

Ed.D. in Educational Leadership 2021-2022

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 2021-2022

The EDLE Doctoral Degree Program assesses all students through the dissertation proposal and dissertation defense. Students are held to a mastery expectation on all two 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 Ed.D. Completions during 2021-2022: (7 Total)

1. Jordan Dickey (Chair: Dr. Kevin P. Brady)
2. Dannah Steele (Chair: Dr. Kara Lasater)
3. Adam Lamparske (Chair: Dr. John C. Pijanowski)
4. Cheyenne Hill (Chair: Dr. John C. Pijanowski)
5. Aron Dody (Chair: Dr. John C. Pijanowski)
6. Allan Freeman (Chair: Dr. John C. Pijanowski)
7. Stephanie Summerford (Chair: Dr. John C. Pijanowski)

Student Progress

Currently there are a total of **48 students enrolled in the EDLE Ed.D.** with **6 of those students recently admitted and matriculating into the 2022 Cohort**, which begins Summer Session I 2021) and **22 students are currently working on their dissertation proposals/studies (i.e., ABD).** There are **6 students who have been accepted into the 2022 cohort**, and all 6 students accepted and matriculated at the time of this report. The program accepted **approximately 14%** of the total number who completed applications to the 2022 EDLE Ed.D. cohort. A lower acceptance rate compared to last year's number. It is important to point out that the GRE will be waived as an admission criteria to the Ed.D. Program until 2022.

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 course load 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.