

Program Summary

Department: Educational Leadership, Policy, and Instructional Technology

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Program Name and Level: Ed.D. in Educational Leadership (education doctorate)

Embedded Programs: PK-12 strand, Higher Education strand, Jamaica PK-12 program

NOTE: Data is presented for the New Britain PK-12 strand only. The first cohort of the Higher Education strand has not yet completed this benchmark assessment. The Jamaica program is incipient and currently recruiting a first cohort.

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Doctoral-Programs/Educational-Leadership-Ed-D
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Educational Leadership Learning Outcomes Portfolio Defense rubric
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	The faculty dissertation advisor completes the rubric based upon the committee's collective evaluation of the candidate's portfolio defense. The committee consists of the advisor, Ed.D. Director, and another faculty representative.
4) Results: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	See table below for data findings. Conclusions: <ul style="list-style-type: none">• All assessed students performed at or above the prescribed doctoral level on all program learning outcomes.• Learning Outcome #3, related to Organizational Context, was the standard with the least number of candidates performing at the Distinguished level. Candidates also expressed challenges in writing to this learning outcome. Changes: <ul style="list-style-type: none">• Faculty are collaborating and planning across the program curriculum to improve instruction on this learning outcome, and make concepts related to it more explicit, in order to increase performance on Learning Outcome #3.

<p>5) Strengths: List ways in which your assessment process is working well.</p>	<ul style="list-style-type: none"> • Candidates report that the process of synthesizing their learning across the program learning outcomes provides a meaningful transition from conventional coursework to beginning their dissertations. • Course level assessments, the products of which candidates use as artifacts in their portfolios, are effectively linked to program learning outcomes. • The leadership portfolio and defense offer a gateway opportunity for candidates to refine their academic writing skills and defend their work in front of faculty prior to commencing dissertation activity.
<p>6) Improvements: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).</p>	<ul style="list-style-type: none"> • Developing the learning outcomes essays, which are the essence of the portfolio, is quite time-consuming to both candidate and advisor, and includes levels of redundancy. This can hold up candidate progress in the program and moving forward to dissertation activity. • The leadership portfolio format is currently being examined by faculty for revision. Faculty conclude that the current format can be improved upon to be made more authentic, strategic, and forward-thinking to the dissertation. Some components of the portfolio that are developed at the end of the second year of coursework (e.g. literature reviews on program learning outcomes) could be developed earlier in the program and embedded into curricular content along the way.

Table 1. *Summary of Ed.D. Student Performance on the Leadership Portfolio, 2016-2017 Academic Year.*

<p>Learning Outcomes</p>	<p>Does not achieve standard at doctoral level (% and N)</p>	<p>Fully achieves standard at doctoral level (% and N)</p>	<p>Distinction/ exceeds expectations (% and N)</p>
<p>1. Collaboration: demonstrate an ethical and moral commitment to collaborative work that promotes positive learning for all members of the organization.</p>		<p>11% (1)</p>	<p>89% (8)</p>
<p>2. Learning: demonstrate the ability to foster best practices with the understanding that teaching and learning are at the heart of the organization's mission.</p>		<p>22% (2)</p>	<p>78% (7)</p>
<p>3. Context: connect the immediate work of organizational improvement to the larger philosophical, political and historical context, and to the organization's mission.</p>		<p>33% (3)</p>	<p>67% (6)</p>

4. Diversity: establish a commitment to social justice through their work and act in ways that promote social justice in their organizations.		22% (2)	78% (7)
5. Technology: utilize evolving technologies to improve organizations, enhance learning, and build institutional identity.		11% (1)	89% (8)
6. Data/Change: foster continuous organizational improvement grounded in the collection, analysis, interpretation, and application of data.		11% (1)	89% (8)
7. Research: locate, interpret, and assess relevant educational research and apply it to both practice and the design and conduct of research.		22% (2)	78% (7)

Note: Performance data for three students was unavailable from the faculty advisor and is not included in this report.