

**Annual Key Assessment Findings and Curricular Improvements
Department of Education, School of Arts & Sciences**

**Master's Programs in Secondary Education and Special Education
Doctoral Programs in Catholic Educational Leadership and Educational Psychology
AY 2009-2010**

Key Assessment Findings

Comprehensive Examination Results

	Fail		Pass		TOTAL
	#	%	#	%	
Master's program	1	7.69%	12	92.30%	13
Doctoral program	0	0.00%	9	100.00%	9

In AY 2009-2010, 12 master's students and 9 doctoral students successfully passed their comprehensive exams.

Key Assessment Rubrics

M.A. in Secondary Education and Special Education

One key assessment in the graduate program in Secondary Education and Special Education is the capstone student teaching experience, which all students successfully completed in the 2009-2010 AY. The comprehensive exam is the Action Research Paper (ARP), which prompts students to conduct research in the classroom setting. The ARP is scored on a 3-point rubric based on nine competencies, including Educational Philosophy, Understanding of a Dilemma, Identification of Causes, Pre/Post Data Collection, Proposed Solutions, Research-based Intervention, Reflection on Educational Impact, Use of Research Literature, and Professional Presentation. All candidates met or exceeded expectations on each of the nine competencies with the exception of one candidate who needed additional guidance in order to improve his/her professional presentation score. After guidance, the candidate resubmitted the paper and improved the professional presentation to an acceptable level.

Ph.D in Catholic Educational Leadership and Policy Studies

Students no longer enrolled in classes				
Cohort	Withdrew	Graduated with AGC	Admitted to Candidacy	Successfully Submitted Dissertation Proposal
2003 (n=6)	1 17%	0 0%	5 83%	1 17%
2004 (n=4)	0 0%	1 25%	3 75%	1 25%
2005 (n=1)	0 0%	0 0%	1 100%	0 0%
2006 (n=4)	0 0%	0 0%	4 100%	0 0%
2007 (n=2)	0 0%	0 0%	2 100%	0 0%
Total (n=17)	1 6%	1 6%	15 88%	2 12%

Students enrolled in classes					
	Cohort	Above Average (8-10)	Satisfactory (4-7)	Improvement Needed (1-3)	Average Scale Score
Academic Progress	2009 (n=4)	4 100%	0 0%	0 0%	8.5
	2010 (n=5)	5 100%	0 0%	0 0%	8.6
	Total (n=9)	9 100%	0 0%	0 0%	
Potential Readiness for Dissertation	2009 (n=4)	2 50%	2 50%	0 0%	7.5
	2010 (n=5)	3 60%	2 40%	0 0%	8.0
	Total (n=9)	5 56%	4 44%	0 0%	
Commitment to Catholic Education	2009 (n=4)	4 100%	0 0%	0 0%	10.0
	2010 (n=5)	5 100%	0 0%	0 0%	10.0
	Total (n=9)	9 100%	0 0%	0 0%	

All 9 students currently enrolled in classes have demonstrated at least satisfactory academic progress and all have shown above average commitment to Catholic education. Since students are at various stages in the program, their readiness for dissertation varies.

PhD in Educational Psychology

	Above Average (8-10)	Satisfactory (4-7)	Improvement Needed (1-3)	Average Scale Score
Academic Progress				
2009-2010 (n=14)	13	1	0	9.5
2010-2011 (n=12)	9	3	0	8.3
Potential Readiness for Dissertation				
2009-2010 (n=14)	12	0	2	8.0
2010-2011 (n=12)	6	4	2	6.7

During AY 2009-2010, 13 of 14 doctoral students were rated as demonstrating above average academic progress and 12 of 14 were also rated as above average in terms of readiness or potential readiness for dissertations. One student was rated as satisfactory in academic progress while 2 were rated as needing improvement in dissertation readiness. It is important to note that during 2009-2010, 3 students did not maintain continuous enrollment or dropped out and are not included in these ratings.

For AY 2010-2011, 9 of 12 students were rated as having made above average academic progress, while 3 were rated as having made satisfactory academic progress. Half of the 12 students (6) were deemed ready or potentially ready for dissertation work, while 4 were judged to be satisfactory and 2 as needing improvement in this regard. The lower ratings for 2010-2011 reflect in part a new rater's judgment that slow, part-time progress in courses affects both academic progress and dissertation readiness; hence lower ratings were offered for students who were rated higher in the prior year's ratings. The 2 students who need improvement in dissertation readiness are post comps but not actively developing proposals.

In addition students who completed proposal defenses or dissertations and oral defenses were rated on rubrics. In AY 2009-2010, only one student completed a dissertation and final defense and no students defended proposals; hence no data are reported using rubrics for those years to preserve the individual's confidentiality. In AY 2010-2011, 3 proposal defenses occurred; these 3 students' skills were rated as above average or excellent across traits (research skills, writing skills, synthesis of knowledge, potential as independent scholar). In AY 2010-2011, 2 students completed dissertations and final defenses. Each was rated as satisfactory in these same areas with the exception of one rating as above average in synthesis of knowledge.

Curricular Improvements

CELPS PhD Program

Doctoral students are evaluated annually by the faculty in the respective programs according to a set of rubrics (previously submitted). The Department Chair or another faculty member meets with students who are performing below satisfactory levels to develop a progress plan. The faculty reviews courses annually and makes necessary changes based on the evaluation of students. For example, the course in Research in Catholic Education for the Catholic Educational Leadership program, which had been offered as a seminar late in the program, was moved to earlier in the program in order to get students thinking about a dissertation earlier than they had beforehand. Another example is the change in the format of doctoral comprehensive examination for the Ph.D in both Catholic Educational Leadership and Educational Psychology. Part of the change included the introduction of a prescribed reading list when the students enter the program and for which the students are responsible on the comprehensive exams.

Educational Psychology PhD Program

Because of a number of faculty losses in recent years, admission to the Educational Psychology doctoral program has been temporarily suspended, effective Spring, 2010. A new doctoral program coordinator was appointed in Spring, 2011 to oversee the program and help advise the last group of students enrolled. All students now have updated programs of study, and have been encouraged to stay on track to complete their work. One graduated in 2010, and two in 2011. Three students successfully proposed dissertations in 2010-2011. The department faculty members are pleased with the progress of most of the remaining students, and are seriously addressing the continuation of the program including its future resources and focus as part of the development of a strategic plan for the Department of Education.

MA in Special Education, Secondary Education, and Early Childhood/Special Education

Beginning in Summer, 2011, the Education department has added a new MA degree entitled, "Early Childhood/Special Education."

During the AY 2010 year, faculty approved new exit requirements for the MA degree for each of the 3 programs. Following are the new requirements:

If a student chooses not to do a Master's thesis, two non-thesis MA papers are required. One non-thesis MA paper will be written in EDUC 699: Introduction to Educational Research. The second non-thesis MA paper will be written in either EDUC 702: Advanced Foundations of Education or EDUC 525: Psychology of Learning for Diverse Populations. The non-thesis papers are scholarly, comprehensive literature review papers on an approved topic. Each paper must be at least 20 pages in length and include at least 20 scholarly references. The professor of record for the course will grade the non-thesis MA papers. Students must receive a grade of B or better in order for the paper to count as the non-thesis MA paper. Students who receive a grade lower than B on the paper have the option of working with the professor of the course to improve

the paper to meet the requirements of a non-thesis paper. Such students must complete a contract with the course professor that specifies the steps and deadlines in revising the paper, with the final revision submitted for approval no later than the mid-term of the next following semester. Completed non-thesis papers must be approved by the course instructor and by the Department Chair. They indicate their approval by signing the “Non-Thesis MA Paper Form” which includes an abstract of the paper.

Comprehensive Exam: Action Research Paper

Requirements. MA students will write an Action Research Paper (ARP) during the student’s final teaching experience while enrolled in a field experience course. Criteria include a clear statement of educational philosophy, use of pretest data to document the problem under study, use of the reflective framework to examine dilemmas related to teaching strategies, use of scholarly literature to explore appropriate interventions, implementation of an intervention, use of posttest data to document the effect of the intervention on student learning, and personal reflection about the processes involved with transforming one’s teaching. This paper must be 20-40 pages in length and include at least 20 scholarly references. The faculty who supervises the student during the field experience course will evaluate the paper using the ARP Comprehensive Exam Scoring Rubric. The student’s average score must “meet expectations.” If the university supervisor is not a faculty member, a faculty member will be assigned to evaluate the ARP. Completed ARP papers must be approved by the assigned faculty member and by the Department Chair. They indicate their approval by signing the “Comprehensive Exam Action Research Paper Form” which includes an abstract of the paper. Papers must be submitted to the department before the graduation deadline date in order to graduate in the same semester.

This policy is effective beginning in Fall, 2011. Students who have already matriculated before Fall, 2011 have the option to follow the current policy guidelines on MA comprehensive exams and non-thesis papers.