1. Question 1 - What did you do on assessment this year?
We assessed the doctorate of education degree program in Adult & Higher Education using data collected from students’ dissertation defense meetings and written and oral comprehensive exams. During this academic year, 1 student defended their dissertation. 9 students sat and completed their written and oral comprehensive exams.

2. Question 2 - What data did you collect?
Pass rates were collected to assess the program. The student who defended their dissertation passed. All students who sat for comprehensive examinations passed the written and oral components of the comprehensive exam, leading to a 100% pass rate.

3. Question 3 – What did your review of the data indicate for you?
Consistent with previous years, we have learned that supporting students at a distance requires a combination of high tech and high touch support. Distance students tend to be more engaged through the use of a cohort model as reflected by the success of students who are in the Great Falls cohort, all of whom successfully completed their written and oral comprehensive exams.

Student feedback from those who were completing their degree program and progressing through comprehensive exams suggested the need for greater orientation and socialization of doctoral students, particularly those pursuing the PhD degree, to the expectations and values of advanced graduate study.

4. Question 4 – As a result of your review of the data, what did you do?
At the start of this academic year, the faculty instituted a pre-comprehensive exam preparation seminar to talk through the different components of the comprehensive exam. This seminar was well received by students. The faculty will augment this high touch support with more detailed information about the comprehensive exam process available on the web.

The faculty initiated a 1-credit doctoral seminar course this year in an effort to orient and socialize doctoral students to the expectations and values of advanced graduate study. Based on course evaluations and student feedback, we have modified this course and expanded it to 3 credits. The faculty are committed to differentiating the Doctorate of Education degree from the Doctorate of Philosophy in Education degree. The doctoral seminar introduces students to the characteristics and intentions that distinguish these two doctoral degrees. The faculty are committed to providing high-quality supervision and mentorship of doctoral students. The faculty continue to examine how best to support EdD students as evidenced by the Department’s membership in the Carnegie Project for the Education Doctorate.