

# Ph. D in Urban Education

## 2006 NCA Progress Report #9

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### **Introduction:**

The Ph. D. in Urban Education program began in 1987. Now in its 19<sup>th</sup> year, the program has graduated 146 professionals. The program admits students in cohorts of approximately 20 students each year in five specializations of Administration, Counseling, Leadership and Lifelong Learning, Learning and Development, and Policy Studies. A group of graduate faculty in the College of Education and Human Services are identified in each of these areas of specialization. These are the faculty members who teach in the doctoral program and serve on students' dissertation committees. The Doctoral Studies Committee, with a faculty representative from each department in the College and one department chair is the primary decision making committee for the program.

### **Goals:**

In 2005, the Doctoral Studies Committee revised its program goals. The committee identified three primary goals as follows:

1. Knowledge of the field: Students will develop a fundamental understanding and critical perspectives of the theories and applications related to education in urban settings and develop an advanced level of expertise within their specialization area.
2. Research: Students will develop the skills to engage in scholarly research.
3. Communication: Students will develop oral and written skills to communicate at a professional level in urban education

### **Outcomes:**

The program expects students to complete their core and research courses at the end of their second year in order to complete all their coursework including passing their comprehensive examinations by the end of their third year. Although attendance and participation in professional conferences is not required, all students are encouraged to be involved in various research activities through recently created groups known as DRIVE (Doctoral Research Initiative Volunteers in Education) and GEAR (Graduate Educational Alumni Research).

### **Research Methods:**

The program is striving toward extensive use of rubrics in assessing various aspects of students learning. Appropriate rubrics are being used for evaluating each of the three comprehensive examinations and some faculty members use standard scoring rubrics to assess students' written work as well as oral presentations. Scoring rubrics for the three comprehensive examinations have not been revised in the recent years. The Doctoral Studies Committee has designed a dissertation assessment rubric to be used by dissertation committee members to assess the quality of each dissertation after defense (copy attached). An additional dissertation exit survey will also be administered to each successful student to assess the fairness of the dissertation process (copy attached).

**Findings:**

Overall, students are progressing very well in meeting the program goals. Perhaps due to the benefits of the cohort model, most students are completing their coursework in good time, though a few (less than 3 percent) have requested a year's leave of absence during their program. Although students are allowed up to four attempts to pass their comprehensive examinations, most students pass all three portions during their first attempt and a few successfully complete examines on their second try. In terms of research, a significant increase in students' research output through presentations at research conferences and publication in refereed journals has been realized in the last three years as shown below:

<b>Academic Year</b>	<b>MWERA</b>	<b>AERA</b>	<b>ERE</b>	<b>Other</b>
2003/2004	--	3	13	--
2004/2005	6	3	27	4
2005/2006	16	10	14	2

**Review and Action:**

The program intends to continue to facilitate student participation in research and to encourage faculty to work in collaboration with students on research projects. Doctoral faculty members in various specialization areas have been encouraged to review course offering and the administration of comprehensives examinations and make recommendations to the Doctoral Studies Committee. A new specialization in Counseling Psychology has been created and is in the process of seeking APA accreditation. The School of Nursing is also considering introducing the seventh specialization focusing on nursing and health education.



<b>Program:</b> Ph. D. in Urban Education	<b>Completed By:</b> Joshua Gisemba Bagaka's
<b>Department:</b> College of Education and Human Services	<b>Date:</b> May 27, 2005

**Goal 1:** Students will develop a fundamental understanding and critical perspective of theories and applications related to education in urban settings and develop an advanced level of expertise within their area of specialization

Outcomes	Research Methods	Findings	Review	Actions
All students will achieve a GPA greater than 3.0 in 6 core courses (22 credits) at the end of their 2 <sup>nd</sup> year.	Standard GPA results as compiled through the CSU Office of the Registrar are used.	All students met the criterion	NA	NA
All students will pass the core portion of their comprehensive examinations at their first or second attempt.	Comprehensive examinations are prepared and students' answers scored by the core curriculum doctoral faculty using a standard rubric. A minimum of two faculty raters score each student response.	16 of 21 students passed during the year	NA	Failing students are advised to meet with their program advisors for further planning and preparation to re-take the failed paper
Beyond second year students will achieve a GPA greater than 3.0 in their specialization courses	Standard GPA results as compiled through the CSU Office of the Registrar are used.	All students met the criterion	NA	NA
All students will pass the specialization portion of their comprehensive examinations at their first or second attempt.	Comprehensive examinations are prepared and students' answers scored by the doctoral faculty in the students' area of specialization. A minimum of two faculty raters score each student response.	11 of 12 students passed during the year	NA	Failing students are advised to meet with their program advisors for further planning and preparation to re-take the failed paper



**Goal 2:** Students will develop the skills to engage in scholarly research.

Outcomes	Research Methods	Findings	Review	Actions
All students will achieve a GPA of 3.0 in the 3-5 research methodology coursework (10-16 credits) during their first three years	Standard GPA results as compiled through the CSU Office of the Registrar are used.	All students met the criterion except one outstanding Incomplete grade	NA	NA
All students will pass the research comprehensive exams at their first or second attempt.	Comprehensive examinations are prepared and students' answers scored by the doctoral research faculty using a standard rubric. A minimum of two faculty raters score each student response.	17 of 21 students passed	NA	Failing students are advised to meet with their program advisors for further planning and preparation to re-take the failed paper
All students are required to complete a dissertation research in order to earn the degree	A dissertation committee of five faculty members evaluate the written and oral presentation of the dissertation, both at the prospectus and final dissertation defense.	5 of 5 students successfully defended their dissertations during the academic year	NA	NA
All students and recent alumni are encouraged and given the opportunity to do research and present at research conferences and ultimately publish their research in refereed journals	Structure is in place to keep track of students level of participation in conferences and publications	Conference presentations: National – 7 Regional – 33 Publications – 3 (see attached list for detail)	NA	NA



<b>Goal 3:</b> Students will develop oral and written skills to effectively communication at the professional level in urban education.				
<b>Outcomes</b>	<b>Research Methods</b>	<b>Findings</b>	<b>Review</b>	<b>Actions</b>
For most courses, students are required to write term papers in core courses and make oral presentations to their class audience	Standard scoring rubric for both written paper and oral presentation is used in at least one of these courses	Written papers and oral presentation in 4 courses. Written paper in 6 courses during the students first two years.	NA	NA
All students are required to written comprehensive examinations in the core, research, and in their area of specialization.	All three (core, research, and specialization) sets of comprehensive examinations are prepared and students' answers scored by the appropriate doctoral faculty using a standard rubric. A minimum of two faculty raters score each student response.	21 students participated in at least one portion of the comprehensive examinations.	NA	NA
Presentations at research conferences	The Office of the Doctoral Studies keep track of the number of students presenting at various conferences	Conference presentations: National – 7 Regional – 33 Publications – 3 (see attached for detail)	NA	NA
Oral prospectus presentation; Oral dissertation presentation.	Each student's committee chair and methodologist work closely with the students to determine student's readiness to have a oral prospectus or dissertation defense. The student's work is then evaluated by a full committee of five graduate faculty members.	7 students had successful prospectus hearings and 5 completed their dissertations during the academic year.	NA	NA

**--Ph. D. in Urban Education**  
**College of Education and Human Services**  
**Cleveland State University**

**Student Dissertation Exit Survey**

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In our continued effort to improve the process of dissertation research in the Ph.D. in Urban Education program, we would like to know how the process went for you. With regards to your own dissertation process, please respond to the following items as best as you could. The information collected will be kept in the Doctoral Studies Office and can only be accessed in aggregate form on an annual basis, in order to preserve confidentiality of individual responses.

**SECTION A:** General Information

What is your area of specialization?

- School Administration
- Leadership and Lifelong Learning
- Learning and Development
- Counseling
- Counseling Psychology
- Policy Studies

What semester/year did you have your,

	<u>Semester</u>	<u>Year</u>
Prospectus Hearing	_____	_____
Dissertation Defense	_____	_____

What is your Cohort number: \_\_\_\_\_

**SECTION B:** Dissertation Process

Indicate the extent to which you agree or disagree with the following statements using the scale:

(1) Strongly Disagree - SD (2) Disagree - D (3) Agree – A (4) Strongly Agree - SA

	SD	D	A	SA
I received adequate support and direction in setting up the dissertation committee				
There seemed to be general agreement and collaboration among the dissertation committee members				
I had sufficient guidance in configuring my dissertation topic from the chair of my dissertation committee				
My dissertation chair had sufficient knowledge in directing my dissertation				
My dissertation methodologist had sufficient knowledge and understanding of the methodology used in my study				
I had sufficient access to my dissertation chair whenever I needed help				
I had sufficient access to my dissertation methodologist whenever I needed help				
Overall, I felt supported during my dissertation process				
I received adequate support and direction in setting up the date for my dissertation hearing				
My dissertation chair sufficiently guided me in preparing for my dissertation hearing				
My dissertation methodologist sufficiently guided me in preparing for my dissertation hearing				
My dissertation hearing was smooth and went according to my expectation				
The feedback I received from committee members during my hearing were very beneficial in finalizing my dissertation				
Overall, I was satisfied with my dissertation research process				

**Ph. D. in Urban Education**  
**College of Education and Human Services**  
**Assessment of Doctoral Dissertation**

This evaluation is to be completed by each member of the dissertation committee, at the end of the dissertation defense. Please write the number in the rating column for each of the areas of the dissertation using the scale: **(1) Marginal (2) Acceptable (3) Exemplary**. Return the completed form to the Doctoral Studies Office.

Area of Dissertation	Rating	(1) Marginal	(2) Acceptable	(3) Exemplary
Depth of knowledge underlying the area of the study		Understanding of the fundamental principles directly related to the project is marginal	Student displays a good understanding of fundamental principles directly related to the project	Student demonstrates excellent understanding of fundamental principles directly related to the project
Breadth of knowledge underlying the area of the study		Knowledge of related issues, principles, and theories is somewhat weak	Knowledge of related issues, principles, and theories is adequate	Excellent knowledge and understanding of related issues, principles, and theories
Review of relevant literature to the study		Student presented and discussed some of the literature related to the project with limited analysis of the literature	Student presented and discussed most of the literature related to the project and adequately analyzed the literature	Student excellently presented, discussed, and appropriately analyzed most of the literature related to the project
Utilization of advanced and appropriate methods of data analysis and synthesis		Student appropriately used analytical techniques but with limited understanding of the principles underlying the technique.	Student competently used appropriate analytical techniques and understands the principles underlying the techniques	Student used advanced analytical techniques appropriate for research in the field and is exceptionally able to discuss the underlying principles of the technique.
Competence in writing		The quality of writing was minimally adequate	The quality of writing was adequate	The quality of writing was excellent
Contribution of the study in the advancement of knowledge in the field		Work will have minimal impact on the field and contributes little to the advancement of knowledge	Work will most likely have an incremental impact on the field and contributes to the advancement of knowledge	Work will definitely have a strong impact on the field and contribute significantly to the advancement of knowledge

Role in Committee (Check one): \_\_\_\_\_Chair \_\_\_\_\_Methodologist \_\_\_\_\_ Committee Member

Title of Dissertation:

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Comments: