

## ASSESSMENT WEBSITE INFORMATION

College: Education

Degree Program: Educational Leadership Ed.D.

Chair/Director: George Foldesy

### 2012 Report

#### **DATA SAY:**

In September 2011, a survey was sent to all CEE graduates asking them to evaluate the six components of the Ed.D program. Based on a 1.0 to 5.0 scale, with 3.0 being average, the mean scores on each of the following six components were above average: 1. curriculum (M=4.48), 2. program (M=4.67), 3. faculty (M=4.0), 4. learning environment (M=4.65), 5. program outcomes (M=4.58) and 6. overall satisfaction (M=4.48).

#### **SO WHAT:**

One of five program goals for the Ed.D. in Educational Leadership is **CONTENT KNOWLEDGE**. This outcome is assessed via 6 factors related to course and program content. Since the scores for each one of the six categories were significantly above the mean of 3.00, both faculty and graduates have deemed the program successful. This has prompted faculty to meet and consider programmatic changes and seek approval for a new PhD program.

#### **HOW WE CHANGED:**

Data provided a platform used at faculty meetings upon which several programmatic changes have been made: (1) the portfolio has been revamped into a capstone narrative; (2) the group project has been changed from a requirement to an elective for the comprehensive examination ; (3) future plans to move toward a research lab to help students with statistical analysis and research methodology have been solidified; (4) an online scholarly journal was launched ; and (5) a PhD program in Educational Leadership was proposed and is now awaiting final approval from HLC.

#### **WHAT WE GOT:**

The capstone narrative successfully facilitated students' articulation of four themes that have contributed to personal growth as a change agent. These themes include Self, Leadership, Change Process, and Leadership and Organization.



## ASSESSMENT WEBSITE INFORMATION

College: Education

Degree Program: Educational Leadership Ed.D.

Chair/Director: George Foldesy

2013 Report

### DATA SAY:

One of three components to the comprehensive exam consists of a group project that is assessed both by the faculty and the students. Analyses of data from Cohort 18 (N = 9) revealed strengths in the areas of *mutual respect and dignity for team members* (100% agreed) and *equality in effort and leadership provided by members* (89% agreed). Weaknesses identified include *clarity of goals and expectations* (55.6 agreed) and *frequent review of goals and timeline to promote timely completion* (11.1% agreed).

### SO WHAT:

One of five program goals for the Ed.D. in Educational Leadership is Leadership and Organization. Clarity of project goals and intentional monitoring of the goals is lacking for this component of the comprehensive exam.

### HOW WE CHANGED:

A template for documenting articulation of project goals, a timeline for completion, and monthly reporting of progress was designed. The template was added to the list of required submissions for this component of the comprehensive exam.

### WHAT WE GOT:

The group project is analyzed in years 2 and 5 of the program's assessment plan. This outcome will be assessed again in 2016.

