Detailed Assessment Report  
2007-2008 Ed.D. Curriculum & Instruction  

Mission/Purpose
The Ed.D. Program in Curriculum and Instruction with a Reading Emphasis will enable students to assume leadership roles in reading and language arts program nationwide. It is designed primarily for professionals who wish to teach at colleges and universities, to have careers as researchers and scholars, and to fill other major positions in the field of literacy education.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Students' command of field of literacy education
Students in the Ed.D Program in C&I will demonstrate a command of the field of literacy education.

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:

M 1: Comprehensive exams
Comprehensive exams

Source of Evidence: Comprehensive/end-of-program subject matter exam

Achievement Target:
90% of the students standing for the comprehensive exam will pass the exam and be admitted to candidacy.

Findings (2007-2008) - Achievement Target: Met
All six of the students taking their comprehensive exam passed and moved to candidacy during academic year 2007-2008. Four of the students passed both the written and oral comprehensive exams when they were administered in December, but two students had to rewrite portions of the written exam. Both of the latter completed these "rewrites" in the spring of 2008. (Faculty Record for Comprehensive Exam in Document Repository)

For additional evidence of the doctoral students' scholarship, see the reference to students' national and international conference papers and their publications in Ph.D. Proposal (included in Document Repository).

Document:
Faculty Record for Comprehensive Exam

Related Action Plans:
Review exam procedures
Review existing procedures for comprehensive exams, including clarification
of expectations for students' performance.
For more information, see the Action Plan Details section of this report.

**O 2: Students' own scholarly work**
Students in the Ed.D. Program in C&I will demonstrate the ability to conduct original research.

**Strategic Plans:**

*Texas A&M-Corpus Christi*
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.

**Related Measures:**

**M 2: Dissertations**
Dissertations

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**
75% of the students admitted to candidacy will write and defend a dissertation proposal.

**Findings (2007-2008) - Achievement Target: Not Met**
Of the twelve doctoral candidates in the program in 2007-2008, five (42%) had successfully defended their dissertation proposals by summer 2008. (Reports sent to Graduate Studies and copies of proposals and signature pages kept in files)

**Related Action Plans:**

*Initiate writing group meetings*
Establish one or more writing groups, where students respond to one another's writing and also get response from a faculty member as they progress through the completion of their proposals and begin their dissertations.
For more information, see the Action Plan Details section of this report.

*Arrange meetings with doctoral candidates*
Arrange meetings with all candidates who have not yet formed their committees and completed their proposals for their proposal hearings.
For more information, see the Action Plan Details section of this report.

**M 3: Students' presentations and publications**
Students' national and international (peer-reviewed) conference presentations and their publications (as of June 2008)

Source of Evidence: Presentation, either individual or group

**Achievement Target:**
In summer 2008 (four years after the program began), doctoral students from the first four cohorts will have presented at least 30 peer-reviewed papers at national and international conferences.

**Findings (2007-2008) - Achievement Target: Met**
Students from the first four cohorts have presented 53 scholarly papers at national and international conferences.

**Document:**
Doctoral Students' Scholarly Contributions

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Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 3: Faculty's conference papers and presentations
Faculty members teaching in the Ed.D. program in C&I will present at national and international conferences.

Strategic Plans:

*Texas A&M-Corpus Christi*
1.2 Achieve targeted national prominence.
1.5 Increase research and creative activity.
1.9 Expand University impact and stature.

Related Measures:

M 4: Annual faculty evaluation
Annual faculty evaluation
Source of Evidence: Evaluations

Achievement Target:
(3) 100% of the faculty will present at national conferences; (4) 75% of the faculty will publish at least one piece of work in a book, refereed journal, or proceedings; (5) 100% of the faculty will work with either a state or national professional organization in a leadership role.

Findings (2007-2008) - Achievement Target: Met
100% of the faculty presented at national conferences; 86% of the faculty published at least one piece of work in a book, refereed journal, or proceedings at the national level; 100% of the faculty worked with a state or national professional organization in a leadership role. (Documentation in Department Chair's files; Summary of C&I Faculty Accomplishments in WEAVE Document Repository)

Document:
*Summary of C&I Faculty Accomplishments 2007-2008*

O 4: Faculty's publications in national forums
Faculty members teaching in the Ed.D. program in C&I will publish articles and chapters in national forums (journals and books).

Strategic Plans:

*Texas A&M-Corpus Christi*
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.5 Increase research and creative activity.
1.9 Expand University impact and stature.

Related Measures:

M 4: Annual faculty evaluation
Annual faculty evaluation
Source of Evidence: Evaluations

Achievement Target:
(3) 100% of the faculty will present at national conferences; (4) 75% of the faculty will publish at least one piece of work in a book, refereed journal, or proceedings; (5) 100% of the faculty will work with either a state or national professional organization in a leadership role.

Findings (2007-2008) - Achievement Target: Met
100% of the faculty presented at national conferences; 86% of the faculty published at least one piece of work in a book, refereed journal, or proceedings at the national level; 100% of the faculty worked with a state or national professional organization in a leadership role. (Documentation in Department Chair's files; Summary of C&I Faculty Accomplishments in WEAVE Document Repository)
Document:  
Summary of C&I Faculty Accomplishments 2007-2008

O 5: Faculty's service
Faculty members teaching in the Ed.D. Program in C&I will be involved with either a state or national organization in a leadership role.

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.9 Expand University impact and stature.

Related Measures:

M 4: Annual faculty evaluation
Annual faculty evaluation
Source of Evidence: Evaluations

Achievement Target:
(3) 100% of the faculty will present at national conferences; (4) 75% of the faculty will publish at least one piece of work in a book, refereed journal, or proceedings; (5) 100% of the faculty will work with either a state or national professional organization in a leadership role.

Findings (2007-2008) - Achievement Target: Met
100% of the faculty presented at national conferences; 86% of the faculty published at least one piece of work in a book, refereed journal, or proceedings at the national level; 100% of the faculty worked with a state or national professional organization in a leadership role. (Documentation in Department Chair's files; Summary of CI Faculty Accomplishments in WEAVE Document Repository)

Document:  
Summary of C&I Faculty Accomplishments 2007-2008

Findings (2006-2007) - Achievement Target: Met
(3) 100% of the faculty presented at national conferences; (4) 75% of the faculty published at least one piece of work in a book, refereed journal, or proceedings, (5) 100% of the faculty worked with either a state or national professional organization in a leadership role.


O 6: Development of guidelines/procedures
Faculty members teaching in the Ed.D. in C&I Program will develop guidelines for students' dissertation proposals and procedures for their proposal hearings.

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:

M 5: Guidelines/procedures
Guidelines and procedures developed by faculty, approved at faculty meeting, and implemented for dissertation proposals

Source of Evidence: Administrative Measure

Achievement Target:
Guidelines/procedures will be developed and implemented before the first students present their proposals to their committees.
**Findings (2007-2008) - Achievement Target: Met**
Guidelines for proposals and dissertations were developed and provided to students. (C&I Dissertation Guidelines in Document Repository)

**Document:**
C&I Dissertation Guidelines

**O 7: Program change from Ed.D. to Ph.D.**
Faculty members teaching in the Ed.D. Program in C&I will rewrite their proposal to the Texas Higher Education Coordinating Board to change the degree title to Ph.D.

**Strategic Plans:**

*Texas A&M-Corpus Christi*
1.2 Achieve targeted national prominence.
1.9 Expand University impact and stature.

**Related Measures:**

**M 6: Production of proposal for THECB**
Rewritten proposal to submit to the Texas Higher Education Coordinating Board requesting the degree title to be changed from Ed.D. to Ph.D.

Source of Evidence: Administrative Measure

**Achievement Target:**
The proposal will be submitted to THECB before July 1, 2008.

**Findings (2007-2008) - Achievement Target: Met**
The proposal for changing the Ed.D. to a Ph.D. was rewritten and submitted to the Higher Education Coordinating Board before July 1. (Ph.D. Proposal in Document Repository)

**Document:**
Ph.D. Revised Proposal

**O 8: New tenure-line faculty member**
Faculty members teaching in the Ed.D. C&I Program will prepare written justification for a new faculty member in reading/literacy studies.

**Strategic Plans:**

*Texas A&M-Corpus Christi*
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.9 Expand University impact and stature.

**Related Measures:**

**M 7: Request for new faculty submitted**
Written justification for a new faculty member in reading/literacy studies for submission to Dean of College of Education

Source of Evidence: Administrative Measure

**Achievement Target:**
The request will be made and justified for an additional faculty member in reading/literacy studies.

**Findings (2007-2008) - Achievement Target: Met**
The request was written and submitted to the Dean of the College of Education on 2/28/08. (Reading Position Justification in Document Repository; also see Doctoral Highlights in Master's Review)

**Documents:**
Details for Action Plans Established This Cycle

**Arrange meetings with doctoral candidates**  
Arrange meetings with all candidates who have not yet formed their committees and completed their proposals for their proposal hearings.

- **Priority:** High
- **Target Date:** 03/2009
- **Responsible Person/Group:** C&I faculty working in the doctoral program - mainly advisors of these students

**Initiate writing group meetings**  
Establish one or more writing groups, where students respond to one another's writing and also get response from a faculty member as they progress through the completion of their proposals and begin their dissertations.

- **Priority:** Medium
- **Target Date:** 09/2008
- **Responsible Person/Group:** Department Chair and other interested faculty

**Review exam procedures**  
Review existing procedures for comprehensive exams, including clarification of expectations for students' performance.

- **Priority:** High
- **Target Date:** 08/2009
- **Responsible Person/Group:** C&I faculty working in the doctoral program

Analysis Answers

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

Two external reviewers came to TAMU-CC in September, 2007, to evaluate the M.S. in Reading Program, and in that assessment they also gave attention to the Ed.D. C&I Program. Their report, which provided positive evaluation of faculty and both programs, was based on review of faculty curricula vitae and other materials, discussions with faculty, students (including doctoral as well as master's), and administrators from schools and districts in the area. These reviewers also read abstracts of the doctoral dissertations by doctoral candidates.

In terms of faculty, the reviewers found the faculty “obviously committed, engaged and passionate about the program,” “prepared and qualified for the courses they teach”—“models [of] excellence in teaching, scholarship, and service to the profession for their master’s and doctoral students.” The reviewers made some comments addressed specifically to doctoral students' learning. They were impressed with students' "own presentations at national and international conferences" and "engagement in collaborative writing with faculty and one another." In addition, the reviewers noted that the research tools requirement (15 SCH) was "appropriately rigorous and consistent with the program" and that dissertation proposals were "interesting, timely."
Assessments for WEAVE showed faculty who are active in their scholarship, especially in terms of national and international conference presentations, in their professional organizations at both the state and national level, and in the Coastal Bend community through their work with schools and organizations.

Faculty's 2007-2008 National and International Conference Papers/Presentations:

International Reading Association, National Reading Conference, College Reading Association, American Educational Research Association, American Reading Forum, National Council for Community and Education Partnerships, National Association of Hispanic and Latino Studies, World Congress on Reading (San Jose, Costa Rica) as well as Santa Barbara Writing Research Across Borders Conference and Writing-to-Learn Conference (Barcelona, Spain)

Faculty’s National Publications in 2007-2008:

Books: Cultural Narration, single-authored (Sense Publishers); Bader Reading and Language Inventory, co-authored (Pearson)


Faculty’s Leadership Roles in Professional Organizations in 2007-2008:

Editorial Board Positions, Journal of Literacy Research, Literacy Research and Instruction, The Reading Professor: Reviewer, Numerous Journals; Chairs of Committees for International Reading Association, Professors of Reading Teacher Educators; Memberships on Committees for International Reading Association and Texas State Reading Association; Officer, Coastal Council of Teachers of Mathematics

Faculty’s Involvement with Local Schools, Organizations, and Agencies in 2007-2008:

Corpus Christi Area Council of the International Reading Association, Corpus Christi Literacy Council, Leadership Corpus Christi, World Affairs Council, Boys and Girls Club, St. Mary’s School (Beeville), Coastal Bend Community College, Art Museum, Corpus Christi Public Library Book Festival, Numerous Schools in Local Districts, Education Service Center Region 2, Flour Bluff ISD University Preparatory School (Early College), Target Corporation Foundation for Early Literacy, Antonio E. Garcia Arts and Education Center

Leadership and Organization of Local Conferences in 2007-2008:

Annual Reading Conference, Center for Educational Development, Evaluation, and Research (CEDER) Annual Conference; Making Mathematics Education Engaging (ME)2 by the Sea Conference

Faculty’s Receiving Awards in 2007-2008 for Distinguished Contributions to
the Field:

A.B. Herr Service Award from a national organization, the College Reading Association, and the Texas State Literacy Award from a state organization, the Texas State Reading Association

With respect to students' learning, our assessments for WEAVE focused on students' own scholarly work (dissertations proposed and research begun; their conference presentations and publications) and their knowledge of the field of literacy education (comprehensive exams). Our doctoral students are doing quite well particularly in terms of conference papers--having made 53 refereed presentations from the beginning of the program in 2004 through summer 2008. These presentations include two papers in Costa Rica at the World Congress on Reading. In addition, students are publishing, not only in conference proceedings but also in books and journals.

The comprehensive exams provide evidence of their gaining knowledge of their field. All of the students standing for the exam in 2007-2008 passed, although two of them were asked to rewrite portions of the written exam. These exams include four areas: theoretical foundations, educational research, instructional practice, and individual scholarship.

C&I faculty have written and submitted a revised proposal to the Higher Education Coordinating Board to change the program from an Ed.D. to a Ph.D. (included in Document Repository). It states: "The Ph.D. designation more accurately reflects coursework and the research emphasis of this doctoral program as well as the career goals of the students pursuing their doctorate. In this 60-hour program, students develop the 'extensive command of research literature and methodology, theory, advanced training techniques, and emerging developments in the specialization' that the Texas Higher Education Coordinating Board expects of a Ph.D. program in education and that helps to distinguish the Ph.D. from the Ed.D."

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The WEAVE assessment showed many strengths in the program, but it did show that students are taking longer on their dissertation work than anticipated. Their progress is not out of the ordinary, though, for doctoral work, and we will have our first graduates in 2008-2009. We realize that we must provide more support for them as they move into the final stage of their work, including more encouragement to identify their research problems earlier in their programs, implementation of elective courses and seminars on scholarly writing and publishing, and formation of writing groups.

The assessment showed that we are taking steps toward expanding the number of tenure-line faculty to work in the program. This expansion was the major recommendation of the external reviewers in September, 2007, who pointed out that the current faculty are "stretched thin." We submitted a request and justification for a new faculty member who would "teach graduate courses at the doctoral and master's level; work with doctoral students at the dissertation stage as dissertation director or committee member; and also teach at the undergraduate level." The justification included the following:

"The C&I Department currently has only six full-time tenured or tenure-track
faculty to serve on these committees and to teach undergraduate and graduate courses. The new reading delivery emphasis at the undergraduate level will require the active participation of at least two of these faculty. Specifically:

The number of doctoral students in the program is 60% more in the current year than was predicted in the original 2003 proposal.

The semester hours generated in the master’s reading program have increased from spring 2007 to spring 2008.

The department currently employs four adjuncts teaching five courses in the fall semester and two adjuncts teaching three courses in the spring semester.

The department is instituting an undergraduate delivery system (i.e., area of emphasis) in reading (18 SCH) which will involve two tenured or tenure track faculty members.

The undergraduate delivery system must provide 3 courses that have not been offered in the last six years.

The new delivery system is expected to enroll 36 undergraduate students a semester.

Annual Reports

Executive Summary

For the Ed.D. Program in Curriculum and Instruction, the WEAVE assessment showed faculty who are active in their scholarship, publishing books as well as articles and chapters in national venues and presenting papers at national and international as well as regional conferences; who have major leadership roles in national and state professional organizations; and who engage in service locally through participation with schools and organizations in the Coastal Bend. During 2007-2008 two faculty members were recognized for distinguished contributions to the field, one at the national level and the other at the state level.

A report by external reviewers in September, 2007, provided highly positive evaluation of faculty in terms of qualifications, commitment, engagement. The review, which was focused mainly on the M.S. in Reading Program, also considered the Ed.D. Program. Through these contributions in scholarship and service faculty in Curriculum and Instruction seek to contribute to the university's efforts to "achieve targeted national prominence," "increase research and creative activity," "expand university impact and stature," "promote lifelong learning and global citizenship," and "build and maintain supportive relationships."

With respect to students' learning, assessments for WEAVE focused on students' own scholarly work (dissertations proposed and research begun; their conference presentations and publications) and their knowledge of the field of literacy education (comprehensive exams). These assessment showed that doctoral students are doing quite well particularly in terms of their own scholarly contributions at the national as well as state level, having made conference papers based on refereed proposals. They also presented internationally at the Word Congress on Reading in Costa Rica. In addition, students are publishing, not only in conference proceedings but also in books and
journals. The work of these students also helps move the university forward in terms, not only of quality of the program, but also national prominence, research activity, university impact and stature, and global citizenship.

The comprehensive exams provided evidence of their gaining knowledge of their field. Through oral and written examination, they demonstrated knowledge of four areas: theoretical foundations, educational research, instructional practice, and individual scholarship. The exams as well as dissertation research are means that are being used to assess quality of the program as the department continues to pursue the university's commitment to providing "excellent academic programs and instruction."

The assessment affirmed our need to expand the number of tenure-line faculty to work in the department's programs. This expansion was the major recommendation of the external reviewers in September, 2007. We submitted a request and justification for a new faculty member who would "teach graduate courses at the doctoral and master's level; work with doctoral students at the dissertation stage as dissertation director or committee member; and also teach at the undergraduate level." This addition is necessary for maintaining and improving program quality and reaching the university's goals of excellence, prominence, and impact as well as research activity.

In addition, C&I faculty have written and submitted a revised proposal to the Higher Education Coordinating Board to change the program from an Ed.D. to a Ph.D. (proposal included in Document Repository). The proposal states: "The Ph.D. designation more accurately reflects the coursework and the research emphasis of this doctoral program as well as the career goals of the students pursuing their doctorate. In this 60-hour program, students develop the 'extensive command of research literature and methodology, theory, advanced training techniques, and emerging developments in the specialization' that the Texas Higher Education Coordinating Board expects of a Ph.D. program in education and that helps to distinguish the Ph.D. from the Ed.D."

**Public/Community Service**

*Faculty's Involvement with Local Schools, Organizations, and Agencies*

Faculty Activity: Corpus Christi Area Council of the International Reading Association, Corpus Christi Literacy Council, Leadership Corpus Christi, World Affairs Council, Boys and Girls Club, St. Mary's School (Beeville), Coastal Bend Community College, Art Museum, Corpus Christi Public Library Book Festival, Numerous Schools in Local Districts, Education Service Center Region 2, Flour Bluff ISD University Preparatory School (Early College), Target Corporation Foundation for Early Literacy, Antonio E. Garcia Arts and Education Center

Leadership and Organization of Local Conferences: Annual Reading Conference, Center for Educational Development, Evaluation, and Research (CEDER) Annual Conference; Making Mathematics Education Engaging (ME)2 by the Sea Conference

**Anticipated Challenges**

For the Ed.D. in C&I (Reading Emphasis), a major challenge lies in having an adequate number of faculty to staff courses and supervise student's work. As more doctoral students reach candidacy and begin pursuing studies for their dissertations, faculty who teach in the doctoral program and the master's programs will be even more stretched
because of the amount of time that must be devoted to supervision of this work. Faculty want to be able to admit a cohort of new students each year as the others move through graduation.

Another challenge is the change that faculty seek to make in the title of the program: from Ed.D. to Ph.D. The faculty will prepare any other justification that is required as the proposal requesting the change makes its way through decision process.

**Closing the Loop / Planned Actions**

1. Continue to request new faculty member if approval is not given this year.
2. Follow up on the revised proposal to change the Ed.D. to a Ph.D.
3. Provide support structures for students as they reach the candidacy stage (e.g., writing groups, seminars on dissertation writing).
4. Examine syllabi for topics relevant to those on comprehensive exams. See if there are gaps to be filled in what should be covered in these courses, and fill them.
5. Review the comprehensive exam procedure.
6. Provide more assistance to students in turning conference papers into articles for publication.

**Summary of Requested Resources**

On February 28, 2008, C&I faculty requested an additional faculty member in literacy studies who would be at the associate professor or full professor level. $80,000

**Administrative Unit Accomplishments**

With respect to the accomplishments of faculty, the WEAVE assessment showed faculty publishing books as well as articles and chapters in national venues, making conference presentations at regional, national and international levels, holding major leadership roles in national and state professional organizations, and engaging in service locally through participation with schools and organizations in the Coastal Bend. Of particular note are two faculty members who were recognized for distinguished contributions to the field, one at the national level and the other at the state level.

The program received a highly positive assessment by external reviewers in September, 2007, who were at TAMU-CC to examine the M.S. in Reading Program but also looked at the Ed.D. Program. The reviewers noted the quality of the faculty in terms of qualifications, commitment, engagement and of the program in terms of course quality, mentoring by faculty, and students' engagement in scholarship and research.

As the 2007-2008 academic year ends, the C&I faculty are seeing their first doctoral students move toward completion of their dissertations. At the conclusion of this academic year, there are twelve doctoral candidates, and faculty anticipate having five of them complete and defend their dissertations in 2008-2009.

Doctoral students are enhancing the visibility of TAMU-CC at the national level through the papers that they are presenting at conferences. As of summer 2008, they had authored or coauthored 53 national or international conference papers.

The unit collected all necessary data for the revised proposal that was submitted to the Texas Higher Education Coordinating Board requesting a change in degree title from Ed.D. to Ph.D. The proposal was submitted in
Teaching Results / Accomplishments

In September, 2007, external reviewers of the M.S. in Reading program also examined course syllabi for the Ed.D. Program and talked with doctoral students about their courses and the quality of the education they were receiving. The reviewers commended the faculty on the "quality of coursework and willingness of faculty to provide mentorship [for] them in research and writing." They indicated that courses were "well conceptualized with appropriate and current texts" and that assignments were "relevant and challenging." These comments complement course evaluations, which are consistently high--at or above the average for the College of Education.

Assessments for WEAVE showed students performing adequately on the various major assessment associated with faculty's teaching and their learning: the comprehensive exams.

Two new special-topics course were provided for students: Global Perspectives on Language and Literacy and Literacy and Learning in a Context of Change.

Research/Scholar Activity Accomplishment

Faculty's National and International Conference Papers/Presentations

Meetings of International Reading Association, National Reading Conference, College Reading Association, American Educational Research Association, American Reading Forum, National Council for Community and Education Partnerships, National Association of Hispanic and Latino Studies, World Congress on Reading (San Jose, Costa Rica) as well as Santa Barbara Writing Research Across Borders Conference and Writing-to-Learn Conference (Barcelona, Spain)

Faculty's National Publications

Books: Cultural Narration, single-authored (Sense Publishers); Bader Reading and Language Inventory, co-authored (Pearson)


Faculty's Leadership Roles in Professional Organizations

Editorial Board Positions, Journal of Literacy Research, Literacy Research and Instruction, The Reading Professor: Reviewer, Numerous Journals; Chairs of Committees for International Reading Association, Professors of Reading Teacher Educators; Memberships on Committees for International Reading Association and Texas State Reading Association; Officer, Coastal Council of Teachers of Mathematics

Faculty member awarded A.B. Herr Award (College Reading Association) for distinguished contributions to the field; another faculty member awarded Texas State Literacy Award (Texas State Reading Association) for distinguished contributions to literacy education