

Report of Student Learning and Achievement
Concordia University Irvine
School of Education – Doctor of Education (Ed.D.) Program

For Academic Year:	2024-2025
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School of Education Mission

Doctor of Education (Ed.D.) Program Purpose
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The School of Education's purpose is to prepare servant leaders who transform lives through innovative and exceptional educational practices to positively impact local and global communities.

The purpose of the **Doctor of Education (Ed.D.) program** in Leadership is to develop transformative leaders who embody the knowledge, competencies and skills necessary to guide organizations toward continuous improvement and sustained effectiveness through a rigorous and integrated curriculum focusing on theory and applied research in leadership and systems thinking with the development of analytical skills applicable to dynamic and diverse learning organizations.

Program Learning Outcomes (PLOs)

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| 1. Formulate Systems Thinking (FST): Graduates will analyze and apply concepts and skills necessary to create, lead, and manage learning organizations as complex, responsive, and adaptive systems. |
| 2. Develop Scholarly Research (DSR): EDD Graduates will initiate, assemble, arrange, and reformulate ideas, concepts, designs, and methods in carrying out a research project directed at a problem in their field of interest. |
| 3. Model Ethical Leadership (MEL): EDD Graduates will analyze and apply standards of ethics informed by Christian teachings as they fulfill their vocations as servant leaders within our diverse and democratic society. |
| 4. Illustrate Effective Communication (IEC): EDD graduates will express cogent, concise and clear communication that begins with empathic attunement, is built upon truthfulness, trust and vulnerability, establishes genuine rapport, invites participation, simultaneously embodies confidence and humility, and engenders mutual respect and shared responsibility. |
| 5. Exercise Informed Reflection (EIR): Establish reflective behaviors and principles that are self-aware, non-reactive, and intrinsically motivated to honor the heart of God and serve my neighbor. |

6. **Build Community Engagement (BCE):** Cultivate a passion for deepening understandings across cultures and contexts, engaging in honorable conversations, citizenly partnerships and wise initiatives across diverse communities, demographics and geographies.
7. **Utilize Disciplinary Competencies (UDC):** EDD Graduates will analyze, apply, and integrate concepts and skills across disciplines to create, lead, and manage learning organizations as complex, responsive, and adaptive systems.

Program Assessment Overview

GLO: Scholarly Research Generate scholarly research on problems and issues in their field of study. <i>Aligns with EDD</i> PLO 2: Develop Scholarly Research (DSR): EDD Graduates will initiate, assemble, arrange, and reformulate ideas, concepts, designs, and methods in carrying out a research project directed at a problem in their field of interest. <i>Note: All measures below assess PLO 2.</i>			
Part	Assignment /Measure	Students assessed	Expected Standard*
Measure 1 (Direct)	Form C Comments and Score Review	36 students	The average score for each proposal part will be 3 or higher.
Measure 2 (Indirect)	Cohort 18- 19 Chair Survey (Indirect)	8 Dissertation Chairs	80% of Chairs will report that the quality of scholarship is better.
Measure 3 (Indirect)	All Cohorts Candidate Survey: GRC	19 Students	80% of students will report having used the GRC; 80% of users will report having been helped by the GRC
Measure 4 (Indirect)	Exit Survey Data	14 completers	80% of graduates will report that our program helped them to achieve this PLO

Program Assessment Results

Measure 1: Form C Comments and Score Review	MET n=36 Chapter 1: Average Score 3.06 Chapter 2: Average Score 3.03 Chapter 3: Average Score 2.98 Overall average 3.02
Measure 2: Dissertation Chair Survey (Cohort 18- 19 Candidates)	Not Met n=8 Chapter 1: 63% reported the quality of Chapter 1 is better. Chapter 2: 50% reported the quality of Chapter 2 is better. Chapter 3: 25% reported the quality of Chapter 3 is better. Overall quality: 50% reported that the overall quality of the proposals is better.
Measure 3: EDD Candidate GRC Usage Survey (All Candidates)	Mixed n=19 37% of respondents reported having used the GRC, but 100% of those who have used the GRC reported that the services were helpful.
Measure 4: EDD Exit Survey	Mixed n=14 86% of completers agreed or strongly agreed that the EDD program contributed to their ability to conduct Scholarly Research.

	100% of Fall 2024 completers reported using the Online Writing Lab (OWL) 66% of the users reported that the services were helpful to the research required in their courses. 66% of the completers reported using the GRC services 100% of the users agreed that the services were helpful to the research required in my courses.
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Summary of Program Assessment Findings

Results Measure 1: Form C Comments and Score Review

This assessment was designed to give us baseline data, which will help us as we continue improving our seminar courses. The results revealed several growth areas in Chapters 1, 2, and 3.

Chapter 1

Average Score 3.06

Chairs and readers consistently commented on the clarity and appropriateness of the Problem Statement, Purpose, Research Questions, Significance, and Theoretical/Conceptual Framework. The feedback emphasized the need for clear definitions and consistent use of terms, adequate citation of sources, and logical flow and organization within the writing. Several readers highlighted the importance of connecting the research clearly to theory and ensuring research questions can be empirically answered. Some feedback also suggested strengthening specific aspects like including diagrams or providing rationale for source selection.

Chapter 2

Average Score 3.03

Recurring themes include the need for more robust citation practices and ensuring all external ideas are properly attributed to their sources, as well as the importance of logical organization using headings and subheadings to guide the reader through the content effectively.

Chairs and readers frequently pointed out areas requiring additional depth and breadth of research, urging authors to expand on key concepts and incorporate more diverse, current, and peer-reviewed sources, while also highlighting the necessity of clearly identifying and documenting gaps in the existing literature.

Suggestions were also made to better synthesize sources to demonstrate patterns and themes and to ensure that research directly addresses the stated research questions with clear alignment.

Chapter 3

Average Score 2.98

Common areas for improvement highlighted across the Form Cs include the need for clearer descriptions of data collection and analysis procedures, ensuring consistency in participant numbers and sampling methods, and providing sufficient detail for replication. Several readers emphasized the importance of diagrams or tables to visually represent the research process and recommended adding more citations to support methodological choices and instruments. Additionally, there is a strong emphasis on addressing ethical considerations, including informed consent, participant anonymity, and potential conflicts of interest. The feedback collectively aims to strengthen the rigor and clarity of the research methodology sections.

Results Measure 2: Dissertation Chair Survey (Cohort 18- 19 Candidates)

The survey results were somewhat mixed, although there does seem to be some improvement since the implementation of the GRC and the revision of the Seminars. The largest improvement was reported in Chapter 1, and the smallest improvement was seen in Chapter 3. We will continue to track this over time to fully understand how the changes in resources are reflected in our dissertations. (Note: Due to rounding, the percentage below adds up to 101%.)

Overall quality

50% of the Chairs shared that the overall quality of the proposals is better in cohorts 18 and 19.

38% rated the quality the same and 13% reported that the quality is worse.

Chapter 1 quality

63% of the Chairs shared that the quality of Chapter 1 is better in cohorts 18 and 19.

25% rated the quality the same and 13% reported that the quality is worse.

Chapter 2 quality

50% of the Chairs shared that the quality of Chapter 2 is better in cohorts 18 and 19.

38% rated the quality the same and 13% reported that the quality is worse.

Chapter 3 quality

25% of the Chairs shared that the quality of Chapter 3 is better in cohorts 18 and 19.

63% rated the quality the same and 13% reported that the quality is worse.

Results Measure 3: EDD Candidate GRC Usage Survey (All Candidates)

This survey served a twofold purpose. First, we wanted to know how many of our EDD students (particularly those in the older cohorts) were actually using the services we are providing through the GRC, and second, whether or not those who were using the services perceived them to be useful. We started with two assumptions. One, that the students are taking advantage of the GRC and Writing Support Services, and two, that the students perceived the services to be helpful. Tracking data from the Writing Support Services confirmed that EDD students were using the services, however, the data is limited to the program level and does not show which cohorts the students are in.

The survey was emailed to all active EDD students. Nineteen students from across the cohorts responded to the survey. The majority of responses came from cohorts 18-21, but there were responses from as early as cohort 10. Results reveal that while most students have heard of the GRC (84%), a significant number (63%) have not used the services. This is particularly concerning for students in cohorts 15 through 21. What is notable is that 100% of the students who have used the GRC reported being helped by and satisfied with the services.

One of the service areas in the GRC is the Writing Support Services division. In addition to asking general questions about the GRC services, we also asked about the Writing Support Services usage. All of the students in cohorts 14 and earlier reported using the Writing Support Services, but 33% of cohorts 15-17 and an alarming 40% in cohorts 18-21 have not. As with the general GRC usage, 100% of those who have used the Writing Support Services reported being helped by and satisfied with the services.

Results Measure 4: EDD Exit Survey

86% of completers agreed or strongly agreed that the EDD program contributed to their ability to conduct Scholarly Research.

Program Proposed Course of Action for Improvement in Learning	
Recommendation Should be specific & measurable	Intended Outcome Rationale/purpose
Incorporate verification of OWL submission as part of the Chapter 1 draft in 772	Increased usage of Writing Resources. Improves Chapter 1.
Explore with the Writing Center the idea of using dissertation-specific trained writing coaches who are trained to work with dissertation students on specific issues to help students clarify Chapter 1 more effectively.	This will result in improved proposals.
GRC and Writing Center usage: Begin tracking by cohort.	This will give us a better idea of who is using the services
Update all tutorial videos in 771. Verify that students are actually watching the video resources provided in the seminar.	This will ensure usage. Watching the videos should help the student with their proposal writing
Consider deploying the Chair Survey and the GRC Usage Survey annually or biannually.	This will help us to better track our students' progress