

Educational Leadership EDD -
Assessment Plan Summary

Educational Leadership EDD

Goal 1: Competence In Field Of Educational Leadership

Goal Description:

Students will demonstrate competence in educational leadership

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 the **comprehensive examinations**.

RELATED ITEM LEVEL 2

Indicator: Comprehensive Examinations

Indicator Description:

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) written exam consisting of application of knowledge in educational leadership, 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 two to three faculty members. Patterns across students' passing or failing 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 I of the comprehensive exams on their first attempt. At least 90% of the students will complete the research competencies by the deadline.

Findings Description:

Finding: for the 2016-17 year, two cohorts (33, 34) took comprehensive exams (n = 20). Results: **20/20 (95%)** passed Part 1 on their first attempt. For Part II (competencies), **19/20 (95%)** posted complete and satisfactory research competencies.

Attached Files

 [SACS data Comps 2016-17](#)

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 via research papers.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Obj 2: Publications/Presentations (Student Scholarship)

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Indicator: Peer Review Opportunity

Indicator Description:

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 or reviewers. This indicator will be assessed by a count of research presentations and publications.

Criterion Description:

At least 50% of the population of the doctoral students will submit a research proposal, be accepted by process of peer review, and present a research paper at a peer-reviewed research conference OR will submit a manuscript to a peer-reviewed journal and receive approval for publication.

Findings Description:

We have 82 current students 2016-2017. Presentations: 63 gave research presentations. Publications: 68 published a peer-review article. Overall, over 50% of the current students were involved in a external peer-review process.

Attached Files

[📄_Students Pubs Presentation 072417](#)

Goal 3: Recruit an ethnically diverse group of candidates.

Goal Description:

Goal 3: Recruit and select a diverse pool of applicants and select a diverse group of students (ethnically diverse).

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Obj 3: Select a diverse (ethnically) group of students for the academic year.

Performance Objective Description:

Select an ethnically diverse group of doctoral students with at least 40% identified as nonwhite.

RELATED ITEM LEVEL 2

KPI/Result: Diversity of Selected Students

KPI Description:

Counts of selected students by ethnicity will be reported for the academic year

Results Description:

We did not meet the goal of recruiting a 40% diverse student population for the EDL doctoral program. We recruited 36% of the students who identified as nonWhite.

For Summer 2017, 12 students were recruited by Cohort 38. (9 White, 3 African American).

For Spring 2017, 10 students were recruited for Cohort 37 (5 White, 5 African American).

Total percentage (n = 22): 64% White, 36% AA.

Past data to compare: For 2015-16, 10 students were recruited for Cohort 36 (8 White, 1 African American, 1 Hispanic) & Cohort 35 had 8 students (4 White, 2 African American, 1 Hispanic, 1 other).

Total percentage (n = 18): 67% White, 17% AA, 11% Hispanic, 5% Other

RELATED ITEM LEVEL 3

Diversity of Student Population

Action Description:

Because we did not meet the goal of recruiting a 40% diverse student population for the EDL doctoral program, we will increase our efforts at recruitment of students to increase the diversity of our student body. While 36% of the students we recruited identified as nonWhite, we will review best practices for expanding that number. Additionally, we will increase recruitment in areas that have a diverse population in order to increase the diversity of the student population in our program.

Update to Previous Cycle's Plan for Continuous Improvement

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

- 1. Comp Exams and Research Competencies: We will continue to communicate to students about the expectations and upcoming deadlines for meeting the expectations.
- 2. Student Scholarship: We will continue to strive for a high rate of research conference presentation by providing travel funds, communication, and mentorship of students. We will look for ways to improve the data collection system for research publications.

Update of Progress to the Previous Cycle's PCI:

- 1. Comp Exams & research competencies: We used weekly messages to communicate the research competencies and remind students about attending defenses. During new student orientation, we shared an overview of the program and the comp exam dates. Providing additional reminders through the year seemed to help increase the completion of the research competencies and the preparation for the comp exams as we had only one student who did not meet this goal.
- 2. Student Scholarship: We provided financial support for travel to research conferences. We improved the data collection system for presentation information after each conference. Our graduates are experiencing research presentations and submissions of research manuscripts, which helps to extend our reach and value to the research community.

Plan for Continuous Improvement

Closing Summary:

Although we met the criterion set forth for peer-reviewed scholarly works, we will continue to support doctoral students in pert-reviewed publication and presentation efforts, in an effort to increase the number. Additionally, we will continue to work toward increasing the diversity of

the student population in our program.