



WILLIAM WOODS
UNIVERSITY

**Doctor of Education: Educational Leadership Annual
Assessment
2016-2017**

ANNUAL ASSESSMENT 16-17

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Graduate Annual Assessment

Doctor of Education: Educational Leadership

Program Profile

Program Mission

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 2015-2016

140

Total Enrollment 2016-2017

151

Incoming Students 2015-2016

10

Incoming Students 2016-2017

2

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Assessment_2016_17.xlsx

Reflection on Demographic Data

Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.

The incoming number of students is inaccurate. The program continues to increase as evidenced by the seven new cohorts that started over the summer.

Program Delivery

Cohort (selected)
 OnLine
 Hybrid
 Cohort and OnLine

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.

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.

Curriculum Map

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

Educational Leadership EdD

	EDU 710	EDU 720	EDU 730	EDU 740	EDU 750	EDU 760	EDU 780	EDU 781	EDU 790	Comprehensive 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	

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	100% met the criterion.		No improvement necessary at this time.

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	100% met the criterion.		No improvement necessary at this time.

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	100% met criterion.		No improvement necessary at this time.

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? Met	81% of the students from the first two cohorts completed in five years. Four additional students were granted a one time extension and should complete at the end of the fall 2017 semester.		No improvement necessary at this time.

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 Charter Schools Project: 90% of the students will receive a minimum of 80 % on the paper and presentation. been met yet? Met	100% of criterion met.		No improvement necessary at this time.
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? Not met	Currently, there is no data available.		Data will be available within the next review cycle.

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 paper and presentation. been met yet? Not met	No data is available at this time.		Data should be available for the next review cycle.

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? Met	100% met the criterion.		No improvement necessary at this time.

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? Not met	Data is not currently available.		Request Additional Support: Currently, no instructors that teach EDU 720 are using Via. We will work on that for the coming year.

EDU 740				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Qualitative Research Project: 90% of students will receive a minimum of 80 % on the paper. been met yet? Met	100% met the criterion.		No improvement necessary at this time.

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? Met	81% of the original students in the first two cohorts completed within the five-year timeframe. Four more were granted a semester extension and should complete by the end of the Fall 2017 semester.		No improvement necessary at this time.

Improvement Narrative List
Assessment Findings for the Assessment Measure level

Standard/Outcome	EDD.3 Student will share and question personal practical knowledge.	
Legend	A	
Course/Event	EDU 760	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
		Data will be available within the next review cycle.

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	Not met	
Improvement Narrative		
	Improvement Type	Summary
		Data should be available for the next review cycle.

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	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	Currently, no instructors that teach EDU 720 are using Via. We will work on that for the coming year.

Assessment List
 ~None

Program Activities

Student Accomplishments

~None

Faculty Accomplishments

~None

Alumni Accomplishments

Recent graduates only

~None

Professional Development Opportunities

List professional development opportunities made available to faculty during the academic year.

No professional development specific to doctoral staff occurred. However, online professional development was offered using the Pearson Content Assessment as well as WWU online PD. Most doctoral staff teach in other programs as well as the doctoral program. This is an area that can be improved in the future.

Professional Development

Upload any documentation supporting the professional development offered.

~None

Assessment Rubric

Assessment Rubric Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<input type="checkbox"/>
Actions to Improve Learning and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<input type="checkbox"/>

Additional Comments: