WILLIAM WOODS

UNIVERSITY

Doctor of Education Annual Assessment 2019-2020

Graduate Annual Assessment 2019-2020

Doctor of Education: Educational Leadership

Program Profile

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

Graduating Students

Total Enrollment 2018-2019

Total Graduated 2018-2019

345

25

Total Enrollment 2019-2020

Total Graduated 2019-2020

320

21

Programm Assessment Data Sheet
Upload the Assessment Data sheet from Institutional Research
Program_Assessment_Data_Graduate_19_20.xlsx
Program_Assessment_Data_Graduate18_19_6_.xlsx

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 comprehensive exams 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 resdesigned 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 dtues 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 are 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

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.

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 curriculur changes for transitioning all the EdD coursework into an 8-week online format. Additionally, curriculuar changes in that EDU 781 is offered as a hybrid modality course, instead of a shell, to support students progress in their EdD program.

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.

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	All data except EDU760 attached here. 30 of 32 were exemplary. 2 were proficient.	Via___2019_2020_EdD.pdf	

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	59 out of 62 were exemplary. 3 were proficient		

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.

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	26 of 26 were exemplary		

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 66.67% completion rate in five years. This represents 60 graduates out of a possible 90. Of the 30 who did not graduate, 23 withdrew after taking COMPS and 7 withdrew prior to COMPS. Of 11 people granted a one-year extension 4 completed so far for 36.3% graduating and the rest are still working.		- Curriculum Revision: One year ago, the EDU781 Proposal Writing class was transformed from a "work with your chair" class to a synchronous online class that is also recorded for later or repeated viewing. The class averages 10-15 students each week with more watching the video later. More recent students are taking advantage of this resource, while students in years 3-5 of their dissertation time are not attending although they may be watching the video. The current 16-week class will be changing in FA2o to an 8-week format. It is uncertain how this change will affect completion rate.

EDD.3 Student will share and question personal practical knowledge.

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	35 of 35 were exemplary		

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	EDU760 data loaded here. 133 of 134 were exemplary. 1 was proficient.		

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

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? Met	133 of 134 were exemplary. 1 was proficient.		

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 compressive exams. been met yet? Met	54 of 62 were exemplary. 8 were proficient.		

EDD.5 Student will develop a deep understanding of applicable research methods and advanced academic inquiry.

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 recieve a minimum of 80% on the weekly sets. been met yet? Met	6 of 6 were exemplary		

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	10 of 11 were exemplary. 1 was proficient.		

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.

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 66.67% completion rate in five years. This represents 60 graduates out of a possible 90. Of the 30 who did not graduate, 23 withdrew after taking COMPS and 7 withdrew prior to COMPS. Of 11 people granted a one year extension 4 completed so far for 36.3% graduating and the rest are still working.		- Curriculum Revision: One year ago the EDU781 Proposal Writing class was transformed from a "work with your chair" class to a synchronous online class that is also recorded for later or repeated viewing. The class averages 10-15 students each week with more watching the video later. More recent students are taking advantage of this resource, while students in years 3-5 of their dissertation time are not attending although they may be watching the video. The current 16 week class will be changing in FA2o to an 8 week format. It is uncertain how this change will affect completion rate.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

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
Curriculum Revision	One year ago the EDU781 Proposal Writing class was transformed from a "work with your chair" class to a synchronous online class that is also recorded for later or repeated viewing. The class averages 10-15 students each week with more watching the video later. More recent students are taking advantage of this resource, while students in years 3-5 of their dissertation time are not attending although they may be watching the video. The current 16 week class will be changing in FA2o to an 8 week format. It is uncertain how this change will affect completion rate.

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
Curriculum Revision	One year ago the EDU781 Proposal Writing class was transformed from a "work with your chair" class to a synchronous online class that is also recorded for later or repeated viewing. The class averages 10-15 students each week with more watching the video later. More recent students are taking advantage of this resource, while students in years 3-5 of their dissertation time are not attending although they may be watching the video. The current 16 week class will be changing in FA2o to an 8 week format. It is uncertain how this change will affect completion rate.

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.

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.

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

Dr. John Long, Chair of Doctoral Studies presented a paper *Leading in an Online Environment* at the national Critiacal Issues in Education Confernece in Seattle, WA in February, 2020. This blind peer reviewed conference accepted his presentation and paper on how to infuse leadership strands for online education in the existing graduate course structure. (See leading in an Online Environment)

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. Unfortunatley 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 a dissertation workshop attended by both faculty and students. Approximately 25 people attended in the spring. The workshop had to be condcted via video conference due to the COVID pandemic. The workshop provided specific help on most phases of dissertation writing and completion. Videos were created for all portions of the dissertation process. Thee are housed in a central file. The link is shared with all chairs. New videos are created and uploaded evvery week with the 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 an 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 2020.1)

Professional Development
Upload any documentation supporting the professional development offered.
Dissertation_Template_2020.1.docx
Leading_in_an_Online_Environment.docx

Assessment Rubric

	3.000 Exceeds	**2.000 Meets**	**1.000 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:	the program objectives is not the mission of the program			
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:	Only one objective had evidence uploaded to support the claims.			
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:				
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:				
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 programing 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:				