

Ed.D. in Educational Leadership 2024-2025

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 2024-2025

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 2024-2025 academic year included responding to student input by shifting “onboarding” advising information (e.g., identifying and working with a chair, navigating the IRB) out of the on campus seminar to create more time to focus on writing with faculty support. Another key shift based on student feedback was to move the Problems of Practice course back to an 8-week summer session from a 5-week course. The program faculty has also decided to a redesign of how the dissertation proposal model is taught during coursework in an effort to encourage less repetition and produce work that will more seamlessly translate to peer-reviewed published work.

Student Progress

In the Fall of 2024, 39 students were enrolled in the EDLE Ed.D.

3 doctoral students graduated in 2024

4 students graduated in May, 2025

Areas of Improvement

- EDLE is committed to a comprehensive curriculum review in 2025 as we onboard 3 new faculty so we can ensure the coursework is consistent and aligned with outcome goals.
- Admissions applications have consistently trended higher over the last 3 years and with the addition of new faculty we have identified this program as a potential area for growth so we will be working closely together as a faculty to explore how we can add more students while maintaining the rigor and quality of the student experience.