

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

Graduate Programs

Ph.D. in Catholic Educational Leadership and Policy Studies

Doctoral Comprehensive Examination Results

PhD program CELPS	Fail	Pass	Total
Summer 2016	0	4	4

The CELPS Cohort demonstrated its strength on comprehensive examinations. Members of this cohort of students are anticipated to be above average in their success to complete a dissertation.

**Key Assessment AY2015-2016
Students Dissertation Guidance**

Scale	Excellent (10)	Above Average (7- 9)	Satisfactory (3-6)	Unsatisfactory (0-2)	Average Scale Score
Research Skills	1	12	1	0	8.07
Writing Skills	1	11	2	0	7.93
Synthesis of Knowledge Base	1	12	1	0	8.07
Potential as Independent Scholar	1	11	2	0	7.64

**Key Assessment AY2015-2016
Students in Course Work**

Scale	Excellent (10)	Above Average (7-9)	Satisfactory (3-6)	Unsatisfactory (0-2)	Average Scale Score
Academic Progress	1	8	0	0	8.33
Potential Readiness to Produce Dissertation	3	5	1	0	8.33
Commitment to Catholic Education	3	6	0	0	8.88
Potential as Independent Scholar	3	5	1	0	8.33

Curricular Improvements

CELPS doctoral students are located throughout the nation and do not return to campus regularly following coursework. These doctoral students typically hold full time, high level challenging administrative position. The CELPS Cohort demonstrated its strength on comprehensive examinations. Members of this cohort of students are anticipated to be above average in their success to complete a dissertation. The administrative positions held by these students continue to challenge their ability to complete a dissertation in a timely fashion. Four of the students in the dissertation guidance ratings have defended their dissertations and two others have defended their proposals. The remaining students are actively working on their proposals.

Among the nine doctoral students still in classwork or who completed classwork in the summer of 2016, two are classroom teachers without any administrative experience. Due to the lack of high level administrative experience on the part of some doctoral students, CELPS faculty have modified courses and delivered more substantive administrative knowledge and basic skills in coursework due to candidate's lack of prior knowledge. Should the pattern of admitting students without substantial administrative experience continue, courses will have to be further modified to meet student needs.

Ph.D in Educational Psychology

Four doctoral students remain from the Ph.D. program in Educational Psychology to which admissions have been suspended. One of the students has defended her dissertation successfully and the other three have successfully defended their proposals, which have been approved by the university.

Key Assessments AY2015-2016 Ph.D Educational Psychology

Scale	Excellent (10)	Above Average (7- 9)	Satisfactory (3-6)	Unsatisfactory (0-2)	Average Scale Score
Research Skills	1	2	1	0	7.00
Writing Skills	1	2	1	0	8.25
Synthesis of Knowledge Base	1	3	0	0	8.75
Potential as Independent Scholar	1	1	2	0	6.25

Graduate Comprehensive Examination Results

AY2011-2012 to AY2015-2016

Master's Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2011-2012	2	0.00%	12	85.71%		0.00%		0.00%	14
AY2012-2013	1	0.00%	18	94.74%		0.00%		0.00%	19
AY2013-2014		0.00%	8	100.00%		0.00%		0.00%	8
AY2014-2015		0.00%	3	100.00%		0.00%		0.00%	3
AY2015-2016	1	14.29%	6	85.71%		0.00%		0.00%	7
TOTAL	4	7.84%	47	92.16%	0	0.00%	0	0.00%	51

Doctoral Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2011-2012		0.00%	6	75.00%	2	0.00%		0.00%	8
AY2012-2013		0.00%	7	100.00%		0.00%		0.00%	7
AY2013-2014		0.00%	5	100.00%		0.00%		0.00%	5
AY2014-2015		0.00%	4	100.00%		0.00%		0.00%	4
AY2015-2016		0.00%	4	80.00%	1	20.00%		0.00%	5
TOTAL	0	0.00%	26	89.66%	3	10.34%	0	0.00%	29

The graduate students in the Department, which includes master's students in Secondary Education and in Special Education, generally continue to do well on their comprehensive examinations. One student in Special Education did not pass the comprehensive exam in 2015-2016. That student has the opportunity to retake the exam.