Doctoral Program in Educational Leadership

Annual Program Report Template

Year:	Summer 2022-Spring 2023
Program:	Doctoral Program in Educational Leadership
Contact Person (include email & phone#)	Johnny O'Connor

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

Based on the outcomes in the WEAVE assessment, every program goal received "Exceeded" status. Despite this, the faculty were still seeing deficiencies in student ability to transfer skills and knowledge from the coursework into the final product in a way that did not warrant extraordinary support from dissertation chairs. It was hypothesized that the lack of predictive validity between student performance in courses and students' ability to produce quality dissertations within the required 12 hours of course work was related to how courses were assigned to faculty and adjuncts, which may have resulted in some grade inflation for various courses.

We continued to use the previously collected data from faculty about their training, research interests, and experiences was to assign courses more closely aligned with their areas of expertise. We also hired new adjuncts based upon their areas of expertise and provided onboarding processes that included expectations for teaching. Lead instructors for each course continued providing oversight to the grading and feedback process of all teaching faculty and assessing reliability between graders. Spring 2022 was the first semester in which these processes were put into place and it appeared there was more variation between students as a result. Throughout the time period covered in this report, the processes for IRR were continually refined to try and assure grading compatibility between teaching faculty in each course.

In addition to making changes to faculty selections and expectations, faculty voted to enforce policy that has been in our policy manual but was clarified last year. In essence, the faculty voted to give dissertation students until the end of the Spring 2023 semester to successfully advance to candidacy. Students were notified by email in September, a meeting was held shortly thereafter, and a reminder was sent early in the Spring 2023 semester. As we had hoped, many of the students who had not made much progress prior to the September announcement began working more diligently and most either successfully advanced to candidacy by the deadline or were granted a conditional continuance because the previously non-working students had begun making progress.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here: There no curricular changes since the last report other than aligning course content for strategic planning and program evaluation with the practices in the field. The former faculty member who developed the courses did so using resources and frameworks from industry and not from education.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Research Goal I. Beginning in Fall of 2018, we introduced our project study dissertation, which we are calling a Dissertation in Practice. With input from faculty and students, a template was created. This was presented to the Dean of the College of Education and Human Development, as well as the Provost. After receiving approval to pilot the DiP, five students were selected to complete their doctoral research using this model. All five students graduated in December 2018. Faculty then met						

and finalized the DiP template and another 5 students completed a DiP in May of 2019. The DiP is now fully implemented with all students being encouraged to consider this model. However, the traditional dissertation model still remains an option.						
Research Goal II. Assessment of candidates ability to locate, analyze and report literature with a high level of scholarly writing.	Integration of the Dissertation in Practice. Doctoral candidates understand Dissertation in Practice model and enter into the dissertation process with the knowledge and skill set to complete a quality DiP. Additionally, whereas the implementation of the project is not required, we encourage our students to pursue the use of the their work within the context of their school or district.	Number of DiP's completed. A shift to the DiP as the program's primary dissertation model	A shift to the DiP as the program's primary dissertation model	10 DiPs completed for May Graduation	There were at least 6 completed from Aug. 2022 through May 2023.	The data from the last cycle tells us that more faculty/students are adopting this model of dissertation, but the number of dissertation students faculty are currently chairing has slowed the process considerably.
Knowledge of Content I. The culminating project within the quantitative research course calls for students to build a research plan. This assessment serves as a catalyst to the dissertation process.	Building of Literature Review. Students take Academic Writing I their first summer in the program. For most of our students, this is their first time to be exposed to high level expectations of scholarly writing. Whereas the course is intense, the level of	Course embedded rubric in Writing II course. Items within the course embedded rubric	Revised course rubric	85% on scored rubric	58.8% (n=30) of the students scored 85% or better on the final lit review and 78.4% (n=40) scored above 80%.	The reliability measures, qualified faculty, and changes to the assignment/rubric yielded more variability in student performance.

	assessment is more formative in nature. However, as they enter into Academic Writing II, the expectations are higher. Certain items within the course embedded rubric for the literature review assignment are used to assess where our students are as they complete the Academic Writing sequence.					
Knowledge of Content II. Assessment of candidate's recognition of growth through self-reflection.	Assessment of candidate's ability to conduct educational research. EDUD 6356 Quantitative Research Methods Project.	Course embedded rubric in Quantitative Research course. Rubric averages were high for all assessments in EDUD 6356. This is largely due to this being the first time the redesigned course wsa offered. A culminating group project was implemented along with a course web conference.Whereas the conference was a success, there are aspects of the group work that will need to be worked out. Currently, EDUD 6357 (Qual.	Course embedded rubric Quantitative Research (EDUD 6356)	80%	For the culminating group projects, the averages for ranged from 72.5% to 86.25%. Roughly 42.5% of the class did not hit the benchmark for the course.	All students who did not meet standards for the program are meeting individually with the program director to discuss the course. Preliminary findings are a need for more formative assessments and clarification on some of the assignment instructions.

		Research) is being designed. Lessons learned from the newly designed Quan. Course will be used in building the Qual. course with the goal for this two course sequence to have similar assessment and formatting. It is through these two courses that students ultimately decide on a design approach for their dissertation. Therefor, consistency between both courses is essential. Also, it is recommended that revisions are needed in the Ed. Research Methods course so that it will be more aligned with course outcomes associated with the quan. and qual. course. There is also a need to look at ways to avoid grade inflation due to varying				

		expertise by teaching faculty.				
	Ed.D. Final Reflection Piece. This was the first time EDUD 6353 taught in an actually Bb course format. There were three primary goals to this new offering. The first was to have students complete an "comprehensive" reflective piece. The 5 part final reflection piece serves as the key assessment to this course. Whereas the instrument used was close to what has been implemented in the past, a research component was added. Data from the first year of this instrument shows that we were successful in implementing a piece that shows not only students growth in the program as a researcher, but also as a practioner. In addition to the Final Reflection Piece, students submitted a 2-3 page literature review. The goal was to ensure that they were prepared to begin Dissertation I where the primary focus is building Chapter 2. Finally, five modules of content were added. No assignments were	Course embedded rubric in Synthesis course. Final Reflection Piece	EAC Visual Rubric	80% on all rubric items	Once again, students exceeded the achievement target for this course, with averages ranging from 80-95% on each of the factors measured.	The lead professor introduced a new criterion this semester, which included a writing component. Although it is needed, there were some issues with the rubric, which may have accounted for the low (or possibly high) percentage (80%).

	linked to these modules. Instead, ADOBE sessions were held where students were exposes to different models of dissertation, a library tutorial, committee selection, timeline for completion, use of editors, etc…The assessment piece of "timeliness of completion" will be linked to the newly designed EDUD 6353. Our hope that students will complete in a more timely manner in part to the information presented to them in the newly designed Synthesis course.					

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results *Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.*	**Status** C=Complete P=Progressing N=No Action Taken	**Discussion of Status** *If C, describe efforts that led to accomplishment of actions/goals.* *If P, provide update on progress made toward accomplishing actions/goals and what tasks remain* *If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.*
Research Goal I. Beginning in Fall of 2018, we introduced our project study dissertation, which we are calling a Dissertation in Practice. With input from faculty and students, a template was created. This was presented to the Dean of the College of Education and Human Development, as well as the Provost. After receiving approval to pilot the DiP, five students were selected to complete their doctoral research using this model. All five students graduated in December 2018. Faculty then met and finalized the DiP template and another 5 students completed a DiP in May of 2019. The DiP is now fully implemented with all students being encouraged to consider this model. However, the traditional dissertation model still remains an option.	C	Although we continue to see increased adoption by faculty and students of this model of dissertation. Faculty were provided a text for improvement science dissertations in practice and have been encouraged to use it as a guide for future DiPs. In addition to making changes to faculty selections and expectations, more work was done on clarifying differences between traditional dissertation and dissertations in practice. Faculty were provided a text dedicated to not only clearly defining the distinctions between the two types of dissertations, but also providing a framework of chairing the dissertation in practice. Furthermore, Dr. Young dedicated time in faculty meetings and individual discussions to clarify differences, as well as provide some organizational practices to help faculty in the matriculation of students without sacrificing quality of dissertation. Another result of the actions implemented; we are also seeing an improvement in the few traditional dissertations that were conducted. For the 2022-2023 cycle, we will have a dedicated CPED rep from our program who will help promote CPED/DiP principles to help with continued improvement.
Research Goal II. Assessment of candidates ability to locate, analyze and report literature with a high level of scholarly writing.	P	The use of lead professors has helped improve the quality/consistency of feedback across sections. The faculty are beginning conversations now about changing some features of the course to areas of continued deficiencies in the transfer of knowledge/skills.
Knowledge of Content I. The culminating project within the quantitative research course calls for	P	A new lead professor removed some previously graded assignments and added a mid-term and final exam in an effort to improve student

students to build a research plan. This assessment serves as a catalyst to the dissertation process.		knowledge. Although the intent was to have less activities so that students could focus more on readings and resources, the lack of the extra graded feedback seemed to have a detrimental effect on some of the students. The use of lead professors has helped improve the quality/consistency of feedback across sections. The faculty will have conversations about findings from student feedback on how to address some of the deficiencies from this semester, as well as whether or not they are seeing improved writing/less basic errors compared previous cohorts.
Knowledge of Content II. Assessment of candidate's recognition of growth through self-reflection.	P	Although students reaching this point in the doctoral process are expected to be successful, we continued to see a lack of transfer in skills/knowledge gained from coursework to the dissertation in an expected manner. There have been several discussions about this course and the need to make it more like a true capstone assessment in which the faculty who taught the courses that serve as basis for the reflections would be the graders since they know what knowledge the students should be able to display. Another discussed option was the removal of the course from our curriculum because it does not appear to be meeting its original intent, which was to serve as a replacement for comprehensive exams.