**Doctor of Education: Educational Leadership Annual Assessment
2017-2018**

ANNUAL ASSESSMENT 17-18

Graduate Annual Assessment 17-18

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 2016-2017	**Total Enrollment 2017-2018**
151	282

Incoming Students 2016-2017	**Incoming Students 2017-2018**
2	220

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
R - Reinforced
I - Introduced
M - Master

Educational Leadership EdD(Imported)

	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	

Assessment Findings

Assessment Findings for the Assessment Measure level for Educational Leadership EdD(Imported)

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?			

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?			

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?			

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?			

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?			

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?			

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?			

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?			

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?				

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?				

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?				

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Assessment List

Program Activities

Student Accomplishments

Faculty Accomplishments

Alumni Accomplishments
Recent graduates only

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

Professional Development
Upload any documentation supporting the professional development offered.

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

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	☐ All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. ☐ Includes input from adjunct faculty. ☐ Includes input from outside consultant.	☐ Program faculty receive annual assessment results and meet to discuss assessment results. ☐ Specific conclusions about student learning are made based on the available assessment results.	☐ Some program faculty receive annual assessment results ☐ Faculty input about results is sought	☐ Faculty input is not sought. ☐ Conclusions about student learning are not identified. ☐ N/A Program recently started or too few graduates to suggest any changes.	☐
Actions to Improve Learning and Assessment	☐ A comprehensive understanding of the program's assessment plan and suggestions for improvement. ☐ Clearly stated adjustments in curriculum as a result of assessment data. ☐ Actions are innovative in approach in attempt to improve student learning.	☐ Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. ☐ Description of action includes a timetable for implementation and identifies who is responsible for action ☐ Actions are realistic, with a good probability of improving learning or assessment.	☐ Adjustments to the assessment plan are proposed but not clearly connected to data ☐ Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	☐ No actions are taken to improve student learning. ☐ Actions discussed are not connected to data results or analysis. ☐ N/A Program recently started or too few graduates to suggest any changes.	☐

Additional Comments: