

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

For Academic Year:	2025-2026
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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. These leaders embody the knowledge, competencies, and skills necessary to guide organizations toward continuous improvement and sustained effectiveness. This is achieved through a rigorous and integrated curriculum focusing on theory and applied research in leadership and systems thinking. The program also emphasizes the development of analytical skills applicable to dynamic and diverse learning organizations.

Program Learning Outcomes (PLOs)

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| 1. Develop Scholarly Research: 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. |
| 2. Model Ethical Leadership: 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. |
| 3. Illustrate Effective Communication: 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. |
| 4. Exercise Informed Reflection: Establish reflective behaviors and principles that are self-aware, non-reactive, and intrinsically motivated to honor the heart of God and serve my neighbor. |
| 5. Build Community Engagement: 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. |
| 6. Utilize Disciplinary Competencies: 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
Aligns with GLO: Effective Communication

GLO: Effective Communication Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.

aligns with

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.

Part	Assignment / Measure	Students Assessed	Expected Standard
Measure 1 (Direct)	EDD Dissertation Defense Presentations	11 students	Students will score an 80% or higher on each rubric criteria
Measure 2 (Indirect)	Exit Survey Data	25 completers	80% of graduates will report that our program helped them to achieve this PLO

Program Assessment Results

Measure 1: Dissertation Defense n=11

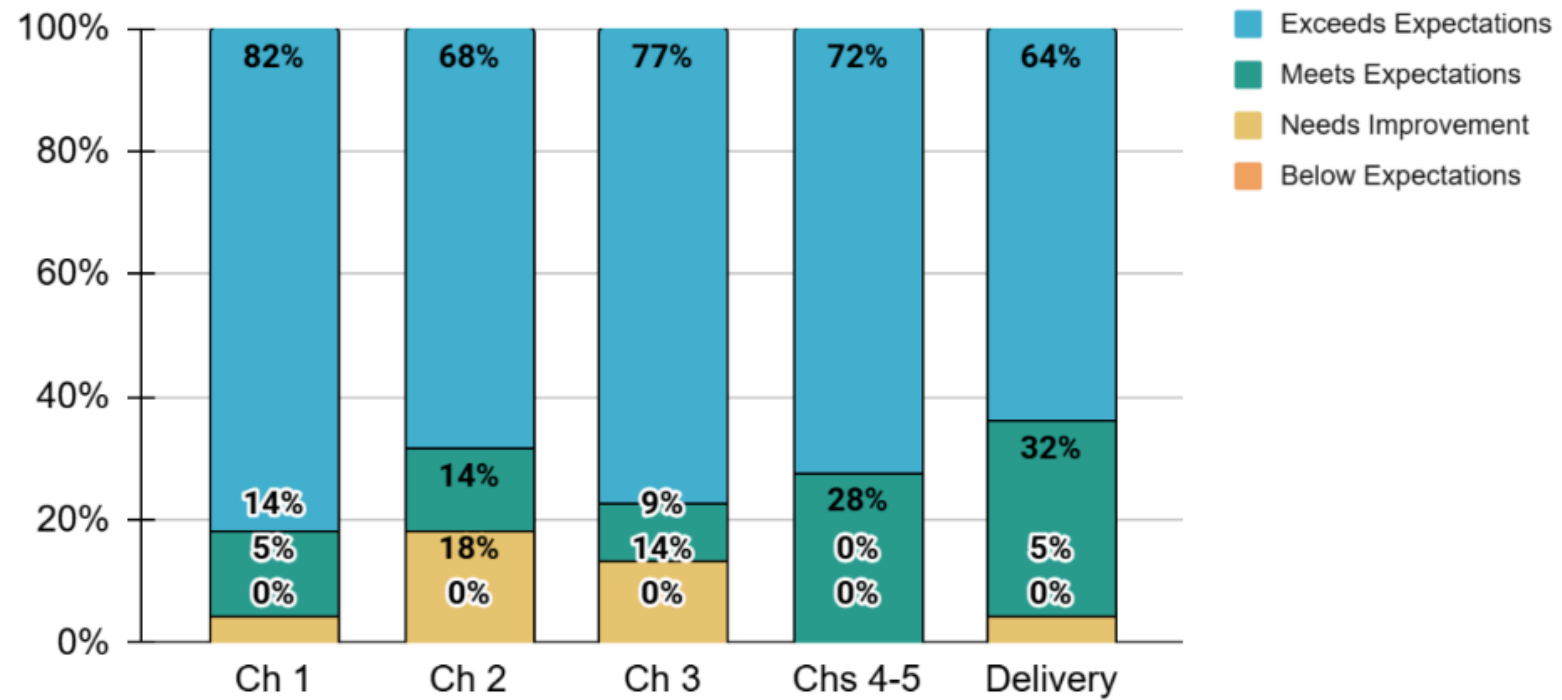
Criteria 1: Chapter 1	<i>MET, 95% met or exceeded expectations Needs improvement 5%</i>
Criteria 2: Chapter 2	<i>MET, 82% met or exceeded expectations Highest % needs improvement at 18%</i>
Criteria 3: Chapter 3	<i>MET, 86% met or exceeded expectations Needs improvement 14%</i>
Criteria 4: Chapters 4-5	<i>MET, 100% met or exceeded expectations</i>
Criteria 5: Delivery	<i>MET, 95% met or exceeded expectations Needs improvement 5%</i>

Measure 2: EDD Exit Survey n=25

MET: 100% of completers agreed or strongly agreed that the EDD program contributed to their ability to effectively communicate! Note that 84% Strongly agreed!

EDD Dissertation Defense

n=11



SOE APLO 2025-2026

Results from Measure 2. Exit Survey Data

100% of completers agreed or strongly agreed that the EDD program contributed to their ability to effectively communicate! Note that 84% Strongly agreed!

EDD, Illustrate Effective Communication					
	Spring 25	Summer 25	Fall 25	Total	Percent
Strongly Disagree	0	0	0	0	0%
Disagree	0	0	0	0	0%
Agree	0	0	4	4	16%
Strongly Agree	4	3	14	21	84%
				25	100%

Summary of Program Assessment Findings

Key Finding: C2 (Chapter 2) Performance

Significant discussion centered on C2: Chapter 2, which, while meeting expectations, received the lowest scores across the assessment. Faculty noted that students are required to limit their entire presentation to 20 minutes, with specific coaching to address Chapter 2 in only a few minutes using 1-2 slides. This constraint inherently limits the depth students can demonstrate, making it difficult to achieve proficient-level performance on a criterion that requires comprehensive literature review coverage.

Action Items

Two complementary strategies emerged from this discussion:

1. **Rubric Redesign:** The Assessment Coordinator will collaborate with EDD faculty to develop a rubric aligned with the actual assignment parameters. The current rubric expectations do not match the assignment constraints, creating an assessment validity issue. A revised rubric will be implemented for the next assessment cycle.
2. **Student Coaching Enhancement:** Since some students successfully earned a score of 4 on this criterion, faculty chairs will work with students to develop skills in concise, clear presentation of literature review content. This approach seeks balance—helping students effectively communicate their scholarship within time constraints while addressing the fundamental rubric alignment issue.

Program Proposed Course of Action for Improvement in Learning Outcomes

Recommendation Should be specific & measurable	Intended Outcome Rationale/purpose	Timeline By when?	Implementer By whom?	Effectiveness Evaluated When?
Redesign the assessment rubric to align criterion expectations with assignment parameters, specifically adjusting C2: Chapter 2 expectations to reflect the 1-2 slide, few-minute presentation constraint	Improve assessment validity and obtain accurate data on students' ability to concisely communicate literature review findings within presentation constraints	Next Assessment	Barbara Howard in consultation with EDD faculty	Next assessment cycle
EDD Chairs will provide targeted coaching to students on effectively presenting Chapter 2 content within time constraints, focusing on concise synthesis and clear communication of key literature review findings	Enhance student presentation skills and ensure students can demonstrate proficiency in communicating research within assignment parameters	Immediately	Dr. Albrecht will communicate to chairs the results of this assessment.	Next Assessment cycle