

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 2025-2026

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

Student Learning Outcome 1 **MET**

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 <i>Academic Research Writing I: EDUD 6314</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. All doctoral courses SACS Report 25-26 Doctoral.docx Annotated-Bibliography 2025-07-31 - 2025-08-10 .xlsx EDUD-6308 Final Project 2025_2025-10-11 - 2025-10-14 Culminating Project.xlsx Literature-Review_Fall 2025_2025-10-06 - 2025-10-15 .xlsx	MET Assessment 1 ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 92% Met: 8% Met Total: 100% Not Met Total: Analysis Results indicate that student performance for SLO #1 approaches but does not consistently meet the 90% benchmark, particularly in Assessments 2 and 3. While candidates demonstrate strong foundational research skills, performance declines slightly as expectations increase from annotated bibliography to full literature review and qualitative research application. Compared to 2024–2025, where proficiency ranged from 87.7% to 92.3% and averaged 90.43%, the 2025–2026 results show slight decreases across all three assessments, particularly in qualitative research (82.67%). This suggests a need for additional support as candidates transition from foundational to advanced research tasks.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
Assessment 2 Assessment #2 – Final Project rubric (Rows 1-7): Academic Research Writing II (EDUD 6317) Literature Review	MET Assessment 2 ■ Exceeded ■ Met 	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems,

This assessment measures students' use and understanding of empirical research as a result of the coursework. Direct - Assignment <i>Academic Research Writing II: EDUD 6317</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. All doctoral courses SACS Report 25-26 Doct oral.docx Annotated-Bibliography 2025-07-31 - 2025-08-10 .xlsx EDUD-6308 Final Project 2025 2025-10-11 - 2025-10-14 Culminating Project.xlsx Literature-Review Fall 2025 2025-10-06 - 2025-10-15 .xlsx	0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 91% Met: 9% Met Total: 100% Not Met Total: Analysis Results indicate that student performance for SLO #1 approaches but does not consistently meet the 90% benchmark, particularly in Assessments 2 and 3. While candidates demonstrate strong foundational research skills, performance declines slightly as expectations increase from annotated bibliography to full literature review and qualitative research application. Compared to 2024–2025, where proficiency ranged from 87.7% to 92.3% and averaged 90.43%, the 2025–2026 results show slight decreases across all three assessments, particularly in qualitative research (82.67%). This suggests a need for additional support as candidates transition from foundational to advanced research tasks.	reinforcing its effectiveness in developing future educational leaders.
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 <i>Qualitative Research Mtds: EDUD 6357</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. All doctoral courses SACS Report 25-26 Doct oral.docx Annotated-Bibliography 2025-07-31 - 2025-08-10 .xlsx EDUD-6308 Final Project 2025 2025-10-11 - 2025-10-14 Culminating Project.xlsx Literature-Review Fall 2025 2025-10-06 - 2025-10-15 .xlsx	MET Assessment 3 ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 87% Met: 13% Met Total: 100% Not Met Total: Analysis Results indicate that student performance for SLO #1 approaches but does not consistently meet the 90% benchmark, particularly in Assessments 2 and 3. While candidates demonstrate strong foundational research skills, performance declines slightly as expectations increase from annotated bibliography to full literature review and qualitative research application. Compared to 2024–2025, where proficiency ranged from 87.7% to 92.3% and averaged 90.43%, the 2025–2026 results show slight decreases across all three assessments, particularly in qualitative research (82.67%). This suggests a need for additional support as candidates transition from foundational to advanced research tasks.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

Conclusion

Results indicate that student performance for SLO #1 approaches but does not consistently meet the 90% benchmark, particularly in Assessments 2 and 3. While candidates demonstrate strong foundational research skills, performance declines slightly as expectations increase from annotated bibliography to full literature review and qualitative research application.

Compared to 2024–2025, where proficiency ranged from 87.7% to 92.3% and averaged 90.43%, the 2025–2026 results show slight decreases across all three assessments, particularly in qualitative research (82.67%). This suggests a need for additional support as candidates transition from foundational to advanced research tasks.

Student Learning Outcome 2 MET

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

The Center for Doctoral Studies 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 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 <i>Dynamics of Global Leadership: EDUD 6306</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. SACS ED LEADERSHIP REPORT Learning Outcome 2 and 3 2025-26 April 29 2026 (1).docx	MET Assessment 1 Exceeded  0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 100% Met Total: 100% Not Met Total: Analysis Student performance for SLO #2 exceeds the 90% benchmark across all assessments, with an overall mean of 98.56%. Candidates consistently demonstrate strong reflective practice and evidence of transformational growth. Compared to 2024–2025, where results ranged from 92.1% to 100%, performance remains stable and consistently high, confirming the strength of course design and alignment to program goals.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
Assessment 2 Assessment #2 – Final Project rubric (Rows 2, 3): Global Leadership Issues (EDUD 6305) Fall 2023 This assessment measures students' reflections of transformational growth in the doctoral program as a result of their coursework. Direct - Assignment	MET Assessment 2 Exceeded  0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 100%	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

Global Leadership Issues: EDUD 6305 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. SACS ED LEADERSHIP REPORT Learning Outcome 2 and 3 2025-26 April 29 2026.docx	Met Total: 100% Not Met Total: Analysis Student performance for SLO #2 exceeds the 90% benchmark across all assessments, with an overall mean of 98.56%. Candidates consistently demonstrate strong reflective practice and evidence of transformational growth. Compared to 2024–2025, where results ranged from 92.1% to 100%, performance remains stable and consistently high, confirming the strength of course design and alignment to program goals.	
Assessment 3 Assessment #3 – Final Project rubric (Rows 2, 3, 4): Global Ethics and Values (EDUD 6302) Fall 2023 This assessment measures students' reflections of transformational growth in the doctoral program as a result of their coursework. Direct - Assignment Global Education Ethics/Values: EDUD 6302 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. SACS ED LEADERSHIP REPORT Learning Outcome 2 and 3 2025-26 April 29 2026.docx	MET Assessment 3 ■ Exceeded ■ Met  0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 96% Met: 4% Met Total: 100% Not Met Total: Analysis Student performance for SLO #2 exceeds the 90% benchmark across all assessments, with an overall mean of 98.56%. Candidates consistently demonstrate strong reflective practice and evidence of transformational growth. Compared to 2024–2025, where results ranged from 92.1% to 100%, performance remains stable and consistently high, confirming the strength of course design and alignment to program goals.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

Conclusion

Student performance for SLO #2 exceeds the 90% benchmark across all assessments, with an overall mean of 98.56%. Candidates consistently demonstrate strong reflective practice and evidence of transformational growth.

Compared to 2024–2025, where results ranged from 92.1% to 100%, performance remains stable and consistently high, confirming the strength of course design and alignment to program goals.

Student Learning Outcome 3 MET

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 <i>Global Leadership Issues: EDUD 6305</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. SACS ED LEADERSHIP REPORT Learning Outcome 2 and 3 2025-26 April 29 2026.docx	MET Assessment 1 ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 82% Met: 18% Met Total: 100% Not Met Total: Analysis Results for SLO #3 indicate strong overall performance, with two of three assessments exceeding the 90% benchmark and an overall mean of 92.38%. Assessment 1 (82.14%) falls below benchmark, suggesting some candidates struggle to fully analyze and evaluate complex leadership issues independently. However, performance improves significantly in Assessments 2 and 3, indicating stronger application and communication of innovative solutions. Compared to 2024–2025, where all assessments ranged from 94.7% to 97.2%, the decline in Assessment 1 represents a notable deviation, though overall mastery remains above benchmark.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
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 <i>Dynamics of Global Leadership: EDUD 6306</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. SACS ED LEADERSHIP REPORT Learning Outcome 2 and 3 2025-26 April 29 2026.docx	MET Assessment 2 ■ Exceeded  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 100% Met Total: 100% Not Met Total: Analysis Results for SLO #3 indicate strong overall performance, with two of three assessments exceeding the 90% benchmark and an overall mean of 92.38%.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

	Assessment 1 (82.14%) falls below benchmark, suggesting some candidates struggle to fully analyze and evaluate complex leadership issues independently. However, performance improves significantly in Assessments 2 and 3, indicating stronger application and communication of innovative solutions. Compared to 2024–2025, where all assessments ranged from 94.7% to 97.2%, the decline in Assessment 1 represents a notable deviation, though overall mastery remains above benchmark.									
Assessment 3 Assessment #3 – Final Project rubric (Rows 1-2): Global Communication (EDUD 6312) This assessment measures students' reflections of transformational growth in the 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%. SACS ED LEADERSHIP REPORT Learning Outcome 2 and 3 2025-26 April 29 2026.docx	MET Assessment 3 ■ Exceeded ■ Met 0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. <table><tr><td>Exceeded:</td><td>95%</td></tr><tr><td>Met:</td><td>5%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis Results for SLO #3 indicate strong overall performance, with two of three assessments exceeding the 90% benchmark and an overall mean of 92.38%. Assessment 1 (82.14%) falls below benchmark, suggesting some candidates struggle to fully analyze and evaluate complex leadership issues independently. However, performance improves significantly in Assessments 2 and 3, indicating stronger application and communication of innovative solutions. Compared to 2024–2025, where all assessments ranged from 94.7% to 97.2%, the decline in Assessment 1 represents a notable deviation, though overall mastery remains above benchmark.	Exceeded:	95%	Met:	5%	Met Total:	100%	Not Met Total:		Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
Exceeded:	95%									
Met:	5%									
Met Total:	100%									
Not Met Total:										

Conclusion

Results for SLO #3 indicate strong overall performance, with two of three assessments exceeding the 90% benchmark and an overall mean of 92.38%.

Assessment 1 (82.14%) falls below benchmark, suggesting some candidates struggle to fully analyze and evaluate complex leadership issues independently. However, performance improves significantly in Assessments 2 and 3, indicating stronger application and communication of innovative solutions.

Compared to 2024–2025, where all assessments ranged from 94.7% to 97.2%, the decline in Assessment 1 represents a notable deviation, though overall mastery remains above benchmark.

Assessment Report Summary

Analysis of student learning outcomes across the Ed.D. program indicates overall strong candidate performance, with some variation across learning outcomes and assessment complexity. Results demonstrate that candidates are consistently achieving high levels of proficiency, particularly in areas related to reflection and professional growth, while more variability is evident in research and analytical skill development.

Student Learning Outcome #2 remains a clear program strength, with performance consistently ranging from 95% to 100% across both assessment cycles. These results indicate that candidates are highly effective in demonstrating personal and professional growth through reflective and transformative experiences. In contrast, Student Learning Outcome #1 reflects the greatest opportunity for improvement, as all assessments fall slightly below the 90% benchmark. This suggests that while candidates demonstrate foundational

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competence in research, additional support is needed to strengthen advanced skills in literature review, qualitative analysis, and scholarly application. Student Learning Outcome #3 meets overall performance expectations; however, some variability is observed, particularly in early-stage analytical tasks, where candidates demonstrate lower proficiency before progressing to higher levels of application and synthesis.

Comparison of results from 2024–2025 to 2025–2026 further supports these findings. Performance in Student Learning Outcome #2 has remained stable and consistently high. Student Learning Outcome #1 reflects a slight decline in research-based competencies, particularly in more advanced coursework. Student Learning Outcome #3 demonstrates increased variability, with lower performance in initial analytical tasks but stronger outcomes in later application-based assessments.

Overall, the pattern of results suggests that candidates perform most effectively in reflection and application-based tasks, while requiring additional support in advanced research and early-stage analytical thinking. Notably, candidate performance improves as assignments progress from foundational analysis to applied and synthesized work.

In conclusion, the Ed.D. program demonstrates strong effectiveness in preparing candidates for leadership roles, particularly in areas of reflection, professional growth, and applied practice. Continued attention to strengthening research competencies and early analytical skill development will support further alignment with doctoral-level expectations. The program's ongoing use of assessment data to inform instructional practices reflects a clear commitment to continuous improvement and sustained candidate success.