Ed.D. in Educational Leadership 2022-2023

Program Goals

To graduate educational leaders that have shown their ability to:

1. become stewards of the profession;
2. identify critical problems of practice; and,
3. use methodological skills to be capable consumers of research and serve as scholar-practitioners.

Student Learning Outcomes

1. A doctoral candidate critically evaluates the existing research to understand the state of the literature as it applies to problems of practice.
2. A doctoral candidate brings together leadership teams and scholars to identify and define a problem of practice that is directly observable, actionable, connects to broader strategies, and is high leverage.
3. A doctoral candidate constructs a method of inquiry that is sound and appropriate to the problem of practice.

Assessment of Student Learning Outcomes

It is important to note that the Ed.D. program is not under the scrutiny of the CAEP accreditation process. As such, there are no formal standards applied to the Ed.D. program. Assessment of learning outcomes occurs via the comprehensive exam/proposal as well as the completed dissertation. The exam/proposal is a combined assessment that reflects both the knowledge gained from the Ed.D. coursework and the quality of a proposed study that will lead to a successful examination of and solution to a critical problem of practice. These assessments require mastery performance by students for completion and the results are shared across the core faculty in EDLE.

Assessment Report 2022-2023

The EDLE Doctoral Degree Program assesses all students through the dissertation proposal and dissertation defense. Students are held to a mastery expectation on both assessments so each student who sits for one of the assessments must show mastery of the following learning outcomes to move forward in the program.

Student Learning Outcomes

1. A doctoral candidate critically evaluates the existing research to understand the state of the literature as it applies to problems of practice.
2. A doctoral candidate brings together leadership teams and scholars to identify and define a problem of practice that is directly observable, actionable, connects to broader strategies, and is high leverage.
3. A doctoral candidate constructs a method of inquiry that is sound and appropriate to the problem of practice.

The program continually examines student data and assessments and as a result has proposed adjustments to the curriculum to improve alignment with the program goals and learning outcomes. Adjustments made during the 2022-2023 academic year included responding to student input by incorporating more time for working sessions and feedback during the on-campus doctoral seminar. Another key shift based on student feedback was to move the Program Evaluation course to a full 16-week timeline. Based on what was learned from students during the 2022-2023 academic year, the program faculty are planning to revamp the Topics in Educational Research course to provide additional support in survey development.

Student Ed.D. Completions during 2022-2023: (5 Total)

1. Meleah Hoskins (Chair: Dr. Christy Smith)
2. Darlene Listro (Chair: Dr. John Pijanowski)
3. Kirstyn Salehi (Chair: Dr. John Pijanowski)
4. Meghan Scales (Chair: Dr. John Pijanowski)
5. Mary Schaefer (Chair: Dr. Kara Lasater)

Student Progress

Currently there are a total of **41 students enrolled in the EDLE Ed.D.**, including **25 students who have completed coursework and are currently working on their proposal or dissertation.** Offers of admission were extended to 10 applicants for the 2023 cohort, which will begin Summer Session 1, and 7 students have accepted at the time of this report. The program accepted **approximately 56%** of the total applicants to the 2023 EDLE Ed.D. cohort, a higher acceptance rate compared to last year's number. The EDLE faculty made the decision to no longer require the GRE in its admission criteria moving forward and updated admission requirements to allow for a wider, more competitive pool of applicants.

Areas of Improvement

- In the past we have experienced high numbers of high-quality applicants, but as competition increases from growing online program options, we will need to be more intentional about recruiting.

- We continue to think about how to provide additional writing support to students as they progress through coursework and the dissertation.