



WILLIAM WOODS
UNIVERSITY

EDD Annual Assessment 2020-2021

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Graduate Annual Assessment 2020-2021

Doctor of Education: Educational Leadership

Program Profile

Program Mission

The purpose of the program is to prepare students to be an educational leader. Students generate and apply research and theory in organizational and leadership development, and communicate ideas through writing and speaking with other professionals in the field. As a result of this program of study, students may assume a position in the state department of education; or as a teacher educator, curriculum director, principal or superintendent. Students may choose to remain in the classroom, serving as a leader and mentor for your colleagues. Through the connections students form in this program, and increased degree status, students join many graduates as they consistently rise to higher level leadership positions within school districts and at the collegiate level.

Students are presented the following information:

The field of education is facing increasingly complex challenges. It has never been more critical that these challenges be met by new research and new ideas, developed by a new generation of leaders. The William Woods University Doctorate in Educational Leadership is designed to provide you with the tools you need to become one of these people.

The Doctorate in Educational Leadership will provide you with advanced professional training and develop your abilities in the scholarly study of the issues that challenge education. You will study curricular and instructional issues and develop leadership and organizational skills that you can apply within your own educational setting. The doctorate program will also reinforce the research skills you need to reach a leadership position in the field.

One of things that makes this program a William Woods signature course is that training is only part of the program. It is also designed to challenge and motivate you to go out and find the solutions that education needs.

At William Woods, you'll be participating in an Education graduate program known for its excellence and for providing a significant number of the leaders in Missouri's state school system. As one of our students, you will have the opportunity to learn from active practitioners in the field and make the connections you need for leadership and career growth.

This Education doctorate degree is designed to fit the schedules of working pk-12 and collegiate teachers, staff and administrators, and can be completed in two years or less through evening courses taught in convenient locations around the state. You can expect rigorous coursework with real-world relevance, designed and taught by professionals who have proven their expertise. We structure the schedule so as to keep students together, allowing you to develop lasting relationships with peers focused on similar career goals. And, to make this an investment you can count on, your tuition will not go up as long as you stay continuously enrolled.

The program's mission is: To develop educational leaders for tomorrow.

Program Objectives

Objective 1: The systematic acquisition and interpretation of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.

Objective 2: In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.

Objective 3: Sharing and questioning personal practical knowledge.

Objective 4: Integrating accumulated professional knowledge and scholarly inquiry.

Objective 5: Developing a deep understanding of applicable research methods and advanced academic inquiry.

Objective 6: Conceptualizing, designing and implementing a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

Program Demographics

Total Enrollment 2020-2021

365

Total Enrollment 2019-2020

320

Graduating Students

Total Graduated 2020-21

40

Total Graduated 2019-2020

42

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

William Woods University														
Assessment Data														
Program: Education Leadership														
EDD														
Academic Year														
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	
Declared Majors (As of fall census)	Incoming Students ¹	0	0	0	25	0	10	2	20	8	19	12	10	
	Total	50	64	93	95	111	140	151	337	285	345	365	284	630.0%
	Graduate Enrollment	1,426	1,301	1,206	1,125	1,025	1,171	1,103	1,403	1,367	1,280	1,232	951	-13.6%
Number of Cohorts		8	9	10	11	11	19	24						
Graduated Majors (9/1-8/30)		0	0	9	7	9	17	31	25	21	42	40		
Cohort Year														
Graduation Rate:²		07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	
Graduate College Program		90.7%	94.2%	94.5%	88.1%	89.5%	91.1%	86.5	81%	61.70%	80.60%	55%	86%	
		NA	NA	NA	25.0%	NA	60.0%	50%	15.8%	0.0%	25.0%	38.9%	80.0%	
¹ = students new to the program in the fall semester														
² = % of students graduating or obtaining a certificate from program within 3 years, students earning more than one degree are excluded from the analysis														

Reflection on Demographic Data

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The enrollment for the EdD continues to increase. We have implemented a new course structure for EDU 781 that has recently shifted the number of students finishing their proposals in a more timely manner. We are now seeing some students "time out" of their dissertation. Students are given the opportunity to appeal their timeline by contacting Dr. Tom Frankman. Students that have completed their dissertation proposal have a fairly good chance of obtaining a sixth year to complete their dissertation. This past year the five year completion rate for the dissertation was 75%. This was below expectations. We hope with increased efforts by providing dissertation support during EDU 781, the five-year completion rate will increase. The EDU 781 course was redesigned from a basic shell course to provide more support for students. In this vein, students are provided opportunities for face-to-face instruction or hybrid instruction using recorded webinars.

Program Delivery

Cohort
 Online
 Hybrid
 Cohort and Online (selected)

External Accreditation

Does the program hold external accreditation?

Yes
 No (selected)

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

No, the EdD is not approved by an external accrediting agency other than the Higher Learning Commission.

Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

https://www.williamwoods.edu/academics/graduate/education_graduate/doctorate_in_educational_leadership.html

https://www.williamwoods.edu/academics/online/graduate/doctorate_in_educational_leadership.html

There was a lot of interest in offering the EdD as an online option. The online option would seem like a great avenue to increase enrollment, but at the same time managing the program becomes a bit more cumbersome. The marketing materials seems limited beyond the internal websites. Realizing that many resources have been invested in the online version of the EdD, one would expect a heavy marketing and admissions campaign. Limited marketing materials have been provided to the academic unit. The websites that are provided on the internal website appear accurate.

Marketing Attachments

Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

Full-time faculty

Dr. Kristee Lorenz - 5 courses a year; 7 dissertations per year

Dr. Tom Frankman - 3 courses a year; administrative duties as chair of dissertations

Dr. John Long - 3 courses a year; administrative duties as chair of the doctoral program

Dr. Leslie Trogdon - 3 courses a year; 7 dissertations a year

Part-time Faculty

Dr. Gretchen Guitard - 2 courses a year; 7 dissertations a year

Dr. Lisa Nieuwenhuizen - 2 courses a year, 7 dissertations a year

Adjuncts:

A list of education adjuncts has been uploaded and their respective credentials are provided. Recently, the credentials of professors who only hold EdS or Master's degrees and were teaching at the same level were pulled. Applicable certifications and experience is no longer a justifiable route for credentialing faculty.

Faculty Load Attachment

If you want to attach the load document you can do that here.

Adjunct_faculty__2_.csv ~ upon request

Program Objectives

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
EDD.1	Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.
EDD.2	Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.
EDD.3	Student will share and question personal practical knowledge.
EDD.4	Student will integrate accumulated professional knowledge and scholarly inquiry.
EDD.5	Student will develop a deep understanding of applicable research methods and advanced academic inquiry.
EDD.6	Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

Alignment with Institutional Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

University Objective #1 Major Field Competence is carried out in the EdD program in program objectives 1, 2, & 5. This is carried out through the constructions of papers in each of the individual classes, but especially in the construction and defense of the dissertation. These papers demonstrate student command of the information presented in the doctoral coursework. In addition to these papers, all students must successfully complete a comprehensive exam (COMPS). The COMPS test, in essay format, evaluates student's understanding of the major concepts from the four nonresearch classes.

University Objective #2 Ethics is carried out in the EdD program in program objectives 4, 5, & 6. The construction of a research project that results in a dissertation contains multiple ethical checkpoints. This begins with required CITI training. Completing this training ensures that all students in the program have completed federally required training that is verified through a mandatory series of tests that students must pass. Then in addition to the acceptance of the dissertation committee of the student's proposed plan, the plan is also reviewed by the Institutional Review Board (IRB). The primary function of the IRB is to ensure participant safety and ethical conduct by the researcher before, during, and after the study.

University Objective #3 Self Liberation is carried out in the EdD program in program objectives 1 & 3. Throughout the coursework the students are continually asked to gather, assess, and apply new information. This research based information can be applied to the current work situation as well as be the springboard for personal growth. This process culminates in the dissertation. As a result of this major research project students become an expert in a topic that will typically become embedded in the remainder of their professional career. Sometimes the results of this research are not expected by the student and cause them to change their perceptions and beliefs. In other cases the results confirm and strengthen the views that the student brought to the research, but are now based in concrete evidence.

University Objective #4 Lifelong Education is carried out in the EdD program in program objectives 1, 4, & 6. The research projects that students completed during the EdD program, especially the completion of the dissertation, lead to lifelong learning. Students conduct data collection and analysis through several possible formats. The process of selecting the appropriate format for data collection and analysis requires the student to examine, discard, and ultimately select from a range of options. These options, even the ones not selected, provide the student with knowledge of available tools they can choose to use for future data gathering and analysis in their career. In addition, this knowledge can influence how they consider data, discussions of data, evaluations of data, as well as a larger appreciation for how information is presented and accepted. This is possibly the most important lesson they will learn in the program.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Educational Leadership EdD

	EDU 710	EDU 720	EDU 730	EDU 740	EDU 750	EDU 760	EDU 780	EDU 781	EDU 790	Comp Exam
EDD.1 Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.	A, M		R	R	R		R			A, M
EDD.2 Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.			R	R	R	R	A, M	R	A, M	
EDD.3 Student will share and question personal practical knowledge.	R		A, M		R	A, M				
EDD.4 Student will integrate accumulated professional knowledge and scholarly inquiry.						A, M	R			A, M

EDD.5 Student will develop a deep understanding of applicable research methods and advanced academic inquiry.		A, M		A, M			R	R		
EDD.6 Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.		R		R			I	R	A, M	

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should have on student learning?

In addition to the current cohort based EdD program, the University has added an online version in the spring of 2019. There were recent curricular changes for transitioning all the EdD coursework into an 8-week online format. Additionally, curricular changes in that EDU 781 is offered as a hybrid modality course, instead of a shell, to support students' progress in their EdD program.

There were no specific changes to the curriculum map for this prior academic year.

Assessment Findings

Assessment Findings for the Assessment Measure level for Educational Leadership EdD

EDD.1 Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.

Assessment Measures

EDU 710				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion School Leadership paper and Presentation: 90% of students will obtain a 80% or above on the paper and presentation. been met yet? Met	48 of 58 were exemplary. 10 were proficient. ALL Data for 710, 720, 730, & 740 are included here	Via__Untitled_Rubric_Report_05_20_2021_111906.pdf	- Refine Assessment Tool: The end of course assessment is being revised to more effectively relate to the dissertation process. While it will not always be directly related to the student's dissertation topic due to student topic variance, it will at least be more related that currently.

Comprehensive Exam				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Final Exam	Has the criterion Leadership Component on the Comprehensive Exams: apply leadership style. 90% of students will score an 80% or above on the component. been met yet? Met	31 out of 87 were exemplary. 48 were proficient. 8 were approaching proficient		- : The scoring rubric will not be changed; however, the comprehensive exam will be graded by multiple people for each student instead of just by one individual.
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EDD.2 Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.

Assessment Measures

EDU 780				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Draft Proposal Presentation: 90% of students will receive a minimum of 80% or above on the paper been met yet? Met	36 of 38 were exemplary. 1 was proficient. 1 was nearing proficiency	Via ___EDU780_rubric_20_21_Rubric_Report_05_12_2021_142527.pdf	

EDU 790				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Dissertation: 80% of the students will successfully complete their dissertation within the five-year allotted timeframe. been met yet? Not met	There is a 66.9 % completion rate in five years. This represents 91 graduates out of a possible 136 students in the 11 cohorts that have reached the five-year dissertation completion deadline. Of the 45 students who did not graduate in five years, 29 withdrew after taking comps, 12 withdrew before taking comps, and four remain enrolled after having appeals for extensions approved. Since June 2019, when an appeals process was formalized and a committee established, appeals from 19 students for additional time to complete the dissertation have been approved. Among this group, 10 (52.6%) have		- Request Additional Support: The completion rate for the EdD program does not meet our stated benchmarks. The results of the recently completed 5-year review indicate that we need to make modifications to the program, some relatively substantial, and that the program is understaffed, perhaps substantially as well. The number of students in the dissertation phase divided out between the available dissertation chairs and resources will likely make it difficult to improve this number. The program did triple the number of graduates

		graduated, 5 (26.3%) have withdrawn and 4 (21.1%) remain enrolled.		in calendar year 2020 (60) from the number of graduates in calendar year 2019 (20).
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EDD.3 Student will share and question personal practical knowledge.

Assessment Measures

EDU 730				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Effective Schools Project: 90% of the students will receive a minimum of 80 % on the paper and presentation. been met yet? Met	57 of 57 were exemplary	Via__ EDU730_Ru bric_Report_05_19_2021_125922.pdf	- : The end of course assessment is being revised to more effectively relate to the dissertation process. While it will not always be directly related to the student's dissertation topic due to student topic variance, it will at least be more related that currently.

EDU 760				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Strategic Planning Project: 90% of the students will receive a minimum of 80% on the paper and presentation. been met yet? Met	X of Y were exemplary. Z was proficient.		

EDD.4 Student will integrate accumulated professional knowledge and scholarly inquiry.

Assessment Measures

EDU 760				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Program Evaluation Project: 90% of the students will receive a minimum of 80% on the	12 of 14 were exemplary. 2 were proficient.		- Refine Assessment Tool: The end of course assessment is being revised to more effectively relate to the dissertation process. While it will not always be directly related to the

	paper and presentation. been met yet? Met			student's dissertation topic due to student topic variance, it will at least be more related that currently.
Comprehensive Exam				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Integrating the Four Organizational Frames: 90% of the students will receive a minimum of 80% on this section of the comprehensive exams. been met yet? Not met	21 of 87 were exemplary. 38 were proficient. 28 were approaching proficiency.		- : The scoring rubric will not be changed; however, the comprehensive exam will be graded by multiple people for each student instead of just by one individual.

EDD.5 Student will develop a deep understanding of applicable research methods and advanced academic inquiry.				
Assessment Measures				
EDU 720				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct – Class Assignment	Has the criterion Final Data Set Analysis: 90% of students will receive a minimum of 80% on the weekly sets. Been met yet? Met	32 of 33 were exemplary. 1 was proficient.	Via __EDU_720_Ru bric_Report_05_12_2021_153748.pdf	- Refine Assessment Tool: The end of course assessment is being revised to more effectively relate to the dissertation process. While it will not always be directly related to the student's dissertation topic due to student topic variance, it will at least be more related that currently.
EDU 740				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct – Research Paper	Has the criterion Qualitative Research Project: 90% of	54 of 56 were exemplary. 2 were		- : The end of course assessment is being revised to more effectively relate to the dissertation process. While it will

	students will receive a minimum of 80 % on the paper. been met yet? Met	proficient.		not always be directly related to the student's dissertation topic due to student topic variance, it will at least be more related that currently.
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EDD.6 Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

Assessment Measures

EDU 790				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Dissertation: 80% of the students will successfully complete their dissertation within the five year allotted timeframe. been met yet? Not met	There is a 66.9 % completion rate in five years. This represents 91 graduates out of a possible 136 students in the 11 cohorts that have reached the five-year dissertation completion deadline. Of the 45 students who did not graduate in five years, 29 withdrew after taking comps, 12 withdrew before taking comps, and four remain enrolled after having appeals for extensions approved. Since June 2019, when an appeals process was formalized and a committee established, appeals from 19 students for additional time to complete the dissertation have been approved. Among this group, 10 (52.6%) have graduated, 5 (26.3%) have withdrawn and 4 (21.1%) remain enrolled.		- Request Additional Support: The completion rate for the EdD program does not meet our stated benchmarks. The results of the recently completed 5 year review indicate that we need to make modifications to the program, some relatively substantial, and that the program is understaffed, perhaps substantially as well. The amount of students in the dissertation phase divided out between the available dissertation chairs and resources will likely make it difficult to improve this number. The program did triple the amount of graduates in calendar year 2020 (60) from the amount of graduates in calendar year 2019 (20).

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EDD.1 Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.	
Legend	A	
Course/Event	EDU 710	
Assessment Measure	Direct - Research Paper	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary
	Refine Assessment Tool	The end of course assessment is being revised to more effectively relate to the dissertation process. While it will not always be directly related to the student's dissertation topic due to student topic variance, it will at least be more related that currently.

Standard/Outcome	EDD.5 Student will develop a deep understanding of applicable research methods and advanced academic inquiry.	
Legend	A	
Course/Event	EDU 720	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary
	Refine Assessment Tool	The end of course assessment is being revised to more effectively relate to the dissertation process. While it will not always be directly related to the student's dissertation topic due to student topic variance, it will at least be more related that currently.

Standard/Outcome	EDD.3 Student will share and question personal practical knowledge.	
Legend	A	
Course/Event	EDU 730	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Met	

Improvement Narrative		
	Improvement Type	Summary
		The end of course assessment is being revised to more effectively relate to the dissertation process. While it will not always be directly related to the student's dissertation topic due to student topic variance, it will at least be more related that currently.

Standard/Outcome	EDD.5 Student will develop a deep understanding of applicable research methods and advanced academic inquiry.	
Legend	A	
Course/Event	EDU 740	
Assessment Measure	Direct - Research Paper	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary
		The end of course assessment is being revised to more effectively relate to the dissertation process. While it will not always be directly related to the student's dissertation topic due to student topic variance, it will at least be more related that currently.

Standard/Outcome	EDD.4 Student will integrate accumulated professional knowledge and scholarly inquiry.	
Legend	A	
Course/Event	EDU 760	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary
	Refine Assessment Tool	The end of course assessment is being revised to more effectively relate to the dissertation process. While it will not always be directly related to the student's dissertation topic due to student topic variance, it will at least be more related that currently.

Standard/Outcome	EDD.2 Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.	
Legend	A	
Course/Event	EDU 790	
Assessment Measure	Direct - Research Paper	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	The completion rate for the EdD program does not meet our stated benchmarks. The results of the recently completed 5 year review indicate that we need to make modifications to the program, some relatively substantial, and that the program is understaffed, perhaps substantially as well. The amount of students in the dissertation phase divided out between the available dissertation chairs and resources will likely make it difficult to improve this number. The program did triple the amount of graduates in calendar year 2020 (60) from the amount of graduates in calendar year 2019 (20).

Standard/Outcome	EDD.6 Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.	
Legend	A	
Course/Event	EDU 790	
Assessment Measure	Direct - Research Paper	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	The completion rate for the EdD program does not meet our stated benchmarks. The results of the recently completed 5 year review indicate that we need to make modifications to the program, some relatively substantial, and that the program is understaffed, perhaps substantially as well. The amount of students in the dissertation phase divided out between the available dissertation chairs and resources will likely make it difficult to improve this number. The program did triple the amount of graduates in calendar year 2020 (60) from the amount of graduates in calendar year 2019 (20).

Standard/Outcome	EDD.1 Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.
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Legend	A	
Course/Event	Comprehensive Exam	
Assessment Measure	Direct - Final Exam	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary
		The scoring rubric will not be changed, however the comprehensive exam will be graded by multiple people for each student instead of just by one individual.

Standard/Outcome	EDD.4 Student will integrate accumulated professional knowledge and scholarly inquiry.	
Legend	A	
Course/Event	Comprehensive Exam	
Assessment Measure	Direct - Final Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
		The scoring rubric will not be changed, however the comprehensive exam will be graded by multiple people for each student instead of just by one individual.

Assessment List

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

A review of the above measures indicates that most of the assessments in the program convey that program objectives are being met. However, while students are passing the first seven classes with outstanding grades and mostly outstanding assignment evaluations, the five full time members of the department question whether this is accurate. Anecdotally we have been told by students that not all required assignments are being collected and not all assignments are being evaluated for expected usage of APA, citations, and scholarly writing. Unfortunately, in a program that was statewide and is now nationwide, the old expectations will need to be revisited to ensure that students are receiving the

education that the WWU EdD program expects. In addition, training of adjunct and part time professors will need to occur with consequences for noncompliance up to and including termination to be considered.

To this end the EdD program has begun reassessing our curriculum and assignments, especially the ones included in this document. An effort is being made to tie the assignments more closely to the dissertation. However, the dissertation is not the only assessment. For the courses we will be evaluating our final assignments along with expectations for grading and training of all professors to better communicate those expectations. As there are a disproportionate amount of adjunct professors in the program, assessing the professors becomes even more important. A request will be made to allow the program chair to have access to ALL classes in the program to determine if assignments are being differentially graded as required or if all students receive the same grade. It is believed that this may identify instances of "everyone gets 100%" or even if some professors are not actually having students turn in all of the assignments.

These represent first steps in revamping our assessment process. We believe that all students receiving 100% on all assignments does not benefit the students or the program. It should be acknowledged that doctoral students have in large measure self-selected resulting in only well above average to exemplary students being in doctoral programs as those that were less successful at the undergraduate, masters, and specialist levels are not allowed to continue. This is often reflected in the majority of students, if not all, receiving a grade of A. However, this is very different than all students receiving 100%. Most students still have room for improvement in their writing and presentation skills and this should be reflected in the evaluation of the assessments. Unfortunately, it often is not. It is our intention to make changes in this area. In other areas, such as COMPS, while we have made substantial changes to the evaluation of the COMPS themselves, almost all students pass the exam on the first attempt. We do not believe this is inherently a problem as this group represents the best education students in the state for the most part and they SHOULD be expected to pass the exam.

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

Two doctoral students published their dissertation research projects.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature

Due to the pandemic no professors presented to outside groups. All of the full time professors and one of the half time professors presented at both dissertation workshops. The doctoral faculty obviously assisted in numerous research projects in the form of dissertations. This is different than doing independent research. Unfortunately, time does not allow for much independent research with the dissertation expectations.

Dr. Kristee Lorenz and Dr. Frank Giuseffi attended MPEA conferences, and Dr. Frankman attended an HLC accreditation conference.

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Multiple EdD graduates have been promoted to new administrative positions around Missouri for the 20-21 school year. Unfortunately the number is difficult to track.

Professional Development Opportunities

- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

The department conducted two dissertation workshops attended by both faculty and students. Approximately 57 student seats were filled in the fall workshop. This does not represent 57 individual people, but rather a smaller number attending multiple workshops each. The same is true for the following workshop numbers. Approximately 39 faculty seats were filled in the fall workshop. Approximately 77 student seats were filled in the spring workshop. Approximately 39 faculty seats were filled in the spring workshop. The workshop had to be conducted via video conference due to the COVID pandemic. The numbers do represent an improvement from the previous year. The workshop provided specific help on most phases of dissertation writing and completion.

In addition, videos were created for all portions of the dissertation process as a part of the EDU781 class. These are housed in a central file. The link is shared with all chairs. New videos are created and uploaded every week with the others retained in the folder as a reference. The link to the videos is: <https://vimeo.com/showcase/5977022> In addition, a dissertation template has been created and shared with all chairs. The template includes the components of the dissertation as well as a description of the correct contents for the section (see Dissertation template 2021)

Professional Development

Upload any documentation supporting the professional development offered.

Dissertation_Template_2021.docx

Assessment rubric

Clear	3.0 Exceeds	2.0 Meets	1.0 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	Much of the included information in the "mission" section is background and history... the actual missis is noted as "To develop educational leaders for tomorrow".			
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new Ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	Appreciate the detailed information in the summary and narrative of the assessment findings. The context is helpful to an outside reader.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	Improvement narratives are clearly articulated			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:	this information is challenging to collect and needs to be a university priority as it is useful both at the programmatic and university level.			