target: 80% or more of students will score 4 or higher
Finding (2012-2013) - Target: Met
The students completing this course in 2012-2013 all scored 4 or higher on the Grounded Theory Pilot Study.

M 8: Dissertation Defense
All categories in the Dissertation Defense, as assessed by the program rubric.
Source of Evidence: Academic direct measure of learning - other
Target: 80% or more of students will score 4 or higher
Finding (2012-2013) - Target: Met
Three students defended their dissertations, and all scored at least 4 or higher on the program rubric, although the faculty continues to be concerned about the students’ ability to identify theoretical frameworks and continues to offer a one-credit, required course on a specific theorist (such as Foucault, Fall 2012) each semester.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Research Seminar
Established in Cycle: 2011-2012
The Graduate School has approved an Alternative Doctoral Residency requirement that (starting in coming academic year) includes ...
Finding (2012-2013) - Target: Met
Twelve students presented papers at conferences, and four of them presented at two conferences. That represents 30 percent of the students who passed comps.

M 10: Student satisfaction survey
Discussion with students at the annual orientation.

Target: PhD students will be broadly satisfied with all asks of the program.

Finding (2012-2013) - Target: Met
Interviews with students at the annual welcome-back and orientation session indicate a very high level of satisfaction with the program.

OthOtcm 6: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Connected Document PhD Instructional Leadership Curriculum Map I

Related Measures

M 11: Complete the program
Time to completion.

Source of Evidence: Academic indirect indicator of learning - other

Target: 75% of graduating students should complete the program in under 6 years

Finding (2012-2013) - Target: Met
The average time to completion of degree was 5.7 years for 3 students. The challenges of balancing a career with full time study, and often family issues are key characteristics of the program and Department students.

M 12: Rate of attrition
The rate of attrition.

Source of Evidence: Academic indirect indicator of learning - other

Target: The rate of attrition will be less than 35%

Finding (2012-2013) - Target: Met
No students enrolled since 2007-2008 have exited the program.

OthOtcm 7: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document PhD Instructional Leadership Curriculum Map I

Related Measures

M 13: Exit interview
The exit interview.

Source of Evidence: Exit interviews with grads/program completers

Target: 80% of responses will be positive across the various survey items.

Finding (2012-2013) - Target: Met
Interviews with three students about to graduate indicate that they were highly satisfied with advising, course content, and faculty-student interaction.

M 14: Survey of former graduates
Survey of former graduates.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target: 80% of responses will be positive across the various survey items

Finding (2012-2013) - Target: Not Met
We are awaiting the results of an alumni and alumnae survey to be administered in December 2013.

Related Action Plans (by Established cycle, then alpha):

Graduates survey
Established in Cycle: 2012-2013
The College of Education will survey its graduates in December 2013.

For full information, see the Details of Action Plans section of this report.

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

BEF 698
The Graduate School has approved an Alternative Doctoral Residency requirement that (starting in coming academic year) includes three or more one hour courses on the work of leading theories within the field. It is hoped that this will help strengthen the students' ability to articulate a conceptual framework within their research study. Faculty will take turns leading a doctoral seminar on the work of significant theorists in the field of Social and Cultural Studies.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: Stephen Tomlinson

Research Seminar
The Graduate School has approved an Alternative Doctoral Residency requirement that (starting in coming academic year) includes three or more one hour courses on the work of leading theories within the field.

It is hoped that this will help strengthen the students’ ability to articulate a conceptual framework within their research study.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):

  Measure: Dissertation Defense | Outcome/Objective: An Improvement Outcome Derived From their 2010-11 Assessment Findings

Implementation Description: Faculty will take turns leading a doctoral seminar on the work of significant theorists in the field of Social and Cultural Studies.
Responsible Person/Group: Program Coordinator and associated faculty
Additional Resources: None

Graduates survey
The College of Education will survey its graduates in December 2013.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

  Measure: Survey of former graduates | Outcome/Objective: Program Value

Implementation Description: Online survey administered by outside agency.
Responsible Person/Group: College of Education Dean's Office.
Additional Resources: None
Mission / Purpose

The mission of the Department of Educational Leadership, Policy and Technology Studies is to prepare ethical and reflective practitioners, researchers, and scholars for work in K-12, higher education, and other educational settings. Through teaching and outreach the Department strives to promote the values, knowledge, and skills needed to improve education in the state and across the region; and through the scholarly activities of its faculty and students, contribute to national research. Leadership, in all areas, requires an understanding of curricular, instructional, supervisory, and administrative processes—as well as an awareness of the ever-changing social, philosophical, historical, political, cultural, legal, moral, and economic contexts of education. Programs offered through the Department meet this challenge by focusing on knowledge construction, learning, and pedagogy, and the development of professional practice that respects diversity, honors difference, and promotes social justice. The Department also maintains an ongoing, open dialogue about school improvement through its association with various federal, state, and local educational agencies and professional organizations.

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

SLO 1: Discipline Knowledge
( Discipline Knowledge) Students acquire knowledge of key theoretical positions within the field

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 1: Final Paper in AEL 681
Argumentation of the Final Paper in AEL 681, as assessed by the program rubric.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 80% or more of students will score 4 or higher

Finding (2011-2012) - Target: Met
The following data was recorded for 7 SCS students who completed this assignment.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Knowledge of Literature</th>
<th>Argument</th>
<th>Scholarly Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8</td>
<td>5</td>
<td>4.7</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Social Cultural Studies students demonstrated strong command of disciplinary methods on this assignment; no action is envisioned at this time.

M 2: Final Project for AEL 667
Understanding of the research literature in the Final Project for AEL 667, as assessed by the program rubric.
Source of Evidence: Project, either individual or group

Target: 80% or more of students will score 4 or higher

Finding (2011-2012) - Target: Met
The following data was recorded for 7 SCS students who completed this assignment.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Knowledge of Literature</th>
<th>Argument</th>
<th>Scholarly Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6</td>
<td>4.6</td>
<td>4.5</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Social Cultural Studies students demonstrated strong command of disciplinary methods on this assignments.

SLO 2: Skills/Abilities
( Skills/Abilities) Students acquire the skills to articulate and defend a conceptual framework within the context of a scholarly research.

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 3: Scholarly Paper
Scholarly papers at an academic conference and publication of research-based articles
Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 20% of students who have passed comprehensive examinations
M 4: Dissertation Proposal
Ability to articulate and defend a conceptual framework at the Dissertation Proposal as assessed by the program rubric

Source of Evidence: Senior thesis or culminating major project

Target: 80% or more of students will score 4 or higher

Finding (2011-2012) - Target: Met
3 candidates defended their dissertation proposals in 2011-2012. Average scores on the four categories evaluated in the 5 point department rubric were as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of literature</td>
<td>4</td>
<td>3.43</td>
</tr>
<tr>
<td>Intelligent organization</td>
<td>4.3</td>
<td>2.91</td>
</tr>
<tr>
<td>Valid argumentation</td>
<td>4</td>
<td>3.19</td>
</tr>
<tr>
<td>Scholarly writing</td>
<td>4.3</td>
<td>3.21</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.15</strong></td>
<td><strong>3.18</strong></td>
</tr>
</tbody>
</table>

Overall, the measure was and this year’s students demonstrated superior performance on component skills to their predecessors.

SLO 3: Students are able to understand and critically assess research methods employed in scholarly literature

Students are able to understand and critically assess research methods employed in scholarly literature

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 5: Ethnographic Study
Ability to critically assess a book length Ethnographic Study, as assessed by the program rubric.

Source of Evidence: Academic direct measure of learning - other

Target: 80% or more of students will score 4 or higher

Finding (2011-2012) - Target: Met
Five students in the program completed this course in 2011-2012. They all earned perfect scores on the ethnography project. This meets the program goal and matches the record of the previous year.

The current record of successful work on this outcome indicates confidence that students are able to utilize and critically assess the research methods employed in scholarly literature.

M 6: Comprehensive Examinations
All categories (Knowledge, Language, Reasoning, and Organization) on their Comprehensive Examinations, assessed by the program rubric.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 80% or more of students will score 4 or higher

Finding (2011-2012) - Target: Met
One student successfully completed comprehensive examinations in Spring 2011. His grades were as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of literature</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Intelligent organization</td>
<td>4.25</td>
<td>2.91</td>
</tr>
<tr>
<td>Valid argumentation</td>
<td>3.81</td>
<td>3.2</td>
</tr>
<tr>
<td>Scholarly writing</td>
<td>4.11</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.04</strong></td>
<td><strong>3.2</strong></td>
</tr>
</tbody>
</table>

Little can be determined from the data given just one student was involved. However, faculty were pleased with the strong performance of the candidate. This was an improvement over the previous year. While faculty plan to carefully watch the progress of students on this outcome, the current record of successful work on this outcome indicates confidence that students are able to utilize and critically assess the research methods employed in scholarly literature.

SLO 4: An Improvement Outcome Derived From their 2010-11 Assessment Findings
(An Improvement Outcome Derived From their 2010-11 Assessment Findings) Students have the ability to design and conduct a research study.

Connected Document
PhD Instructional Leadership Curriculum Map I
Related Measures

M 7: Grounded Theory Pilot Study
Ability to design and conduct a Grounded Theory Pilot Study, as assessed by the program rubric

Source of Evidence: Academic direct measure of learning - other

Target:
80% or more of students will score 4 or higher

Finding (2011-2012) - Target: Met
Five students in the program completed this course in 2011-2012. They all earned perfect scores on the Grounded Theory Pilot Study.

M 8: Dissertation Defense
All categories in the Dissertation Defense, as assessed by the program rubric.

Source of Evidence: Academic direct measure of learning - other

Target:
80% or more of students will score 4 or higher

Finding (2011-2012) - Target: Partially Met
Two students successfully completed their dissertation defenses during the academic year. Their average scores were as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of literature</td>
<td>3.5</td>
</tr>
<tr>
<td>Intelligent organization</td>
<td>3.5</td>
</tr>
<tr>
<td>Valid argumentation</td>
<td>3</td>
</tr>
<tr>
<td>Scholarly writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Limited data again makes generalizations problematic, but faculty did note the problem doctoral students had formulating a conceptual framework to guide their research study. The ability to design and conduct a research study is learned across the range of courses and extra-curricular experiences that comprise graduate study. Overall, faculty are happy with the progress of students but believe the establishment of a research seminar will contribute to the future success of our candidates.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Research Seminar
Established in Cycle: 2011-2012
The Graduate School has approved an Alternative Doctoral Residency requirement that (starting in coming academic year) includes ...

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

OthOtcn 5: Recognized quality
The program will improve and sustain a high level of recognized quality

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 9: Present academic papers
Presenting academic papers at scholarly conferences.

Source of Evidence: Academic indirect indicator of learning - other

Target:
20% of PhD students who have passed comprehensive examinations

M 10: Student satisfaction survey
Discussion with students at the annual orientation.

Source of Evidence: Student satisfaction survey at end of the program

Target:
PhD students will be broadly satisfied with all aspects of the program.

Finding (2011-2012) - Target: Met
Student feedback at the annual orientation was very positive about all aspects of the program. Students are happy with the academic curriculum and value the sense of community they share. Help was requested to support student writing groups to prepare papers for academic conferences. Faculty are participating in these sessions.

OthOtcn 6: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Connected Document
PhD Instructional Leadership Curriculum Map I

Related Measures

M 11: Complete the program
**Time to completion.**

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
75% of graduating students should complete the program in under 6 years

**Finding (2011-2012) - Target: Partially Met**
Analysis of graduating class demonstrates an average time to completion of degree as 5.45 years for 2 students.
One took longer than 6 years.

Faculty are concerned across the department with the time many students take to graduation. Oftentimes this results from the challenges of balancing a career with full time study, oftentimes family and health issues come into play, especially for older students. Even so faculty are committed to monitoring progress and improving on the amount of time students take to finish their degree. The rate of attrition is a related concern, but here the numbers seem strong compared with national averages. As a result, faculty will develop a multi-year action plan to monitor and promote student engagement in the program.

**Related Action Plans (by Established cycle, then alpha):**

- **Time to Completion**
  *Established in Cycle: 2011-2012*
  Faculty will meet at the fall semester retreat in order to develop an action plan that address the problem of improving the time...

  For full information, see the *Details of Action Plans* section of this report.

**M 12: Rate of attrition**
The rate of attrition.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The rate of attrition will be less than 35%

**Finding (2011-2012) - Target: Met**
Review of students enrolled in the 2006-2007 academic year reveals that none have dropped out of the program.

**OtOtcm 7: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Document**
PhD Instructional Leadership Curriculum Map I

**Related Measures**

- **M 13: Exit interview**
The exit interview.

Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of responses will be positive across the various survey items.

**Finding (2011-2012) - Target: Met**
Two graduates of the program in 2011-2012 responded to the seven item survey; their responses were positive on every question. Most responses were strongly positive.

- **M 14: Survey of former graduates**
Survey of former graduates.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
80% of responses will be positive across the various survey items

**Finding (2011-2012) - Target: Not Reported This Cycle**
This will be conducted at the beginning of the fall semester

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

**Research Seminar**
The Graduate School has approved an Alternative Doctoral Residency requirement that (starting in coming academic year) includes three or more one hour courses on the work of leading theories within the field.

It is hoped that this will help strengthen the students’ ability to articulate a conceptual framework within their research study.

*Established in Cycle: 2011-2012*
*Implementation Status: In-Progress*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**
- **Measure: Dissertation Defense | Outcome/Objective:** An Improvement Outcome Derived From their 2010-11 Assessment Findings

**Implementation Description:** Faculty will take turns leading a doctoral seminar on the work of significant theorists in the field of Social and Cultural Studies.

**Responsible Person/Group:** Program Coordinator and associated faculty
Time to Completion

Faculty will meet at the fall semester retreat in order to develop an action plan that address the problem of improving the time taken to complete the doctoral degree.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Complete the program | Outcome/Objective: Optimal level
### Curriculum Map I (Student Learning Outcomes)

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<tr>
<th></th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
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<td>Ability to articulate and defend a conceptual framework within the context of a scholarly research.</td>
<td>Understand and critically assess research methods employed in scholarly literature.</td>
<td>Ability to design and conduct a research study.</td>
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## Curriculum Map II (Assessment Measures)

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<td>Knowledge of key theoretical positions within the field of social foundations.</td>
<td>Ability to articulate and defend a conceptual framework within the context of a scholarly research.</td>
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