

Doctoral Program in Educational Leadership

Annual Program Report Template

Year:	2021-2022
Program:	Doctoral Program in Educational Leadership
Contact Person (include email & phone#)	J. Kenneth Young, jkyoung1@lamar.edu , 254-652-7107 Krystal Hinerman, khinerman@lamar.edu ,

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

For the 2021-2022 assessment cycle, Dr. J. Kenneth Young was serving as the new program director. Based on the outcomes in the WEAVE assessment, every student demonstrated the ability to transfer skills and knowledge from the coursework into the final product in a way that did not warrant extraordinary support from dissertation chairs. It was hypothesized that the lack of predictive validity between student performance in co

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Three courses slated to be reviewed and revised for the next cycle are Strategic Planning, Program Evaluation, and Academic Writing II. The faculty member who developed the Strategic Planning course and Program Evaluation course developed them based upon his background in business. It was also discovered that several of the rubrics in the courses were either not aligned with the assignment or failed to provide students with a full range of grades (i61.3WS1(o)- gra(,) ts-4(r)12 of g

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN	STAGE 2: DO	STAGE 3: STUDY
Departmental Student Learning Goal		

<p>template and another 5 students completed a DiP in May of 2019. The DiP is now fully implemented with all students being encouraged to consider this model. However, the traditional dissertation model still remains an option.</p>						
<p>Research Goal II. Assessment of candidates ability to locate, analyze and report literature with a high level of scholarly writing.</p>	<p>Building of Literature Review. Students take Academic Writing I their first summer in the program. For most of our students, this is their first time to be exposed to high level expectations of scholarly writing. Whereas the course is intense, the level of assessment is more formative in nature. However, as they enter into Academic Writing II, the expectations are higher. Certain items within the course embedded rubric for the literature review assignment are used to assess where our students are as they complete the</p>	<p>Course embedded rubric in Writing II course. Items within the course embedded rubric</p>	<p>Course embedded rubric (Bb EAC Visual)</p>	<p>85% on scored rubric</p>	<p>For each of the sections, 95.9-97.3% of the class met the standard.</p>	<p>Lead Professor role was created to monitor inter-</p>

	Academic Writing sequence.					
Knowledge of Content I. The culminating project within the quantitative research course calls for students to build a research plan. This assessment serves as a catalyst to the dissertation process.	Assessment of conduct educational research. EDUD 6356 Quantitative Research Methods Project.	Course embedded rubric in Quantitative Research course. Rubric averages were high for all assessments in EDUD 6356. This is largely due to this being the first time the redesigned course was offered. A culminating group project was implemented along with a course web conference. Whereas the conference was a success, there are aspects of the group work that will need to be worked out. Currently, EDUD 6357 (Qual. Research) is being designed. Lessons learned from the newly designed Quan. Course will be	Course embedded rubric (Bb EAC Visual) - Quantitative Research (EDUD 6356)	80%	For the culminating group projects, the averages for each section in the rubric ranged from 89% (presentation abstract) to 92% (presentation slides and presentation), thus exceeding the achievement target.	Beginning in Fall of 2021, senior faculty in a course was designated as Lead Professor, with the responsibility of measuring and improving inter-rater reliability between the faculty teaching in the course and continuous monitoring of grading assignments.

		<p>used in building the Qual. course with the goal for this two course sequence to have similar assessment and formatting. It is through these two courses that students ultimately decide on a design approach for their dissertation. Therefore, consistency between both courses is essential. Also, it is recommended that revisions are needed in the Ed. Research Methods course so that it will be more aligned with course outcomes associated with the quan. and qual. course. There is also a need to look at ways to avoid grade inflation due to varying</p>				
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expertise by

	<p>begin Dissertation I where the primary focus is building Chapter 2. Finally, five modules of content were added. No assignments were linked to these modules. Instead, ADOBE sessions were held where students were exposed to different models of dissertation, a library tutorial, committee selection, timeline for completion, use of editors and assessment piece of</p> <p>linked to the newly designed EDUD 6353. Our hope that students will complete in a more timely manner in part to the information presented to them in the newly designed Synthesis course.</p>					

