

Institutional Effectiveness Report

2018-2019

Program: Exceptional Learning Ph.D. (ELPhD)

College and Department: Curriculum & Instruction, College of Education

Contact: Ashley B. Akenson

Mission:

a. Core Principles Academic Excellence, Meaningful Innovation, Student Success, Value

Assessment Methods

1. IDEA evaluations (PG 1)

- a. description: Course evaluations for each faculty member are implemented and maintained through the IDEA evaluation system, and are used by faculty members to refine instructional practices and modify course content based on student feedback in support of program goals and student learning outcomes. The IDEA evaluation survey is

i. Acceptability

theoretical understanding and methodological application. For example, statistical

- iii. Exceptionality successful completion of all research courses with mastery (research course GPA minimum: 3.6); submission of original research projects (via presentation or manuscript) to two or more national or international

grant proposal submission; collaboration with other Tech faculty and students on additional grant proposals.

7. Comprehensive Exam (PGs 1 & 2; SLOs 1 & 2)

- a. description. Comprehensive examinations are administered near the end of each semester as needed, typically in conjunction with the Research Seminar in Education (EDU 600). Examinations provide an opportunity for ELPS students to provide evidence of proficiency in and mastery of expected learning outcomes. Students illustrate mastery of theory, research proficiency, professional skills, and content-specific content through their comprehensive exam responses. Students must pass their comprehensive exams in order to move on to Ph.D. candidacy and continue in the program. At the beginning of the next semester

- i. Acceptability students pass the comprehensive exam in no more than two

suggest students are well-prepared and indicate the ELPhD program is meeting PGs & SLOs, however, should a decrease in preparedness and pass rate occur, it will be recognized quickly and corrective action can be taken.

- b. type: other-ELPhD Academic Achievement Table
- c. frequency
- d. thresholds
 - i.

concluded, the committee and any others present may pose questions to the Ph.D. candidate. Once all questions have been answered satisfactorily, the Ph.D. candidate and any guests are dismissed from the room. The dissertation advisory committee then deliberates about whether the Ph.D. candidate's defense was successful. Once a decision has been reached, the Ph.D. candidate is brought back and the decision is shared. If the dissertation defense was successful, the committee signs the Dissertation Defense form and submits it to the Director of Graduate Programs and Graduate Studies. If the defense was not successful, the committee also provides additional feedback and outlines revisions that need to be made before scheduling a second defense. The dissertation defense serves as the final assessment of a Ph.D. candidate's content mastery, course competency, and professional skill development as well as their development as scholars and leaders. Students must have mastered and integrated the content and skills acquired throughout the ELPhD program in order to pass the dissertation defense. Historical data show that students are prepared and generally pass on the first attempt. This pass rate (graduation rate) is monitored every semester.

- b. type: Graduation Rate, ELPhD Academic Achievement Table
- c. frequency every semester
- d. thresholds
 - i. Acceptability Ph.D. candidate passes the dissertation defense in no more than two attempts; candidate answers to defense questions, but answer 4.d ()Tj 09.7e-0.8 (u)

Results

1. IDEA evaluations (PG IDEA evaluations allow for comparison against similar courses on a 5-point scale. Spring 2011 faculty scored an adjusted average of 4.68 on a 5-point scale. This exceeds the threshold of acceptability (3.5). Scores indicate faculty and curricula are successful in achieving learning outcomes and objectives.

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Spring 2019 ELPhD Course IDEA Evaluation Scores

Faculty	Course	N	N
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2. ELPhD Scholarly Activity Reports 2 & 3; SLOs 1 & 2. Each faculty member provides the program director her or his annual faculty activity report (Program Goals 2 & 3). The reports provide the basis for much of the program's annual report submitted annually to the Dean of Education. The information from these comprises the Exceptional Learning Ph.D. Faculty Scholarly Activity report. In addition, the Exceptional Learning Ph.D. Student Scholarly Activity report demonstrates student involvement in and dissemination of scholarly research and development of associated professional skills. The tables below show a high degree of faculty activity for each indicator and respective guided student involvement. The tables below show a high degree of faculty activity for each indicator and respective guided student involvement organizations and disseminated original work (either their own or part of an active research collaboration with faculty &/or peers) at 51 scholarly/professional conferences (24 regional presentations, 12 national presentations, 16 international presentations). Students constantly performed or above the Threshold of Expectation, with several attaining the Threshold of Exceptionality. A list of faculty and student scholarly and professional activity is attached (Appendix).

Table 3. Exceptional Learning Ph.D. Faculty

Table4. Exceptional Learning Ph.D. Student Scholarly Activity

2018-2019 Exceptional Learning Ph.D. Student Activity (36)							
In-Service Workshops	Grant Proposals Submitted	Regional Presentations	National Presentations	International Presentations	Book Chapters	Peer Reviewed Publications	Pending Peer Reviewed Publications
1	5*	24	12	16	1	3	4

* One proposal in which ELPhD students took part or wrote was funded.

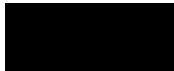
3. ELPhD Academic Achievement (PGs 1, 2; SLOs 1 & 2)
 ELPhD students maintained an average in the key courses listed in the table above (overall
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Table5. Exceptional Learning Ph.D. Student Academic Achievement

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2012-2013	15	B	A	B	A	B	A	B	F15	F15	M16	M16
Admitted		7010	7330	7340	7420	7430	7300	7040	Comps	Prospectus	Defense	Grad
2012-2013	16	B	B	B	A	C	A	B	S16	S16		
2013-2014	1	A	A	A	A	A	A	A	M16	F16	S18	

2015-2016	8	A	B	B	B	B	A	A	F18	F18		
Admitted		7010	7330	7340	7420	7430	7300	7040	Comps	Prospectus	Defense	Grad
2015-2016	9	B	A	A	B	B	A	A	M18	M18		
2015-2016	íi	A	A	B	B	A	B	A	M19	S19		



7. Comprehensive Exam (PGs 1 & 2; SLOs 1 & 2) Students are well prepared for their comprehensive examinations. All students

Link to assessments: [Link to assessments](#) Though the associated assessments (ELPhD Academic Achievement table and ELPhD Student Scholarly Activity table) indicate appropriate progress, the Director of Graduate Programs and Dean of the College of Education recognize this is only part of the picture. In order to

submissions to help students learn discipline-specific protocols and language in support of sharing original research done as part of ELPhD coursework. In addition to presenting scholarly work and developing professional skills, growth in submission to and participation in these events increases exposure to and knowledge of evidence-based practices which not only benefits the students, but also offers opportunities to share this knowledge with others in the ELPhD program, College of Education, and the University. Solicit feedback to evaluate the initiative's efficacy (paired with Ph.D. Student Scholarly Activity table) (Alignment to: PGs 1, 2, 3; SLO & 2; Core Principles: Academic Excellence, Student Success, Supportive Environment; SG-1 PAs A, B, D; SG-2 PA B, SG-4 PAs A, B, D)

Though graduation rate and time to completion (3.68 years) are good, students have informally voiced recurring questions about the Program of Study and dissertation process. In response, the Director of Graduate Programs is creating Program of Study and dissertation workshops, with plans to debut in the fall. These workshops are created to ensure their concerns are addressed, and faculty will also be consulted as they often field questions and concerns and have valuable insights to share. (Alignment to: SLOs 1 & 2; Core Principles: Academic Excellence, Student Success, Supportive Environment; SG-1 PAs A, B, D; SG-2 PA B, SG-4 PAs A, B, D)

Appendix 1: Curriculum Map -

Research Course Alignment with Program Goals and Student Learning Outcomes

Course	Title	Content Mastery	Scholarly Research Activities	Professional Skill Development	Evidence
		(SLO 1)	(PG 2)	(PG 3, SLO 2)	∅

Appendix 2:

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Isbell, J. K., & King, S. (2016). Teaching experiences and mentors' perspectives on teaching experiences in secondary classrooms. *Teacher Education & Practice* (Accepted for publication in *Journal of Research in Mathematics Education* journal folded in December).

Kennedy, K. & King, S. (2016). *Behavior*. Online First Edition.

King, S. & Kennedy, K. (2016). *Education and Treatment of Children* (1), 99-126.

King, S. A., Johnson, H. *, Burch, T. *, & Chitiyo, A*. (in press). Addressing feeding disorders using high probability sequencing for children and adolescents with developmental disabilities. *Research and Practice for Persons with Severe Disabilities*.

Meadows, J. & Suters, L. (In Press). Unpacking elementary TPA. In L. Barron (Ed.), *A Practical Guide to TPA Implementation and Success*. Charlotte, NC: Information Age Publishing Inc.

Luna, L., Majors, T., Meadows, J. R. (2016). *Engineering Models for a Multicultural Education Transformation in STEM: Engineering for All*. Submitted chapter in research volume. In C. Clark, Z. Haad, & A. Hei (Eds.), *Volume 2: Multicultural Curriculum Transformation in Science, Technology, Engineering, and Mathematics (STEM) of the PK-12 Multicultural Curriculum Transformation Handbook Series*. Lanham, MD: Lexington Press. (

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Khalid Tantawi, COI Ismail Fidan, Karen Woszczyk, Other Senior

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mindful abstraction. Proceedings from the American Society for Engineering Education

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strategies: A collaborative curricular design at the undergraduate level. Proceedings from the

American Society for Engineering Education Southeastern (Œ v X D í Œ Z î î õ X

Raleigh, North Carolina.

Arce-Trigatti, A, & Silber-Furman, D (î î î õ •X Æ u]v]v P š Z % Œ } constructing ð P v]v P v

meaning of diversity and inclusion for education. Paper presentation at 51st Annual

Chitiyo, M., Chitiyo, G., Chitiyo, J., & Dzenga, C.G. (2018). Education Professional development needs assessment in selected southern African countries. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Fidan, I., Geist, M., Chitiyo, G., & Zeng, P. (2018). Additive Manufacturing for Healthcare Innovation Course. American Society for Engineering Education.

Fidan, I., Singer, T., Chitiyo, G., & Zeng, P. (2018). Additive Manufacturing. American Society for Engineering Education.

Garrett, R., Chitiyo, G., & Zeng, P. (2018). Designing an engineering project to capture participants' holistic experiences. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Chitiyo, G., Akenson, A. B., Garrett, R., Zagumny, L., Besnoy, K., Fidan, P., Ablath, A., & Zeng, P. (2018). Designing an evidence-based practice. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Chitiyo, M., Chitiyo, G., Zeng, P., & Dzenga, C.G. (2018). Education Professional development needs assessment in selected southern African countries. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Davis, K., Garrett, R., Stenson, T., Chitiyo, G., & Zeng, P. (2018). Designing an evidence-based practice. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Arens, S., Chitiyo, G., & Zeng, P. (2018). Designing an evidence-based practice. Presentation made at the American Evaluation Association Annual Conference in Cleveland, OH.

Isbell, J. K. Baker, J. W. } š š Œ U X U ~ Ì Rural working-class scholars' perspectives and experiences seeking postsecondary education. Paper accepted for presentation at the 15th Annual International Congress of Qualitative Inquiry, Champaign, IL.

Isbell, J. K. Baker, J. W. } š š Œ U X U ~ Ì Rural working-class scholars' perspectives and experiences seeking postsecondary education.

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with developmental delays functional play skills using structured teaching. Presentation
at Association for Behavior Analysis International. Hyatt Regency Chicago, IL.

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aged children with developmental delays functional play skills. Presentation at
Association for Behavior Analysts International. Hyatt Regency Hotel, San Franca 2714mr Be-3 (h)2.3

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Chitiyo, G., Zagumny, L., Akenson, A. B., Littrell, M., & Davis, K. M. (2018). Chess: Exploring the relationship between chess and student learning outcomes (ACIS-3 Years 1 Report).

Chitiyo, G., Potter, D. W., & Ziegler, J. A. (2018). First Approach on Student Outcomes in a Two-Semester General Chemistry Course. The Journal of Chemical Education, 95(10), 1601-1606.

Grants

Co-Principal Investigator: Potter, D.W. (2018-2020) HPSTERS: High Impact Practices in STEM Targeting Engagement, Retention, & Success Grant. PI: Julie Baker; CoPIs: Lisa Zagumny, Carlos Galindo, Harry Ingle, Robert Owens, Charria Campbell. (submitted)

Co-Principal Investigator: Potter, D.W. (2018-2020) The STEM Foundry Heritage Fellows Program: Student Engagement, Retention and Success Grant. PI: Andrea Tragni; CoPIs: Pedro Arce, Carlos Galindo, Stephanie Jorgensen, Robby Schmitt. (submitted)

Principal Investigator: Potter, D.W. (2018-2020) Girls Rule, Lead, and Succeed: Creative Opportunities to Develop and Empower (GRLS CODE) African Honda Foundation Grant. PI: Carlos Galindo, Lisa Zagumny. (submitted for review; \$42,667)

Principal Investigator: Potter, D.W. (2018-2020) The STEM Foundry Heritage Fellows Program: Student Engagement, Retention and Success Grant. (FUNDED; \$32,166)

Isbell, J., Spears, A., Smith, T., Laffoon, A., & Schmitt, C. Improving Teacher Quality Grant
Worcester Polytechnic Institute. (2018-2020) It's a Working Learning Environment

Knowledge of Social Studies Practices for Accessing and Critically Examining Primary Sources

Clemons, M. P. U Z }] v • } v U ^ X : X U v P Characterizing Next-Gen PEBA Assessments Using
the 3-DLAP Poster, Washington, D.C.

Meadows, J., Clemons, M. P

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from a curricular redesign earmarked to promote student-centered learning in postsecondary
education. TTU Research and Creative Inquiry Day, Tennessee, TN.

Mathende, A.M. ~ î î í ð • X Æ % Æ] v • v W Æ % š] } v • } ((µ o š Ç Á] š Z š Z µ •
International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign,
Champaign, USA.

Isbell, J. K., Baker, J. C., Potter, D. W., & Zell, L. ~ î î í ð Rural workingclass scholars' perspectives and
experiences seeking postsecondary education. Presentation made at the International Congress
of Qualitative Inquiry Conference in Urbana-Champaign, IL.

Meadows, J., Arce-Trigatti, A., Moore K Ablakwa, C. N., S Potter D. W., Clemons, M. P. & Baker, J. C.,
~ î î í ð Instructor perspectives regarding a unique teaching program at a rural school.
Presentation made at the International Congress of Qualitative Inquiry Conference in Urbana
Champaign, IL.

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Tennessee Public Health Association 75th Annual Conference Cool Springs Marriott Conference