

Ed.D. in Educational Leadership 2023-2024

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 2023-2024

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.

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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 2023-2024 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 revamped the Topics in Educational Research course to provide additional support in survey development.

Student Ed.D. Completions during 2023-2024:

1. Shelley McKeever (Chair: Dr. Kara Lasater)
2. Letitia De La Garza (Chair: Dr. Kara Lasater)
3. Beth Haddinger (Chair: Dr. Kevin Brady)

Student Progress

Currently there are a total of **32 students enrolled in the EDLE Ed.D.**, including **26 students who have completed coursework and are currently working on their proposal or dissertation. Six students will complete their coursework during the Fall 2024 semester.**

The 2023 decision to no longer require the GRE in its admission criteria had the desired effect of creating a wider, more competitive pool of applicants, with 53 individuals submitting completed application. Offers for acceptance were extended to 11 applicants, which represents an **acceptance rate of approximately 21%.**

Areas of Improvement

- EDLE will continue its goal of providing writing support to students as they progress through coursework and the dissertation process. This emphasis was initiated in the Fall 2023 during on campus seminar weekends with multiple opportunities for students to write independently, engage in peer review of their work, and collaborate with faculty.
- The addition of a tenure track faculty member for the 2024-25 school year will increase the faculty's capacity to increase the number of students accepted into the doctoral program.