Mission

The Ed.D in Educational Leadership program's mission is to prepare leaders with leadership competencies that can effectively lead in this changing global society and are able to work successfully in a diverse, multi-national environment

Academic year 2024-2025

Ed.D. in Educational Leadership - Global Educational Leadership Learning Outcomes

Student Learning Outcome 1

Learning Outcome: Graduates of the Ed.D. program demonstrate competence in finding, critiquing, and applying empirical research evidence to local or global educational issues/problems and communicating it to both scholars and practitioners.

The Ed.D. in Educational Leadership mission is to prepare leaders with leadership competencies that can effectively lead in this changing global society and are able to work successfully in a diverse, multi-national environment. The doctoral program is aligned to five foundational pillars in order to better support student learning outcomes: research-based, application-driven, transformative, reflective and innovation and change.

This learning outcome supports Pillar 1, which focuses on students' use and understanding of empirical research.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment #1 – Final project rubric (Rows 1-4, 6-7): Academic Research Writing I (EDUD 6314) Annotated Bibliography This assessment measures students' use and understanding of empirical research as a result of the coursework. Direct - Assignment *Academic Research Writing I: EDUD 6314* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	**MET** Assessment 1 ■ Met ■ Not Met 0%　　　　　　100% Met: 91% Not Met: 9% Met Total: 91% Not Met Total: 9% **Analysis** The average of all three assessment points is 91% which is slightly above the benchmark. All three assessments increased in score; however, Assessment #2, which was the goal of last year to increase, increased the most by over 2 percentage points.	**Revise Measurement / Assessment** IN PROGRESS For the academic year 2025-2026, there is a plan to integrate the use of AI (Artificial Intelligence) in supporting literature review analysis, qualitative analysis, and academic writing in an effort to improve student understanding of academic writing and using empirical research. Recommended Due Date: 03/01/2026
Assessment 2 Assessment #2 – Final Project rubric (Rows 1-7): Academic Research Writing II (EDUD 6317) Literature Review This assessment measures students' use and understanding of empirical research as a result of the coursework. Direct - Assignment *Academic Research Writing II: EDUD 6317* **Target** 90% of Candidates will meet mastery level expectations.	**MET** Assessment 2 ■ Met ■ Not Met 0%　　　　　　100% Met: 91% Not Met: 9% Met Total: 91% Not Met Total: 9% **Analysis**	**Revise Measurement / Assessment** IN PROGRESS For the academic year 2025-2026, there is a plan to integrate the use of AI (Artificial Intelligence) in supporting literature review analysis, qualitative analysis, and academic writing in an effort to improve student understanding of academic writing and using empirical research. Recommended Due Date: 03/01/2026

Candidate mastery demonstrates at 80%.	The average of all three assessment points is 91%, which is slightly above the benchmark. All three assessments increased in score; however, Assessment #2, which was the goal of last year to increase, increased the most by over 2 percentage points.	
Assessment 3 Assessment #3 – Final Project rubric (all rows): Qualitative Research (EDUD 6357) This assessment measures students' use and understanding of empirical research as a result of the coursework. Direct - Assignment *Qualitative Research Mtds: EDUD 6357* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	**MET** Assessment 3 ■ Met ■ Not Met 0%　　　　　　100% Met: 91% Not Met: 9% Met Total: 91% Not Met Total: 9% **Analysis** The average of all three assessment points is 91%, which is slightly above the benchmark. All three assessments increased in score; however, Assessment #2, which was the goal of last year to increase, increased the most by over 2 percentage points.	**Revise Measurement / Assessment** IN PROGRESS For the academic year 2025-2026, there is a plan to integrate the use of AI (Artificial Intelligence) in supporting literature review analysis, qualitative analysis, and academic writing in an effort to improve student understanding of academic writing and using empirical research. Recommended Due Date: 03/01/2026

Student Learning Outcome 2

Learning Outcome: Graduates of the Ed.D. program will be able to enhance personal and professional growth that is demonstrated via transformative experiences.

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This learning outcome supports Pillar 3, which focuses on doctoral student reflections of transformation.

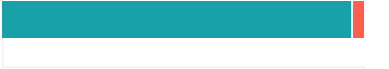| MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment #1 – Final project rubric (Row 6): Global Educational Leadership (EDUD 6306) Fall 2023 This assessment measures students' reflections of transformational growth in the doctoral program as a result of their coursework. Direct - Assignment *Dynamics of Global Leadership: EDUD 6306*	**MET** Assessment 1 ■ Met ■ Not Met 0%　　　　　　100% Met: 92% Not Met: 8% Met Total: 92% Not Met Total: 8%	**Maintain Assessment Strategy** Though the data continue to indicate learning exceeds expectations of mastery, for the academic year 2024-2025, faculty will examine and discuss teaching strategies and best practices to further enhance knowledge and development of leadership skills by candidates within the program which will in turn lead to personal and professional growth.

Target	**Analysis**	
90% of Candidates will meet mastery level expectations.	Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.	
Candidate mastery demonstrates at 80%.		

Assessment 2	**MET**	**Maintain Assessment Strategy**
Assessment #2 – Final Project rubric (Rows 2, 3): Global Leadership Issues (EDUD 6305) Fall 2023	Assessment 2 ■ Met	Though the data continue to indicate learning exceeds expectations of mastery, for the academic year 2024-2025, faculty will examine and discuss teaching strategies and best practices to further enhance knowledge and development of leadership skills by candidates within the program which will in turn lead to personal and professional growth.
This assessment measures students' reflections of transformational growth in the doctoral program as a result of their coursework.	0% 100% *Values are not shown when too close to each other. Click or use arrow keys to see details.*	
Direct - Assignment	Met: 100%	
Global Leadership Issues: EDUD 6305	Met Total: 100% Not Met Total:	
Target	**Analysis**	
90% of Candidates will meet mastery level expectations.	Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.	
Candidate mastery demonstrates at 80%.		

Assessment 3	**MET**	**Maintain Assessment Strategy**
Assessment #3 – Final Project rubric (Rows 2, 3, 4): Global Ethics and Values (EDUD 6302) Fall 2023	Assessment 3 ■ Met ■ Not Met	Though the data continue to indicate learning exceeds expectations of mastery, for the academic year 2024-2025, faculty will examine and discuss teaching strategies and best practices to further enhance knowledge and development of leadership skills by candidates within the program which will in turn lead to personal and professional growth.
This assessment measures students' reflections of transformational growth in the doctoral program as a result of their coursework.	0% 100% *Values are not shown when too close to each other. Click or use arrow keys to see details.*	
Direct - Assignment	Met: 99% Not Met: 1%	
Global Education Ethics/Values: EDUD 6302	Met Total: 99% Not Met Total: 1%	
Target	**Analysis**	
90% of Candidates will meet mastery level expectations.	Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.	
Candidate mastery demonstrates at 80%.		

Student Learning Outcome 3

Learning Outcome: Graduates of the Ed.D. program will be able to analyze and evaluate global educational leadership issues to solve current and future educational problems through innovative and creative practices.

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This learning outcome supports Pillar 5, which focuses on innovation and change in educational leadership.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment #1 – Final Project rubric (Row 5): Global Leadership Issues (EDUD 6305) This assessment measures students' reflections of transformational growth in the doctoral program as a result of their coursework. Direct - Assignment *Global Leadership Issues: EDUD 6305* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	**MET** Assessment 1 ■ Met ■ Not Met 0%　　　　　　　　100% Met: 97% Not Met: 3% Met Total: 97% Not Met Total: 3% **Analysis** Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #3.	**Maintain Assessment Strategy** Though the data continue to indicate learning exceeds expectations of mastery, for the academic year 2024-2025, faculty will examine and discuss teaching strategies and best practices to further enhance knowledge and development of leadership skills by candidates which in turn will lead to development of innovative and creative practices.
Assessment 2 Assessment #2 – Final project rubric (Rows 5-7): Global Educational Leadership (EDUD 6306) This assessment measures students' reflections of transformational growth in the doctoral program as a result of their coursework. Direct - Assignment *Dynamics of Global Leadership: EDUD 6306* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	**MET** Assessment 2 ■ Met ■ Not Met 0%　　　　　　　　100% Met: 95% Not Met: 5% Met Total: 95% Not Met Total: 5% **Analysis** Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #3.	**Maintain Assessment Strategy** Though the data continue to indicate learning exceeds expectations of mastery, for the academic year 2024-2025, faculty will examine and discuss teaching strategies and best practices to further enhance knowledge and development of leadership skills by candidates which in turn will lead to development of innovative and creative practices.
Assessment 3 Assessment #3 – Final Project rubric (Rows 1-2): Global Communication (EDUD 6312) This assessment measures students' reflections of transformational growth in the	**MET** Assessment 3 ■ Met ■ Not Met 0%　　　　　　　　100%	**Maintain Assessment Strategy** Though the data continue to indicate learning exceeds expectations of mastery, for the academic year 2024-2025, faculty will examine and discuss teaching strategies and best practices to further enhance knowledge and development of leadership skills by candidates which in turn will lead to

doctoral program as a result of their coursework. **Direct - Assignment** *Global Communication: EDUD 6312* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	Met: 95% Not Met: 5% Met Total: 95% Not Met Total: 5%	100%	development of innovative and creative practices.