Texas A&M University-Corpus Christi

Detailed Assessment Report
2007-2008 Ed.D. Educational Leadership

Mission/Purpose

The mission of the Education Leadership Doctor of Education Program is to enhance the leadership capabilities of both public school and higher education professionals who serve or plan to serve in leadership roles in public schools or higher education institutions in the South Texas region.

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

O 1: Conduct original research
The students and faculty members will demonstrate the ability to conduct and publish original scholarly research.

Associations:

General Education or Core Curriculum:
2  Writing
5  Critical Thinking

Related Measures:

M 1: Complete dissertation
The students and the members of the respective dissertation committees will design and complete the proposals and dissertation defenses.

Source of Evidence: Senior thesis or culminating major project

Achievement Target:
A minimum of eight students will complete their dissertations during the academic year.

Findings (2007-2008) - Achievement Target: Met

Findings (2006-2007) - Achievement Target: Met
During the academic school year thirteen students completed their dissertations successfully.

O 2: Write research reports
The students will write scholarly research reports that meet standards for doctoral level quality.

Associations:

General Education or Core Curriculum:
2  Writing
5  Critical Thinking
Related Measures:

**M 1: Complete dissertation**
The students and the members of the respective dissertation committees will design and complete the proposals and dissertation defenses.

Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**
A minimum of eight students will complete their dissertations during the academic year.

**Findings (2007-2008) - Achievement Target: Met**
**Findings (2006-2007) - Achievement Target: Met**
During the academic school year thirteen students completed their dissertations successfully.

**M 2: Grades in core classes**
Students enrolled in all core classes will complete the coursework with a course grade of A or B.

Source of Evidence: Academic Direct Measure

**Achievement Target:**
Students will have completed degree plans that demonstrate course grades of at least a B in every course.

**Findings (2007-2008) - Achievement Target: Met**
**Findings (2006-2007) - Achievement Target: Met**
The degree plans of all students in the program demonstrate successful completion of courses in the core areas of study.

**O 3: Synthesize knowledge and skills**
The students will exhibit the knowledge and skill to synthesize the body of research and current promising practices in the field.

**Associations:**

**General Education or Core Curriculum:**

1. Reading
2. Writing
3. Speaking
4. Listening
5. Critical Thinking
6. Establish broad & multiple perspectives

Related Measures:

**M 2: Grades in core classes**
Students enrolled in all core classes will complete the coursework with a course grade of A or B.

Source of Evidence: Academic Direct Measure

**Achievement Target:**
Students will have completed degree plans that demonstrate course grades of at least a B in every course.

**Findings (2007-2008) - Achievement Target: Met**
**Findings (2006-2007) - Achievement Target: Met**
The degree plans of all students in the program demonstrate successful
completion of courses in the core areas of study.

**M 3: Pass written and oral examinations**
The doctoral students who complete the core classes will pass written and oral examinations.

Source of Evidence: Writing exam to assure certain proficiency level

**Achievement Target:**
All written and oral examinations demonstrate the standards set by department faculty and content experts for each question were met.

**Findings (2007-2008) - Achievement Target: Met**

**Findings (2006-2007) - Achievement Target: Met**
Students who completed the core classes and methodology tools successfully completed both the written and oral exams.

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**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 4: Scholarly activities**
The department faculty will continue to participate in scholarly activities required for tenure and promotion. Faculty members will also continue to meet TAMUCC standards for Graduate Faculty status. Faculty will provide doctoral students with opportunities to participate in scholarly activities.

**Related Measures:**

**M 4: Third year and sixth year reviews**
Faculty members will conduct and participate in both third year and sixth year reviews as appropriate.

Source of Evidence: Evaluations

**Achievement Target:**
Faculty members will meet at tenure and promotion standards the highest quality of scholarly activities at the national or international level.

Faculty members will meet at tenure and promotion standards the highest quality of teaching development and activities.

**Findings (2007-2008) - Achievement Target: Met**

**Findings (2006-2007) - Achievement Target: Met**
Annual evaluations and merit awards indicate successful progress toward tenure and promotion for all members of the department.

**O 5: Faculty service**
Department faculty will perform service to the university and additionally to the community, region, and/or profession.

**Related Measures:**

**M 4: Third year and sixth year reviews**
Faculty members will conduct and participate in both third year and sixth year reviews as appropriate.

Source of Evidence: Evaluations

**Achievement Target:**
Faculty members will meet at tenure and promotion standards the highest
quality of scholarly activities at the national or international level.

Faculty members will meet at tenure and promotion standards the highest quality of teaching development and activities.

Findings (2007-2008) - Achievement Target: Met

Findings (2006-2007) - Achievement Target: Met

Annual evaluations and merit awards indicate successful progress toward tenure and promotion for all members of the department.

M 5: Documentation of service

Faculty members will meet at tenure and promotion standards the highest quality of service to the university and community.

Source of Evidence: Evaluations

Achievement Target:

Faculty will document membership on university and college committee each year, as well as evidence of at least one other significant and relevant engagement at the community or professional level service.

Findings (2007-2008) - Achievement Target: Met

Findings (2006-2007) - Achievement Target: Met

Annual evaluations and merit awards indicate successful progress toward tenure and promotion for all members of the department.

Analysis Answers

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

The doctoral students made progress in the core classes and demonstrated excellence in the written and oral comprehensive examinations.

The students and the members of the respective dissertation committees reached a high level of completion.

Department faculty will perform service to the university and additionally to the community, region, and/or profession.

The department faculty participated in scholarly activities required for tenure and promotion and standards for Graduate Faculty status. Faculty provided doctoral students with opportunities to participate in scholarly activities.

The students and faculty members demonstrated the ability to conduct and publish original scholarly research

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

Our doctoral students must continue to advance towards their respective degrees...
and publish with the support of faculty.

Annual Reports

Executive Summary

The doctoral program offers students a program of study leading to the Ed.D. Degree in Educational Leadership. It differs from the typical programs in structure, content, and delivery mode. In addition to providing specialties in public school or higher education administration, which prepare students for administrative positions in school environments or to enter the professoriate, the program allows students the flexibility to pick an area of concentration outside the College of Education. This aspect allows individuals the flexibility to enhance their professional development in their teaching field or to develop a new teaching field while earning a doctorate in educational leadership.

Public/Community Service

Since the implementation of the program, enrollment has steadily increased. The department enjoys expertise among its faculty in quantitative and qualitative research methods, statistics, public and higher education law, finance, and administration, human resources, international education, adult education, and community development. The higher education cognate initiative has enabled the program to network with community colleges in Corpus Christi, Beeville, Victoria, and San Antonio, Texas. While other universities in South Texas offer doctoral degrees in public education, no other university offers students the opportunity to specialize in higher education administration to the extent that this one does. As was noted earlier in this paper, it also offers students the opportunity to enhance their teaching field or gain a new teaching field by allowing a specialty in any program area outside the College of Education while obtaining their Education Leadership doctoral degree. The program has provided professional staff and faculty in our own university the opportunity to pursue and attain their doctoral degrees and enhance their own positions or gain more responsible positions in the university. Graduates of the program have moved into positions in higher education such as the professoriate, department chairs, deans, vice presidents, and provosts. In public education they have moved into positions such as assistant principals, principals, directors, assistant and associate superintendents, and superintendents.

Anticipated Challenges

The program seeks to address the educational and social needs of the nation, the state, and particularly the region of South Texas and its Latino population within the context of a multicultural environment. The nominated program acknowledges that this group has historically been underserved and seeks to reach out to the region’s community through aggressive recruitment and flexible program delivery that recognizes the geographically and socially diverse nature of its setting and its students. Historically the Latinos in South Texas and the Gulf Coast have been under represented in higher education. This under representation is even more stark in doctoral education. Between 2000 and 2006, White and International
students received 83% of doctoral degrees in Texas. Latinos, who comprise almost 40% of the Texas population represented 6.5% of doctoral graduates.

Closing the Loop / Planned Actions

The program seeks to address the educational and social needs of the nation, the state, and particularly the region of South Texas and its Latino population within the context of a multicultural environment. Historically Latinos in South Texas and Gulf Coast have been under represented in higher education. This under representation is even more stark in doctoral education. Between 2000 and 2006, Latinos who comprise almost 40% of the Texas population represented only 6.5% of doctoral graduates. In contrast, white and international students received 83% of doctoral degrees in Texas. This program has actively engaged itself in reaching out to the region's community through aggressive recruitment and flexible program delivery that recognizes the geographically and socially diverse nature of its setting and its students. When viewed in this overall context, the program at Texas A&M University-Corpus Christi is contributing to helping overcome this state and national deficiency.

Summary of Requested Resources

The doctoral program in Educational Leadership seeks to enhance the leadership capabilities of those who serve or plan to serve in leadership roles in schools, education districts, community colleges, or universities.

The purpose of the program is to enable doctoral students to develop a style of thinking grounded in knowledge of professional literature, inquiry, and critical reflection. The major goals of the program are to equip students with knowledge and skills that will empower them to:

- Understand successful leadership practices and processes.
- Acquire knowledge and understanding of the most recent theory and research in education.
- Appreciate the relationship of educational organizations to their political and social environments and historic context.
- Apply research methodology and data analysis to solving educational problems.
- Apply theory and research on change to improve educational programs.
- Identify a Research agenda that will serve them as scholars and practitioners

Administrative Unit Accomplishments

In the last five years, the Program has graduated 51 students. Latinos represent 46%, of the graduates, or 24 students. This number does not include the 9 Latino students who in academic year 2007-08 will have completed all the requirements for the doctoral degree and will graduate May 17, 2008. As of April 28th, ten additional Latino students are in the process of conducting or completing their dissertations. They should be completed by December, 2008. In summary, the doctoral program at Texas A&M University-Corpus Christi, in the last five years alone will have produced 43 Latinos having the doctoral degree in Educational
Leadership. The majority of the dissertations address issues of importance to the education of Latinos at all levels, from pre-K through doctoral level. Additionally, non Latino students are also addressing issues of concern to the education of Latino students in South Texas through their dissertations.

Teaching Results / Accomplishments

As of April, 2008, the Educational Leadership doctoral program at Texas A&M University-Corpus Christi enrolled 55 Latino students representing 44% of its current enrollment. The students' home base represents a geographical area extending from Brownsville to San Antonio and points in between. Because almost all of the students are working professionals and are located in such a wide geographical expanse, the program is delivered in a variety of ways. The program's philosophy regarding its delivery of services is that to the greatest extent possible, the program will come to the students and not totally the other way around. Delivery therefore includes on-site courses, web-based courses, blended courses, accelerated weekend schedules, and any combination thereof.

Research/Scholar Activity Accomplishment

Our students have received internship and scholarship awards from the Hispanic Association of Colleges and Universities (HACU), the Federal Aviation Administration, and the American Association of Hispanics in Higher Education (AAHHE). They have presented professional papers at numerous venues including national conferences of HACU and AAHHE, the Annual Convention of the American Educational Research Association (AERA), and the Annual Convention of the American Psychological Association (APA).