Ed.D. in Educational Leadership

Assessment and Evaluation

Program assessment and evaluation will occur on an annual basis as well as in alignment with College and University cycles of evaluation associated with accrediting agencies. Annual assessment and evaluation will comprise multiple levels, including individual student performance and achievement of program goals and learning outcomes; program accomplishments; impact in the field (beginning after year 3, when the first cohort will be graduated). We expect to employ a consultant from outside the University to participate in program and impact evaluation. Student performance data will be also be submitted to the consultant for consideration and analysis.

Student assessment will be aligned with the University-wide assessment development that is currently underway. Key performance tasks and criteria have already been established with respect to the two qualifying examinations, the proposal hearing and the defense of the dissertation. Criteria are in the form of rubrics. The program will make use of Task Stream to track student performance not only on key performance tasks but also through the use of a portfolio. The portfolio will include major assignments from student course work, to be determined by faculty, together with performance rubrics. Students will submit documentation from the portfolio in support of their qualifying examinations.

At the program level, assessment and evaluation will take place annually and will use student data described above as well as other data sources to gauge progress toward achieving program goals. Other sources include course evaluations, artifacts gathered by faculty, joint review of student progress by faculty. The participation of University faculty from outside the Department of Educational Leadership (as instructors, dissertation advisors, and members of governing bodies) will ensure that the dimensions of program evaluation are sufficiently broad and rigorous to usefully inform the Department with respect to needed program modifications. Cyclical evaluation by accrediting agencies will both guide program evaluation and contribute to standards of accountability.

Finally, at the level of program impact, we expect to employ a consultant who will work with us to determine standards and measures of program impact related to our mission of social justice and equitable student achievement. We expect this consultant to use a range of tools to assess impact at the site, district, and/or county level.