

# Educational Leadership EDD

## Goal 1: Competence In Field Of Educational Leadership

**Goal Description:**

Students will demonstrate competence in knowledge of key concepts and theories in the field of educational leadership, including demonstration of competence in research skills.

**Providing Department:** Educational Leadership EDD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Obj 1: Development Of Knowledge And Skills In Educational Leadership**

**Learning Objective Description:**

Objective: Doctoral students in Educational Leadership will develop the knowledge and skills in (a) leadership content and (b) research content to complete research topics, as measured by comprehensive examinations.

RELATED ITEM LEVEL 2

**Indicator 1 (goal 1, obj 1): Comprehensive Examinations**

**Indicator Description:**

Indicator type: Comprehensive exam

Students will successfully complete comprehensive exams at the end of core coursework. Written comprehensive examinations are developed by faculty and are administered in two parts: (I) a written exam consisting of the application of knowledge in educational leadership for literature review development, and (II) the completion of research competencies (e.g., research presentation, manuscript for publication, attendance at defenses). Part I exams are scored holistically as pass or fail by faculty members. Patterns across students' responses are analyzed to indicate strengths and/or areas of need within the doctoral curriculum. Part II exams are scored for completion. Students have about 2 years to complete the research competencies (Part II).

**Criterion Description:**

At least 90% of the students will successfully pass Part 1 of the comprehensive exams on their first attempt. At least 90% of the students will complete the research competencies by the deadline.

**Findings Description:**

For Cohort 49, 100% of students (n = 15) passed the written portion of the comprehensive exams early Spring 2024 semester.

Most (11) students received a score of High Pass whereas 4 students received a score of Pass.

For the research competencies Part 2, 14 out of 15 (93%) students passed this portion of the comprehensive exams late Spring 2024 semester.

We met our annual goals for this indicator for the written portion (Part 1) and the research competency (Part 2) this academic year.

RELATED ITEM LEVEL 3

**Action STEP 1 (goal 1, obj 1): Comprehensive Examinations**

**Action Description:**

Continue collecting these performance data on program students each year and continue monitoring progress. Share results with faculty and revise program goals/assessments as needed.

Goal 2: Quality And Effectiveness

Goal Description:

Students in the Doctoral Program in Educational Leadership will display a working knowledge of the literature in the leadership field by conducting research and reporting findings in research papers and/or formal research presentations.

Providing Department: Educational Leadership EDD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Obj 2: Research Presentations (Student Scholarship)

Learning Objective Description:

Objective: During the doctoral program, all students will develop the research, writing, and presentation skills needed to submit a manuscript for peer-reviewed publication OR a research paper for presentation at a peer-reviewed research conference.

RELATED ITEM LEVEL 2

Indicator 2 (goal 2, obj 2): Research Presentation

Indicator Description:

Indicator Type: Research Presentation

Students will propose a research study to a peer-review conference OR submit a manuscript for publication to a peer-reviewed journal. Students will receive feedback on the disposition of manuscripts and academic presentations from external editors and/or reviewers. This indicator will be assessed by a count of research presentations and publications.

Criterion Description:

At least 25% of doctoral students enrolled will submit a research proposal to an academic journal OR present the research paper at a peer-reviewed research conference.

Findings Description:

We collect these data by asking students and faculty for this information and reviewing the SERA and ICPEL Conference programs.

Out of the 42 program students, 11 students (26%) presented research at a peer-reviewed research conference.

Therefore, we met the student research goal.

RELATED ITEM LEVEL 3

Action STEP 2 (goal 2, obj 2): Research Presentation

Action Description:

Action: Revise this goal for research to include research presentations and publications.

Consider resource cuts and ways to address limited funding and students having to take off work to attend these events with the ongoing nationwide educator shortages. Create a list of conferences where students might be able to present virtually.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Some of the challenges are due to the nationwide educator shortages and educators being stretched to fill multiple positions and vacancies.

1. Our students continue to meet the knowledge goal of our program by meeting expectations with comprehensive exams. **We will continue this goal** as it helps us monitor our curriculum/instruction and student progress in the program.

1. Our students continue to develop the research skills needed to present at state, regional, and national conferences. **We will continue with this goal and add other research presentation opportunities to this goal.** We have an annual workshop in September to mentor students with the process of proposal submission that we will continue. Also having a student representative at SERA has been a helpful model to encourage students to participate. Currently, we have 2 doctoral students who are Jackson Scholars, and we will continue to support this research opportunity for students of color who are interested in academia.

#### **Update of Progress to the Previous Cycle's PCI:**

Progress toward achieving the goals: Goals were met this academic year. The program faculty will continue to revise and improve the assessments and research opportunities for the doctoral students.

#### **New Plan for Continuous Improvement Item**

##### **Closing Summary:**

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##### **For 2023-2024**

Some of the challenges in 2023-2024 are due to the nationwide educator shortages and educators being stretched to fill multiple positions and vacancies, student learning gaps, and school safety/discipline. These challenges may limit their opportunity to leave campus to attend an out-of-town research conference. Also, these challenges may affect their work, life, and school balance.

1. Our doctoral students continue to meet the knowledge goal of our program by meeting the comprehensive exam expectations. **We will continue this goal** as it helps us monitor our curriculum/instruction and student progress in the program.
2. Our students continue to develop the research skills needed to present at state, regional, and national conferences. This academic year, we barely met this goal. **We will continue with this goal; we may need to reconsider the percentage required to meet this goal next year or add other research presentation opportunities.** We had a student SERA Representative last year and have a new one this year. The representatives have helped remind and encourage students to participate. Currently, we have 2 doctoral students who are Jackson Scholars, and we will continue to support this research opportunity for students of color who are interested in academia.

Objectives and indicators for AY 2024-2025 are being considered and will be reflected in that year's plan.