The purpose of this project was to assess one program learning outcome in our doctoral program as a step to improving student success.

Number of Ph.D. students:
- Curriculum Studies (EDCS) - 62*
- Exceptionalities (SPED) - 17
- Educational Administration (EDEA) - 24
- Kinesiology and Rehabilitation Science (KRS) - 12
- Educational Foundations (EDEF) - 25

*Fall ’12-Sum ’13-College of Education Annual Report 2013

TOTAL STUDENTS: 140

Knowledge. Candidates will become knowledgeable in the broad issues of education and in the skills, knowledge and problems within their specialization area. Candidates will develop an inquiring and critical approach to issues and possible solutions to problems in education.

Research. Candidates will develop competencies in the broad issues of conducting and evaluating research in education, and develop the skills needed to develop a research problem and questions, design a study about a significant issue, collect appropriate data, analyze results and write a dissertation.

Caring and Professional Ethics. Candidates will develop a deep respect for the public trust that is invested in them as future intellectual and social leaders in the field of education.

CONCLUSIONS

- Collaborative rubric development of criteria for achievement of doctoral research across specializations.
- Successful introduction to a culture of assessment that promises continued faculty input and investment.
- Increased faculty collaboration and collegiality.

CRITERIA GENERATED FROM THREE PERSON INTERVIEW

Research Problem
- Contributes to the field and has value.
- Has complexity in terms of level of analysis and in conceptualization
- Feasible and researchable.

Study Design
- Serves as a bridge between RQ and the rest of the study.
- Serves as a map or outline of the whole study.
- Grounded in literature and has a theoretical framework that is consistent with the RQ.

Data Collection/Evidence
- Justified in the literature as valid and appropriate methods for data collection.
- Aligned appropriately with RQ.
- Sampling is purposeful, representative, targeted and appropriate for RQ.
- Follow ethical code in data collection.

Result/Analysis/Discussion
- Connects to RQ, literature, and theory. The connections involve justification in the discussion.
- Measure of analysis should match the purpose of the research.
- In-depth analysis that draws from multiple sources and builds connections among multiple findings.

Writing and Overall
- Clarity, good grammar, incisive, coherent, logical flow (but not necessarily linear), active voice.
- Ethical conduct in carrying out the research
- Has a critical literature review – not just summarizing.
- Opens up a space that was not there before - original
- Creative.
- Publishable.
- Language and style reflect method, framework and central question.
- Significance and contribution to the field.