

Ed.D. in Educational Leadership 2019-2020

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 2019-2020

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 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 2019-2020

1. William DeWitt (Chair: Dr. John Pijanowski)
2. Curtis Hicks (Chair: Dr. Kevin Brady)
3. Julie Workman (Chair: Dr. Kevin Brady)

Student Progress

Currently there are a total of **44 students enrolled in the EDLE Ed.D.** with **14 of those students recently admitted and matriculating into the 2020 Cohort**, which begins in June 2020) and **30 students are currently working on their dissertation proposals/studies (i.e., ABD).**

All three (3) of the above listed students who successfully defended their dissertations did so within the three-year window that the program supports and actively encourages.

There are **14 students who have been accepted into the 2020 cohort**, and all 14 students accepted and matriculated at the time of this report. The program accepted approximately 67% of the total number who completed applications to the 2020 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. A targeted plan has been developed to address this issue for the upcoming 2020-21 school year. The current program coordinator will assume a reduced courseload so as to allocate more time to chairing students to completion of their Ed.D.
- 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 a more equitable and equalized distribution that makes sense in relation to individual faculty workloads, rank, and tenure-status.