I. Program Information

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Name of Department Chair or Program Director</th>
<th>Annual Report for Academic Year</th>
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<tbody>
<tr>
<td>Ph.D. in Educational Studies</td>
<td>Dr. Kevin E. Lawson</td>
<td>2014-15</td>
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II. PLO Assessment Activity

List the Program Learning Outcome Assessed this Year

1. Demonstrate competence and ethical practices in designing and carrying out sound original empirical research to extend knowledge in the field of educational studies. (ULO: Truth Transformation, Testimony)

2. Locate, analyze, critically evaluate, synthesize, and apply knowledge from the literature of the broad field of educational studies to address the needs of educational and ministry settings. (ULO: Truth, Testimony)

Describe the student evidence collected to evaluate the outcome (e.g. the final research paper from BBST 465)

Course:
- PLO #1 TTDE 877 Candidacy Exam Capstone Course: Action Research Project – proposal and final report
- TTDE 891 Dissertation: Empirical research dissertation
- PLO #2 TTDE 877 Candidacy Exam Capstone Course: Preliminary Literature Review
- TTDE 891 Dissertation: Literature review as part of empirical research dissertation

Brief Assignment Description:
- PLO #1 TTDE 877 Candidacy Exam Capstone Course: Action Research Project: design and carry out an empirical research project on a small scale to demonstrate competence in empirical research before being admitted to doctoral candidacy and beginning work on dissertation. May be qualitative, quantitative, or mixed method.
- TTDE 891 Dissertation: Empirical research dissertation: design and carry out a major empirical research project to advance knowledge in the field. May be qualitative, quantitative, or mixed method.
- PLO #2 TTDE 877 Candidacy Exam Capstone Course: Preliminary Literature Review: locate, review, evaluate, synthesize empirical research on an educational/ministry issue that is relevant background to the student’s planned dissertation. Demonstrate competence in these processes prior to being admitted to doctoral candidacy and beginning work on the dissertation.
TTDE 891 Dissertation: Literature review as part of empirical research dissertation: Demonstrate the ability to evaluate and learn from prior research in the development of an original and significant research project.

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<tr>
<th>Indicate the Number of Assignments Collected:</th>
<th>Indicate the Number of Collected Assignments Evaluated:</th>
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<tbody>
<tr>
<td>PLO #1: 16 Dissertations, 21 Action Research Reports, 16 exit surveys</td>
<td>All</td>
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<tr>
<td>PLO#2: 16 Dissertations, 21 Preliminary Literature Reviews</td>
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If only some assignments were evaluated, please explain why, and the selection process

**Evaluation Process** (Please explain how the student evidence was evaluated. Please attach rubrics or other evaluation materials used)
I have attached rubric(s) used for evaluation _X__Yes ___No

**Individual(s) who evaluated the evidence:** Assignments in the TTDE 877 Candidacy Exam Capstone Course were evaluated by the course instructors. Over the last two years, these have included Dr. Kevin Lawson and Dr. Octavio Esqueda. Dissertations are evaluated by the chairs of the students’ dissertation committees.

**How the evidence was evaluated:** Using rubrics developed and approved by the doctoral faculty.

**Summary of Results** (Please include a description, using percentages and mean scores, of the major findings from the assessment activity. Data or charts may be attached)

Most aspects of the data review showed strengths. The particular items showing some need for improvement included: (Items more than 10% of students struggled with to reach acceptable levels in the dissertation, or were weak in the preliminary literature review or action research report)

**PLO #1:**
- Dissertations: N=16 (Note: Problems in the development of the dissertation, not in the final approved document)
  - 5 (31%) weak on the development of implications from their research
  - 3 (19%) weak on drawing insightful conclusions and implications
- Self-Reports: N=20 (Exit Surveys)
  - 3 (15%) self-report indicate need for help in the future with statistical analysis (refresher, guidance)

**PLO #2:**
- Dissertations: N=16 (Note: Problems in development, not in the final approved document)
  - 3 (19%) weak in literature review section summaries (synthesizing)
- Preliminary Literature Reviews: N=17 (Candidacy Exam Capstone Course)
  - 3 (18%) weak in presentation of the research issues and their importance
**Methods Used for Sharing Assessment Information**

A faculty team met to discuss these results on **May 14, 2015**. Briefly describe the number of team members involved and the process/method of discussion. The Doctoral Studies Committee for the PhD and EdD programs at Talbot met to review the materials and initial review work of the program director. There are normally six faculty present, including all four of the full-time doctoral faculty who teach and chair dissertation committees for these programs, but one faculty member, Dr. Esqueda, is on research leave and did not attend.

*Note: this is an essential part of the process and must be completed before moving forward with the remainder of the report.*

**Conclusions**

What did the data tell your faculty team about students’ attainment of the learning outcome?

That in most aspects of these two PLOs, our students are achieving the expected levels of competence.

For PLO #1: When it comes to direct evidence, it seems too many students in the dissertation phase (5 = 31%) struggle with developing conclusions and implications from their research. From indirect evidence (graduates’ exit surveys), we also see a few students (3 = 15%) recognizing the need for help in the future with the statistical aspects of quantitative research.

For PLO #2: From direct evidence we see some students (3 = 19%) struggling with aspects of the persuasive presentation of their research issues and their importance, and the synthesis work involved in developing literature review summaries (3 = 18%) for the domains of research they reviewed.

**Explain any strength or weakness suggested about the curriculum:**

The curriculum seems to be strong overall in equipping students for both evaluating and applying research to educational and ministry settings, and in developing and carrying out their own research. Some students need additional guidance, examples, and practice in developing implications and conclusions from their research, and in synthesizing research in a literature review.

**Identifying Changes to Result From Faculty Team’s Conclusions**

The evidence suggested that we need to:

- [ ] Develop a Rubric
- [ ] Revise Existing Rubric
- [x] Revise the Assignment
- [ ] Implement a new pedagogy
- [ ] Implement new technology
- [x] Provide models to students
- [ ] Identify courses earlier in program where students could further practice the skill
- [ ] Revise Curriculum Map
- [ ] Revise Course sequencing
- [ ] Other – Please Specify:

Please describe the changes and/or improvement planned as a result of your analysis.

**PLO #1 & #2:**

1. In the TTDE807 course students are introduced to doing a literature review. In this course, more models will be shared of research proposals (identification of issues, rationale for the study), well-done literature review summaries (synthesis of the research findings) and the development of educational/ministry implications from the literature review. Instructions for the literature review that is begun in TTDE 807 and updated in TTDE 866 will give more specific instructions regarding what students are to do in these areas.
2. In the TTDE 877 Candidacy Exam Capstone Course, the instructions for the Preliminary Literature Review and the Action Research Project will be more specific regarding expectations for the synthesis of the literature review, the rationale for the action research proposal, and the development of implications in the action research report.

3. A statistical refresher guide that our program produces will be updated to assist students in refreshing their understanding of statistics when they get to the dissertation phase, and in their research following graduation.

No changes (while this would be unlikely, in rare cases where multiple cycles of assessment have already occurred, this might occur)

Please Explain:

Implementing the Proposed Change

Describe the change that will be implemented:

1. Changes in syllabus for TTDE 807 literature review assignment, development of models/exemplars of well-done research proposals, literature review summaries, and implications from research.
2. Revised instructions in TTDE 877 Preliminary Literature Review and the Action Research Project.
3. Revised statistics refresher booklet.

When will the change be implemented?

1. Fall 2015
2. Fall 2015
3. Spring 2016

How will the change be implemented?

All three will be made by the course instructors for the identified courses.

III. PLO Assessment Plan for Next Academic Year (2015-2016)

All of the items in Section III are about the assessment activity the department/program plans to complete during the next academic year.

List the Program Learning Outcome(s) to be assessed

PLO #3: Demonstrate proficiency in carrying out biblical and theological research, integrating theological and social science data to inform and guide educational and ministry research, theory development, and practice. (ULO: Truth, Testimony)
PLO #4: Demonstrate teaching abilities and skills suitable for higher educational settings. (ULO: Testimony)

Describe the student evidence to be collected for assessment

PLO #3: Doctoral dissertation theological integration chapter (TTDE 891) – assesses use of biblical/theological scholarship and integration with social science theory and research. Rubric used
PLO #4: Teaching evaluations from students and teaching supervisor in TTDE 884 Doctoral Internship: Rubric used
Term evidence will be collected:  (Note: experience indicates it is often best to assess in fall, and complete the analysis in spring)

<table>
<thead>
<tr>
<th>Term</th>
<th>Evidence</th>
<th>Note: Experience indicates it is often best to assess in fall, and complete the analysis in spring</th>
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<tbody>
<tr>
<td>Fall 2015</td>
<td></td>
<td></td>
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<tr>
<td>X Spring 2016</td>
<td></td>
<td>(if student evidence is collected in Spring 2016, the analysis may need to be completed in Fall 2016.)</td>
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IV. Follow Up on PLO Assessment and Programmatic Changes from Previous Year (2012-13)

List the Program Learning Outcome Assessed in 2013-14

| PLO #5: | Demonstrate the needed writing skills to communicate with academic audiences. (ULO: Testimony) |
| PLO #6: | Give evidence of ongoing personal openness and spiritual responsiveness to God and a desire to continue to grow in relationship with God. (ULO: Transformation) |

Describe the student evidence that was collected for assessment

| PLO #6: | Essays from students as part of TTDE 877 Candidacy Exam Capstone Course: Reflections on Spiritual Reflection Activity #2, completed in the final semester of coursework. Students respond to several questions regarding their spiritual lives during their years of study with us. |

What curricular change was implemented? | Was new data collected after this change? Yes No

| PLO #5: | Use APA format checklist with all major papers in coursework: Already done. Kevin has met with the faculty and made sure they all have the APA format checklist for course papers and are requiring it of their students for all major papers. |
| PLO #5: | In 877 Capstone Course, have students purchase text on using Word software for dissertation writing (PC or Mac), and have them learn and practice needed aspects for complex document formatting when they do the Action Research Report. The instructor of the 877 Capstone course has been informed of the need for this and it will be implemented in the new course syllabus beginning Fall 2014. |
| PLO #5: | Work with Doctoral Studies Committee to request the Writing Center on campus equip some of their workers for helping students with doctoral level writing. Kevin Lawson was to meet with the Doctoral Studies Committee in September, 2014, to discuss this and see if together (other doctoral programs) we might make this request. This has not been done and will be followed up on in Fall 2015. |

| PLO #6: | Clarify Instructions for final Spiritual Reflection Essay: Already done. |
| PLO #6: | Orientation Discussion About Adjustments in Devotional Practices: The program director now includes this in the new student orientation sessions. |
| PLO #6: | Focus for Student Advising: Already discussed with the doctoral faculty who advise students. |

Has there been any observable impact on teaching or learning? If so, describe.

<p>| PLO #5: | Too soon to tell at this point. This will be reviewed again in Spring 2017. |
| PLO #6: | No real problems noted. This too will be reviewed again in Spring 2017. |</p>
<table>
<thead>
<tr>
<th><strong>If no data was collected, when will new data be collected and evaluated?</strong></th>
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<tbody>
<tr>
<td>Data continues to be collected each year. These two PLOs will be evaluated again in Spring 2017.</td>
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