



2024-2025

# ANNUAL ASSESSMENT REPORT

EDD Educational Leadership

CARRIE MCCRAY

<b>MISSION AND INTRODUCTION</b>	<b>2</b>
<b>INTRODUCTION</b>	<b>2</b>
<b>PROGRAM MISSION STATEMENT</b>	<b>3</b>
<b>ALIGNMENT TO INSTITUTION MISSION</b>	<b>4</b>
<b>STUDENT LEARNING OUTCOMES ASSESSMENT AND CURRICULUM</b>	<b>4</b>
<b>PROGRAM STUDENT LEARNING OUTCOMES</b>	<b>4</b>
<b>CURRICULUM MAP</b>	<b>5</b>
<b>MEASURES AND RESULTS</b>	<b>6</b>
<b>PARTICIPATION IN ASSESSMENT</b>	<b>8</b>
<b>ACTION ITEMS AND USE OF RESULTS</b>	<b>8</b>
<b>GEN ED</b>	<b>9</b>
<b>NSSE FOCUSED ACTIVITIES</b>	<b>9</b>
<b>CONCENTRATIONS</b>	<b>10</b>
<b>CONCENTRATION INFORMATION</b>	<b>10</b>
<b>FACULTY QUALIFICATIONS, ACTIVITIES AND SCHOLARSHIP</b>	<b>10</b>
<b>SCHOLARSHIP AND RESEARCH</b>	<b>10</b>
<b>FACULTY AWARDS AND HONORS</b>	<b>11</b>
<b>TEACHING SUPPORT AND MONITORING TEACHING QUALITY</b>	<b>11</b>
<b>PROGRAM DATA: STUDENT EXPERIENCE</b>	<b>13</b>
<b>ENROLLMENT AND RECRUITMENT</b>	<b>13</b>
<b>RETENTION</b>	<b>13</b>
<b>CURRICULUM/COURSE RETENTION AND SUCCESS</b>	<b>14</b>
<b>COMPLETION</b>	<b>14</b>
<b>COURSE EVALUATION DATA</b>	<b>15</b>
<b>STUDENT ADVISING</b>	<b>15</b>
<b>STUDENT AWARDS AND ACHIEVEMENTS</b>	<b>16</b>
<b>PROGRAM ANALYSIS</b>	<b>16</b>
<b>SWOT ANALYSIS</b>	<b>16</b>
<b>INDUSTRY AND PROGRAM TRENDS</b>	<b>17</b>
<b>SENIOR EXIT SURVEYS</b>	<b>17</b>
<b>RECOMMENDATIONS FROM PREVIOUS ANNUAL ASSESSMENT REPORTS</b>	<b>18</b>

# 2024-2025 Assessment Narrative on Findings

Education Leadership (EDD)

## Mission and Introduction

### Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

#### **Narrative:**

The Doctorate in Educational Leadership is housed in the School of Education. There is a "Chair of Doctoral Studies" (Program Director) who manages the program. The program offers an EdD in Educational Leadership. Students must attain 24 credit hours comprised of 8, 3-credit hour courses. The courses consist of educational and organizational leadership, program evaluation, strategic planning, and educational systems. Students must take a comprehensive examination. The requirement for completing the comprehensive examination is a draft of Chapter 1 of the dissertation.

The capstone for the EdD in Educational Leadership Program is a 5-chapter dissertation on a research-oriented topic that focuses on educational leadership. Students are assigned "chairs" who help in the dissertation writing journey. The steps toward dissertation completion consist of 1) completing the CITI training course on research; 2) successfully defending a dissertation proposal; 3) conducting the qualitative, quantitative, or mixed-methods research project; 4) presenting the results in Chapter 4 and discussing the results in Chapter 5, and 5) successfully defending the dissertation to the chair and committee.

All completed dissertations must be reviewed by the Chair of Doctoral Studies and Executive Dean of the School of Education, whose signature is required. Once the Executive Dean has signed the dissertation, the Chair of Doctoral Studies uploads the document to a university-created repository. With permission from chairs, doctoral students can communicate with the Chair of Doctoral Studies about submitting their dissertation to ProQuest for publication.

There are resources and support systems available to doctoral students during their time in the EdD in Educational Leadership Program. Doctoral students who have entered into the dissertation writing phase, can attend a virtual helpline session to receive help from professors on various aspects of the dissertation writing process. Students can receive help from our library staff and mine the online databases the university library provides for research purposes.

The fulltime EdD faculty attend an annual professional development session hosted by the Chair of Doctoral Studies; they also attend and/or present topics at various conferences throughout the year. The Chair of Doctoral Studies evaluates the fulltime faculty, both in instruction and general work performance and service to the university. Faculty adjuncts and part-time chairs must also attend an annual professional development session sponsored by the Chair of Doctoral Studies. Part-time chairs can also attend optional "chair seminars"

during the academic year that address skills in effectively facilitating students' dissertation projects.

Through a rigorous and meaningful course of study and support services and guidance from a committed faculty, the EdD in Educational Leadership provides future and current doctoral students an avenue to improve their professional lives, develop their research skills, and hopefully impact education for the better.

**Evidence:**

- [Chair Seminars in the EdD Program](#)
- [EdD in Education Leadership 2025 Final Web \(1\)](#)
- [Helpline Data 2024-2025](#)

**Program Mission Statement**

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

**Narrative:**

The EdD in Educational Leadership faculty (both full time and part time) collaboratively developed the current Mission and Vision Statements. Several virtual meetings were conducted to discuss the elements and ideas for a Mission Statement and Vision Statement that best reflected the university's EdD in Educational Leadership Program.

Regarding our discussions concerning the Mission Statement, we were in agreement that the end goal was to produce "impactful leaders". Moreover, impactful leaders strive for equity in the educational world and prize intellectual inquiry and curiosity in their professions and lives. We also felt as a program we must equip our doctoral students to be scholar-practitioners as they continue their work as productive and effective educationists.

As to the Vision Statement, we believed it was important to include the type of coursework we offer our doctoral students. The courses consist of real-world topics that inform professional practice and offers hope for the future of education. One should note the word "hope" in this context. It is critical for the educational leader to possess hope as an attitude and disposition when leading others toward improving education. Without hope, the educational leader cannot move forward toward success in themselves or their professions.

Our plan, as a team, is to find ways to intentionally incorporate the values of the Mission statement in our courses, instruction, and overall behaviors as educators and leaders.

**Evidence:**

- [Mission and Vision Statement Artifacts 2024-2025](#)

## Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

### Narrative:

When comparing the EdD Mission Statement with the University's Mission Statement, several noteworthy ideas emerge. Both value the student - the EdD Mission statement promotes the student to be an impactful leader and the University's Mission Statement values teaching and learning that is student-centered. Second, both statements highlight the importance of "intellectual inquiry". Lastly, both statements make clear that the education our students experience influence the work they will do in the future.

This alignment is manifested in the annual Student Research, Scholarship, and Creativity Symposium where both undergraduates and doctoral (graduate) students present their real-world research studies to the wider university community. This event symbolically shows the connections between the EdD Mission Statement and the University's Mission Statement.

### Evidence:

- [Symposium Schedule 2025](#)

## Student Learning Outcomes Assessment and Curriculum

### Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

### Narrative:

No changes have been made to the EdD Program's outcomes. All the outcomes pertain to the program's mission in that the outcomes will promote equity through dissertation topics and assignments, intellectual inquiry through continual lifelong learning, assignments that stretch one's critical thinking, and online discussions that examine one's own assumptions.

As it pertains to ***EDD.1 - Students will examine and interpret a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice***, the program, through the coursework, reads, analyzes, and discusses scholarly and professional articles that can lead to their Literature Review for the dissertation. Regarding ***EDD.2 - Students will complete in-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action*** - doctoral

students conduct research-oriented assignments in EDU 760 - Program Evaluation and Systems Change, RSH 780 – Dissertation Proposal Seminar, and EDU 781, Dissertation Seminar. When thinking about **EDD.3 Students will share and question personal practical knowledge** - this occurs regularly during our Wednesday evening optional virtual sessions. Every EdD course includes this feature. Students can meet and learn from professors and their peers about the course content during this time. It is also an opportunity for doctoral students to share and converse over their pedagogy, leadership experiences, work-related projects, and future professional objectives. In terms of **EDD.4 - Students will integrate accumulated professional knowledge and scholarly inquiry**- this is most pronounced in RSH 780, Dissertation Proposal Seminar. In this course, students begin working on their Literature Review, primarily gathering sources for their dissertation research topic. This also occurs in EDU 781, Dissertation Seminar. During this course, students are doing more work on their Literature Review and may finish the first three chapters of the dissertation and defend their proposal. When we turn to **EDD.5 - Students will develop a deep understanding of applicable research methods and advanced academic inquiry** - this comes into full force when students are deeply involved in their research study - collecting data, interviewing participants, coding raw data, and conducting statistical analysis. Lastly, looking at **EDD.6 Students 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** - doctoral students produce a five-chapter, research-oriented dissertation that explores an educational leadership topic. Students will work on their dissertations in EDU 799, Research Seminar.

#### **Evidence:**

- [EDD Educational Leadership Annual Assessment 2023-2024](#)
- [Education Leadership \(EDD\)\\_2024-2025 Curriculum and Assessment Findings\\_2024-2025](#)

#### **Curriculum Map**

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

#### **Narrative:**

The EdD in Educational Leadership's course pathway builds on the essential components of educational leadership - aspects of leadership, applying those leadership qualities to schools and districts, the nuances of leadership application in organizations, and evaluating and developing strategic planning for educational systems. There have been no changes to this pathway; the alignment with the outcomes is on target.

Core courses with assessments are implemented in RSH 720 and RSH 740 since doctoral students must have a solid understanding of research methodologies. Another core course with an assessment is RSH 780; it is imperative that students are assessed in this course in

order to have a clear understanding of their research topic and build self-efficacy for future dissertation writing.

There is a seamless pathway of courses that introduce, reinforce, and master content with an assessment. Generally, courses taken earlier in the program - EDU 710, EDU 730, EDU 750, introduces material while EDU 760, and the workshop courses (792 and 793) reinforce the material. There is a high concentration of assessment with RSH 780, RSH 720, and RSH 740.

#### **Evidence:**

- [Summer A EdD Educational Leadership](#)
- [Summer B EdD Educational Leadership](#)

#### **Measures and Results**

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

#### **Narrative:**

These measures were chosen because they help assess how our doctoral students in the EdD in Educational Leadership Program are performing. It is important to expect the majority of our doctoral students to meet the expectations for their respective courses and demonstrate the program's outcomes. There were no measurements or instruments that were changed over the course of this cycle. They were not changed because they are appropriate and effective measurements and assessment instruments. The measurements and assessments instrument may change the next time the outcomes are assessed.

#### **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.**

For RSH 740, Chapter 3 Assignments, 80% of students did have their Chapter three completed. Indeed, close to 95% had the assignment completed. This indicates that our EdD students are able to investigate and interpret scholarship and professional literature related to 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.**

For RSH 720, the SPSS/Quantitative Assignment, 90% of students did earn at least an 80% on these assignments. The data indicates that doctoral students are able to complete the assignment using up-to-date quantitative research methodologies.

For EDU 730, the School District Assignment, more than 80% of students did receive a 90% or above. Indeed, the great majority did exemplary work in the School District assignment, able to demonstrate knowledge and conduct in-depth examination of leadership and best practices in district leadership.

## **EDD 3**

**Student will share and question personal practical knowledge.**

For EDU 750, the Final Leadership Frames Paper, more than 80% of students achieved a 90% score or above on full integration of leadership frames paper. Based on this data, doctoral students engage in question-asking that investigates personal practical knowledge in the school leadership experiences.

For EDU 710, Analysis of Leadership Presentation, more than 80% of students scored a 90% or above on the Analysis and Leadership Presentation. Once again, this data reveals students in the EdD in Educational Leadership Program engage in the free exchange of ideas concerning personal practical knowledge through the lens of leadership theory and practice.

## **EDD 4**

**Student will integrate accumulated professional knowledge and scholarly inquiry.**

For RSH 720, Quantitative Research Article Critiques, well over 80% of students earned a 90% or higher on the Quantitative Research Article Critiques. This reveals that doctoral students in the EdD in Educational Leadership Program

## **EDD 5**

**Student will develop a deep understanding of applicable research methods and advanced academic inquiry.**

For RSH 720, Dissertation Chapter 3 & 4 Critique, well over 80% of students earned a 90% on the Dissertation Chapter 3 & 4 Critique revealing their ability to apply quantitative research methods to real world situations that deal with educational leadership.

## **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.**

For RSH 740, Develop a Qualitative Data Collection Instrument, more than 80% of students earned a 90% on the Qualitative Data Collection Instrument Assignment. This indicates that EdD in Educational Leadership doctoral students are able to think, design, and implement a research program effectively using a qualitative data collection instrument.

**Evidence:**

- [EdD EL Rubric Report 05-14-2025 100504](#)
- [Education Leadership \(EDD\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

**Participation in Assessment**

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

**Narrative:**

Program faculty are informed about the program review through meetings and have access to Watermark in order to read the report. Program faculty have been queried about the specific grades given to assessments, which were aligned to the program's outcomes.

Thus far, no changes have been made to encourage participation during this cycle; however, there will be discussion on further collaboration with the program faculty about participation in the next cycle.

**Action Items and Use of Results**

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

**Narrative:**

EDD 1

The Chapter 3 assignment will remain as vital assignments to meet the EDD 1 outcome.

EDD 2

Assignments for RSH 720 and EDU 730 will still be assigned as assessments that educate our doctoral students on finding current research and best practices in educational leadership.

EDD 3

Both the Final Frames paper in EDU 750 and the Analysis of Leadership Presentation in EDU 710 assess directly how students share and question personal practical knowledge. There

will be no changes to these assignments.

#### EDD 4

The Article Critiques in RSH 720 assesses well the EDD 4 outcome. There will not be any changes to this assignment.

#### EDD 5

The RSH 720 Chapter 3 & 4 Dissertation Chapter critique is a good assessment for the EDD 5 outcome; there will be no changes to this assessment.

#### EDD 6

The Qualitative Data Collection Instrument in RSH 740 is appropriate assessments for EDD 6. These assessments will remain. The improvement in the EdD in Educational Leadership Program has happened due in large part to the aforementioned assessments that align to the EdD Mission statement and university's Mission statement.

#### **Evidence:**

- [EdD EL Rubric Report 05-14-2025 100504](#)
- [Education Leadership \(EDD\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

#### **Gen Ed**

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

#### **Narrative:**

This section is not applicable to the EdD in Educational Leadership Program.

#### **NSSE Focused Activities**

In the Spring of 2024 the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

**Narrative:**

This section is not applicable to the EdD in Educational Leadership Program.

## **Concentrations**

### **Concentration Information**

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

**Narrative:**

There are no concentrations to the EdD program in Educational Leadership.

## **Faculty Qualifications, Activities and Scholarship**

### **Scholarship and Research**

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

**Narrative:**

**Dr. Lisa Nieuwenhuizen's scholarship and research activities include:**

Nieuwenhuizen, L. & Stiepleman, P. (2025). LGBTQ+ representation in schools: A superintendent's experience navigating public backlash. In N.V. Schilling & N.S. Schilling, (Eds.), *Problems of practices: Case studies of the superintendency*, Information Age Press.

Nieuwenhuizen, L. & Klukowski, M. (2025). Women breaking down barriers in the superintendency. In D.D. Johnson & N. Abdelrahman, (Eds.), *The criticality of research for and about women in education: A call to empowering women and girls for the present and the future*. Emerald Publishing.

**Dr. Tom Frankman's scholarship and research activities include:**

Presented "Library Database Access of Graduate Education Alumni," Critical Questions in Education conference, Pittsburgh, PA, October 28, 2024.

Associate Editor, *Midwest Journal of Education*

### **Dr. Kristee Lorenz's scholarship and research activities include:**

Presentation at the MACTE Fall Virtual Conference 2024, Zoom, September 29, 2024. The presentation highlighted the importance of Partnerships Matter in Addressing the Teacher Shortage: Equip...Engage...Encourage-Strategies to Address the Teacher Shortage Crisis.

Presentation on Nurturing the Marathon...SEL Strategies for Enhancing Student Well-Being and Academic Success as a traveling lecturer at State Fair Community College, March 28, 2025. The presentation highlighted the importance of supporting social and emotional learning for college students. Instructors and students from State Fair Community College and instructors from the University of Central Missouri attended this presentation

### **Dr. Frank Giuseffi's scholarship and research activities included:**

Giuseffi, F. (2024). Teaching as eudaimonism: Aristotle's moral virtues, intellectual virtues, and the phronetic bond. *Journal of Philosophy & History of Education*. 4(1). 1-12.

Giuseffi, F. (2024). The investigation of a Nelsonian approach to Socratic dialogue with student-teachers at a Midwestern private university. *InSight: A Journal of Scholarly Teaching*, 20(1). Doi: 10.46504/20202401gi

Presentation entitled *To Calm the Tempests of the Soul: Examining Michel de Montaigne's essay Of the Education of Children* delivered as the keynote address at the Society of Philosophy and History of Education's Annual Conference, St. Louis, Missouri, October 3, 2024.

### **Evidence:**

- [Signatures of Excellence Booklet 2025 Proof 6](#)

### **Faculty Awards and Honors**

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

### **Narrative:**

Dr. Kristee Lorenz - Promoted to Associate Professor

Dr. Tom Frankman - Promoted to Full Professor.

Dr. Frank Giuseffi - Nominated for the Beaumont Excellence in Teaching Award.

### **Evidence:**

- [Signatures of Excellence Booklet 2025 Proof 6](#)

### **Teaching Support and Monitoring Teaching Quality**

1. How are faculty being supported to ensure high quality teaching and learning?

**Narrative:**

The university funded the following presentation for Dr. Kristee Lorenz:

**Presentation on Addressing the Teacher Shortage...Moving Beyond Motivation Factors and Addressing Hygiene Factors in the Educational Profession delivered at the Critical Questions in Education Conference, New Orleans, Louisiana, March 4, 2024.**

The university funded the following presentation for Dr. Tom Frankman:

**Presented “Library Database Access of Graduate Education Alumni,” Critical Questions in Education conference, Pittsburgh, PA, October 28, 2024.**

The university funded the following presentation for Dr. Lisa Nieuwenhuizen:

**Nicholson, K., & Nieuwenhuizen, L. (April 2024). The impact of political silencing on instruction and curriculum. Paper presented at the American Educational Research Association (AERA) Annual Meeting 2024, Philadelphia, PA**

The university funded the following presentation for Dr. Frank Giuseffi

**Presentation on To Calm the Tempests of the Soul”: Examining Michel de Montaigne’s, Of the Education of Children delivered as the keynote address at the Society of Philosophy and History of Education’s Annual Conference, St. Louis, Missouri, October 3, 2024. •**

**Presentation on The Flourishing Teacher: Exploring Aristotle’s Practical Wisdom in the Teaching Profession delivered at the Society of Philosophy and History of Education’s Annual Conference, Oklahoma City, Oklahoma, October 4- 7, 2023.**

**Presentation on Setting the World Right: Exploring Hannah Arendt’s Educational Teaching delivered at the Academy of Educational Studies, Charleston, South Carolina, February 22, 2022'**

Besides the aforementioned opportunities, EdD faculty attend an annual EdD professional development session on teaching and learning. They also attend "chair seminars" throughout the year. They are also able to attend a campus-wide end-of the-year professional development session sponsored by the Professional Development Committee. The university has a membership to the Online Learning Consortium; therefore, EdD faculty members have access to those resources.

**Evidence:**

- [EdD EL](#)

# Program Data: Student Experience

## Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?
2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

### Narrative:

Fall enrollments rates (2019-2024) in the EdD in Educational Leadership show a steady decline, in part to the end of the cohort model.

Recruitment and marketing efforts must include further communication to the public. Newsletters, podcasts, and partnerships with public school districts have been or are being implemented to increase enrollment. As it pertains to diversity, no major initiatives have been implemented.

For the 2025-2026 academic year, an EdD Podcast will be implemented.

## Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

### Narrative:

Yes, student retention has remained in an acceptable range over the course of the review cycle.

The following are the strategies and actions that the EdD in Educational Leadership is doing to impact student retention: 1) the Chair of Doctoral Studies always lets the doctoral students know about procedural changes, new processes, etc.; 2) the Chair of Doctoral Studies has shared the Appreciative Advising (See link below) framework to dissertation chairs; this framework emphasizes the relational aspect of the chair - doctoral student working relationship; 3) the admissions department/registrar's office allow doctoral students to take a 5-week term break and still remain as students in good-standing; and 4) the EdD Program teaching staff responds to students' needs in a timely, caring, and efficient fashion

[https://zoom.us/rec/share/pfaYe1SP4UxD3aRpLST6cSoxD0Ite0QAv1VA\\_B86ahhJjCUHRI34wbo-fjG9QEaU.OaVsHQHSL9CKju2](https://zoom.us/rec/share/pfaYe1SP4UxD3aRpLST6cSoxD0Ite0QAv1VA_B86ahhJjCUHRI34wbo-fjG9QEaU.OaVsHQHSL9CKju2)

Passcode: 5d%&tW?B

**Evidence:**

- [Appreciative Advising Presentation](#)
- [EdD Retention Data 2019-2024](#)
- [Information on Appreciative Advising](#)

**Curriculum/Course Retention and Success**

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

**Narrative:**

In large measure, enrollment trends are steady. There was no major drop or increase in this cycle. Moreover, student data indicates that doctoral students met or exceeded expectations in mastering content. Indeed, in several courses, Exceeds Expectations was often indicated by the instructor. Lastly, the EdD in Educational Leadership Program is an online program, so no comparison is possible.

**Completion**

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

**Narrative:**

We have been quite pleased with graduation rates. Please Review the following.

2021-2022	61
2022-2023	59
2023-2024	51
2024-2025	55

We feel if we are in the "50 plus range", we are successful as to the number of annual graduates.

An annual survey is emailed out to doctoral students about course satisfaction, teaching satisfaction, program satisfaction, etc. Data from this important prompt - How good or bad is the quality of instruction? - is below:

Extremely Well - 17

Moderately well - 16  
Slightly bad - 3  
Neither good or bad - 2  
Slightly good - 2

Hence, the majority of doctoral students (82%) thought the program's instruction was satisfactory.

**Evidence:**

- [EdD Graduates](#)
- [EdD Student Satisfaction 2025](#)

**Course Evaluation Data**

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

**Narrative:**

-What were some positive and negative feedback received from students who completed the courses?

Instruction is always rated quite good in the EdD in Educational Leadership Program. Over 90% of faculty received at least a 4 out of 5 rating on instruction.

-Highlight any trends or insights that came from course evaluations over the course of the cycle.

The one constant "negative comment" was the surprise and/or struggle students had taking 5-week as opposed to 8-week courses.

**Evidence:**

- [Course-Evaluation-Project---Report](#)
- [EdD EL](#)
- [EdD Student Satisfaction 2025](#)

**Student Advising**

1. What advising mechanism is in place for the student?

**Narrative:**

There are three types of advisors for the doctoral student. The first is the Academic Advisor; that person advises doctoral students on course registration, sequence, policies, and term-breaks. The Academic Advisor regularly guides and informs doctoral students on the various processes and procedures concerning matriculating through the EdD Program.

The second advisor is the Chair of Doctoral Studies (Program Director) of the EdD in Educational Leadership Program. Every doctoral student is officially assigned to this person. The Academic Advisor informs every doctoral student of this assignment. Doctoral students communicate with the Chair of Doctoral Studies on various issues dealing with the EdD in Educational Leadership Program - course content, sequence, chair assignments, steps in the dissertation, etc.

The third type of advisor is the "Dissertation Chair." Once the doctoral student completed all coursework and passed comprehensive exams, then they are assigned a "chair" from the Chair of Doctoral Studies (Program Director).

Doctoral students will have formal meetings with all three types of advisors.

**Evidence:**

- [Chair Assignments - 2024-2025](#)

## **Student Awards and Achievements**

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

**Narrative:**

Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

We have made a concerted effort to highlight doctoral students' and graduates' honors, awards, and promotions through emails to dissertations chairs. In the evidence section, I uploaded examples of emails that went out on specific dates.

**Evidence:**

- [Doctoral Student Accomplishments 2024-2025](#)

## **Program Analysis**

### **SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

## **Narrative:**

### SWOT Analysis

Strengths - Three full time faculty committed to high level instruction and best practices in research and scholarship for our doctoral students; solid courses that apply theory to professional practice; continual "chair seminars" that offer instruction, leadership, and mentorship to the dissertation chair staff; a robust dissertation helpline; virtual doctoral student orientation; and revised comprehensive exams that build student efficacy as it pertains to dissertation completion.

Weaknesses - Lack of elective courses; lack of embedded dissertation; and not assigning chairs to students earlier during their coursework.

Opportunities - Modify the curriculum to emphasize dissertation writing and process as opposed to repeating some courses students would have already taken in their EdS Program.

Threats - A continual threat is the ubiquitous nature of doctoral online learning; it behooves WWU's EdD Programs to creatively and imaginatively find ways to stay relevant through high quality instruction, real world course content, and adult-friendly learning management systems.

## **Industry and Program Trends**

### **Senior Exit Surveys**

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

## **Narrative:**

A minority of doctoral students struggled with their Literature Reviews (Chapter 2) of their dissertations.

On average, doctoral students believe the quality of instruction is very good.

The majority of students would recommend the program to others.

Surveys to graduates suggests that earning the EdD in Educational Leadership leads to promotions and professional advancement.

## **Evidence:**

- [EdD EL](#)
- [EdD Student Satisfaction 2025](#)

## **Recommendations from Previous Annual Assessment Reports**

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

### **Narrative:**

The two major action items from the previous program review were the following:

1. Capping the number of chairs advising doctoral students to 20. We have accomplished this, though this can be challenging since doctoral students are constantly matriculating through the program at a steady rate.

2. Developing a Mission and Vision Statement for the EdD in Educational Leadership Program. We have accomplished this.

### **Evidence:**

- [EdD Mission and Vision Statements](#)