

## **Ed.D. in Educational Leadership 2018-2019**

### **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 are 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. course work and the quality of a proposed study that will adequately lead to a successful examination 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 2018-2019**

The EDLE Doctoral Degree Program assesses all students through the comprehensive exam, dissertation proposal and dissertation defense. Students are held to a mastery expectation on all three assessments so each student who sits for one of the se 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.

### **Student Completions during 2018-2019**

1. Sherri Betton
2. Jefferey Hunt
3. Andy Ashley
4. Kevin Hancock
5. Rena Duewel
6. Dayna Coleman
7. Josh Ray
8. Nandra Campbell
9. Mike Ewton

### **Student Progress**

Currently there are 39 students enrolled in the EDLE Ed.D. with 15 of those students currently enrolled in classes (or will be this summer as the new cohort begins) and 24 are working on their dissertation proposals/studies (i.e., ABD).

Five (56%) of the above listed students who successfully defended their dissertations did so within the three-year window that the program supports. The other four were beyond the three-year target set by the program.

There are 7 students who have been accepted into the 2019 cohort, all but one have matriculated at the time of this report. The program accepted 41% of the total number who completed applications to the 2019 EDLE Ed.D. cohort.

### **Areas of Improvement**

- The balance of ABD and non-ABD students needs to be improved. To do this, faculty will be more transparent in relation to ABD students' ongoing performance through communicating via the proper documentation provided by the Graduate School.
- There is currently a wide-range of quality in the dissertations being produced with some outstanding and others marginal. This might be a result of several factors:
  - Admission process might not be as effective as needed to ensure that quality students who have the potential for success are admitted.
  - Providing critical feedback at the beginning of the program of study (first two semesters) and honestly advise students at that time of their performance and needed adjustments.
  - Take a critical examination of dissertation chair loads and strive for an even distribution that makes sense in relation to individual faculty workloads.