

Default Report

Survey of Doctoral Students' Opinion

March 6, 2019 3:55 PM CST

Q1 - Please provide feedback on the following categories: Leadership Core 751

Advanced Leadership Ethics 759 Influences and Assessment of Public Policy 747

Organizational Theory and Change

Please provide feedback on the following categories: Leadership Core 751 Ad...

I thought these core courses were good and they provided an excellent forum to hone reading and writing skills that had gotten rusty in the 13 years since my Masters degree. Good practice in critical thinking and APA style.

The leadership core courses did not reflect the mission and vision of the doctoral program that was marketed to doctoral students. There was a severe lack racial equity work and alignment between courses and staff. EDLD 751 and EDLD 759 professors lacked racial consciousness and created a classroom environment that lacked multiple perspectives and racially conscious curriculum, resources and expertise.

I would have preferred to have exposure to Critical Race Theory earlier in the program instead of in the last class of our progression. I think Org Theory and Change should have been taught at the beginning. I like it having the lens of CRT, but don't feel that we are getting enough time to actually talk and discuss issues. There is too much focus on getting assignments done and hearing people present instead of having a back and forth discussion which would be more useful to me.

The order that these were given to the cohort did not benefit the participants as well as it could have. 747 should be one of the first course taught because of the mission of the university. After two years in this cohort, many of my classmates are not racially conscientious nor racially competent.

I thought all three of these classes advanced my thinking and knowledge for leadership.

Critical Race Theory needs to be integrated into other courses so we can have discussions throughout entire program. Offering 747 course earlier or having more courses integrate CRT, would be valuable.

747: first class where the amount of time working was overwhelming.

They are very important courses in this program. I think they should remain as they are.

Maybe incorporate more discussion time over assignments. I feel it is more beneficial to talk about the items.

I would like more practical application of these topics in our work.

751 it was very hard to participate in this class. Seemed to only be grounded in whiteness. The vast majority or all of the readings were white authors. The multicultural perspective had to be delivered by the student.

I really enjoyed this portion of the program and would have liked an additional leadership core course.

I appreciated the information I learned in these classes. The workload of Org Theory and Change was too much; the professors just dumped a class on Critical Race Theory on top of what should actually be taught. CRT has been the most valuable information I have learned in the program, so I appreciate the inclusion. However, you really need to make a separate course for this information. Plus, more issues and solutions related to racial disparities in education need to be addressed throughout the curriculum.

Please provide feedback on the following categories: Leadership Core 751 Ad...

751 - Positive Intro to the program, 759 - Painful but useful 747 Insightful learning and discussions, lots of work

Q2 - Please provide feedback on the following categories: Professional Development

Colloquium I & II 734 PDC I 734 PDC II

Please provide feedback on the following categories: Professional Developm...

These courses were not coordinated very well. They felt disconnected from each other and disconnected from the other course we were taking in each of the semesters. We would cover some of the same topics in the PDC course and in the other core course; I would encourage more coordination among faculty teaching within the semester to avoid this. Also it was too early in semester one to expect us to complete a prospectus. It was overwhelming and it felt like we didn't get much guidance on how to get to that point. However it has been great that the concept of researching, reading and thinking about a dissertation topic started right away. We need time to marinate in our topic and our approach to research. A prospectus could be reasonably completed during the second semester.

Inconsistent

PDC I seemed useless, other than it pushed me personally to narrow down my idea and start reading, though I don't think that was the case for everyone. I think these two courses are important, but need to be better planned for the future.

Introducing the prospectus right away was not helpful. It was actually a set back. Please consider having the same instructor for each of these courses so that one can build off the other.

Each course was beneficial. More clarity at the start of the program would help in terms of a roadmap from start to finish. I realize not knowing everything is part of the journey but when I'm trying to research and write a major paper it could be helpful. The courses felt somewhat disjointed from the timing, the focus and the consistency in instructors. Might be good to have these in year two as they connect the prospectus into the dissertation writing. Also, finding a specific research topic was not easy right away in PDC I since I came into the program with several ideas.

I liked having PDC 1 in the first term but have propspectus later.

Very helpful for getting the prospectus done. Start with research courses prior to PDC

There are the courses that laid foundations in my research. They should be given priority, too.

I liked these classes. It was beneficial to jump start the proposal process. What would have been beneficial is meeting more of the professors during class time. If there was an ability to individually tailor these classes based on the level of understanding of the material, it would be a more beneficial class to those that already know some of the items covered. The two classes were very disjointed as well.

There were several topics that were taught in multiple classes. (We heard about APA writing several times and the Stanford Prison Experiment at least twice). We also heard from Promeet maybe 3 times and it was repetitive and not helpful to hear so much detail about how one student wrote a dissertation.

In PDC I, I struggled quite a bit with being asked to have my dissertation prospectus completed just eight weeks into my first semester.

Good classes. Helped keep us on track. I appreciate how you pushed back PDC2 instead of having them all the first year.

734 PDC I - felt lost as a student, lack of background/grounding and purpose, timing of the material presented was not the most appropriate or useful
734 PDC II - well organized, intentionally purposeful and valuable

Q3 - Please provide feedback on the following categories: Research Core 753 Focused

Research Investigations 792 Quantitative Research Methods 782 Design & Methods in

Qualitative Inquiry

Please provide feedback on the following categories: Research Core 753 Focu...

It was very difficult to effectively plan a dissertation (prospectus, etc.) without having taking either research course. I find it much easier to frame my dissertation now that I have taken both of these courses. The quantitative research course was woefully inadequate in exposing us to statistics. We spent far too much time reading and writing APA papers and not nearly enough time learning about statistical methods. Focused research investigations was too generic and did not reflect different philosophies from other races and cultures.

Not clear on the point of having the same faculty teach multiple courses. I did increase my knowledge in this area but did not appreciate the single narrative course after course.

These classes gave quite a broad view, and I would have preferred getting a little bit deeper into the kind of analysis needed for each approach. I don't feel ready to tackle this in my own dissertation because there wasn't much depth given in these classes.

The content of these courses were great. However, reflection papers for each course is a bit redundant and got in the way of actually reading on our topic of choice.

these courses definitely helped advance my writing skills. I do think I am lacking in the statistics background heading into my research.

Good order. Hard to have Quntitative in summer. More statistics please.

Would have liked these classes all early in the program and move PDC to later.

In oder to develop my theoretical understanding, these courses were very important. I would keep the as they are.

I loved these courses. They were great to learn about the differences between qualitative and quantitative design.

I would like more hands on experience in how to create research projects, coding qualitative data and calculating quantitative data. This was entirely too basic.

I wonder if Focused Research Investigations can be absorbed into PDC. Perhaps each semester could include a PDC course to work on program-related work, such as getting started with the dissertation, portfolio, etc.

Qualitative Methods should not have been during the summer!!! Please move it to a semester long course in the future. I didn't get what I needed to out of the class (and I received an A). Plus, please assign the class to a qualitative researcher. I appreciate Jason's expertise, but you have more qualified faculty for that subject matter. The other two courses were good.

753 - fast, topics felt rushed and superficially discussed yet very useful and appreciated 792 and 782- absolutely necessary -a variety in assignment could be beneficial (differentiation) - significant knowledge gained

Q4 - Please provide feedback on the following categories: Internship Core 798 Doctoral

Internship 1 798 Doctoral Internship 2

Please provide feedback on the following categories: Internship Core 798 Do...

The internship 2 course is meeting too long and too often. The extra assignments could be discussion points in class and we could accomplish the reflection by meeting 4 times throughout the semester. The extra papers are busy work that is difficult to manage in addition to the internship work this semester.

Inconsistent and unacceptable. EDLD 798-2 did not align to the structure of the first course. I have been dissatisfied with my experience overall. I thought the program would be more aligned to tenants of courageous leadership.

Both of these internships were helpful to me, though it seems like advisors varied widely on expectations which doesn't seem fair to everyone. Clearer expectations presented to our cohort up front would be better, with common policies among advisors.

For consistency purposes, it would be great to have the same instructor for each of the internship. The work for the internship should be about the internship. More reflection papers for Doctoral Internship 2 cause more setback from reading on our topics.

I think the internships have been highly beneficial to advance my career.

Good order, no changes.

I like the flexibility because my work does not allow a traditional internship.

I would keep just two internship courses: Administrative and Teaching ones.

Having a template on what is expected in the course between professors would be great. There was a huge difference in the expectations of the two internship classes.

Internship is vague. The guidelines lead to some students getting projects accepted that others get rejected. There is little help in setting up internships. There should be more flexibility or ready-made options. I also think having a full course worth of work on top of 120 hours internship is unreasonable. These internships are next to impossible to complete on top of full time employment if they can't be part of your job. (Although some students have gotten work projects approved?)

The inconsistency between the classes created a high level of confusion.

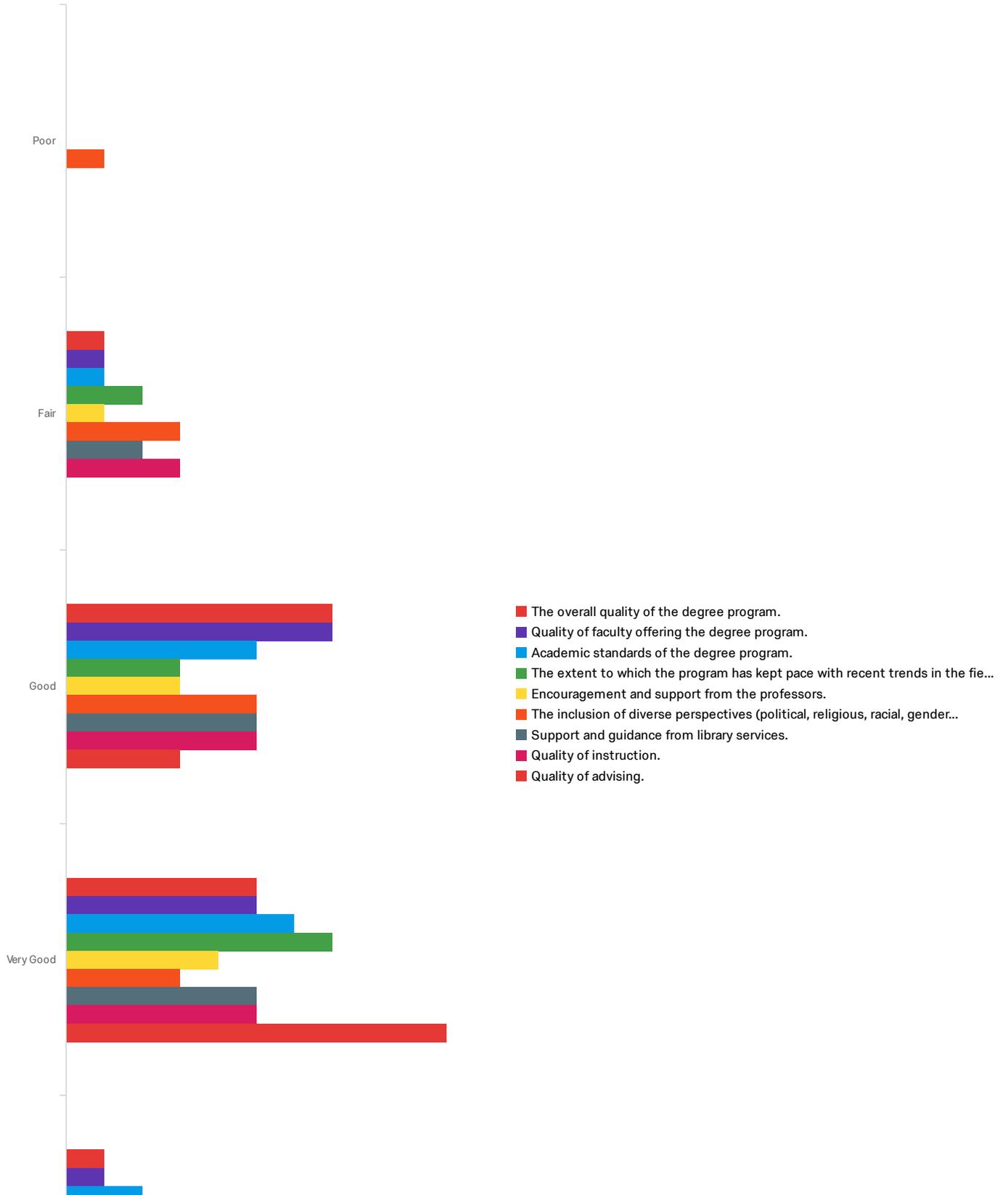
I think I needed more insight into knowing how to choose an internships. I'm still not clear about if the internships were meant to inform my dissertation or simply to strengthen my leadership. I like the idea of having just two internships instead of three, but having them be different from the dissertation to add more variety to the learning experience through project-based learning, as the dissertation is already its own project-based learning.

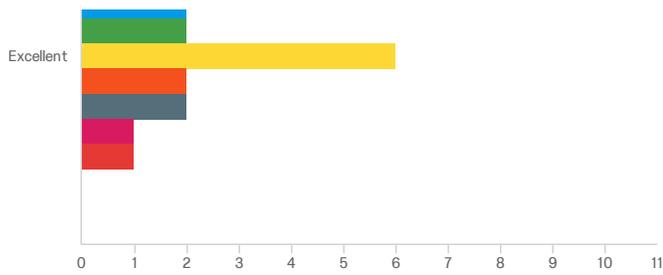
Internship 3 is a disappointment for those of us who actually pay for our classes. Just having three classes during the summer to keep up with our dissertation is not worth four credits of payment. Make it a one-credit PDC3 instead - and use the extra three credits to create a class on critical race theory! The two other internships have been fine. Make sure to include reflection built into these courses.

798 - valuable /798 extremely valuable internship in action/ quite an amount of reading and writing assignment work - how is a personal reflection given a number value - it is a personal reflection, how can it be right or wrong? The process is appreciated.

Q5 - Please rate your overall experience with your Educational Leadership Doctorate

Degree program in each of the following areas:





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The overall quality of the degree program.	2.00	5.00	3.43	0.73	0.53	14
2	Quality of faculty offering the degree program.	2.00	5.00	3.43	0.73	0.53	14
3	Academic standards of the degree program.	2.00	5.00	3.64	0.81	0.66	14
4	The extent to which the program has kept pace with recent trends in the field of education.	2.00	5.00	3.64	0.89	0.80	14
5	Encouragement and support from the professors.	2.00	5.00	4.07	0.96	0.92	14
6	The inclusion of diverse perspectives (political, religious, racial, gender, sexual orientation, etc.) in course curriculum discussions and assignments.	1.00	5.00	3.14	1.12	1.27	14
7	Support and guidance from library services.	2.00	5.00	3.50	0.91	0.82	14
8	Quality of instruction.	2.00	5.00	3.29	0.88	0.78	14
9	Quality of advising.	3.00	5.00	3.86	0.52	0.27	14

#	Field	Poor	Fair	Good	Very Good	Excellent	Total
1	The overall quality of the degree program.	0.00% 0	7.14% 1	50.00% 7	35.71% 5	7.14% 1	14
2	Quality of faculty offering the degree program.	0.00% 0	7.14% 1	50.00% 7	35.71% 5	7.14% 1	14
3	Academic standards of the degree program.	0.00% 0	7.14% 1	35.71% 5	42.86% 6	14.29% 2	14
4	The extent to which the program has kept pace with recent trends in the field of education.	0.00% 0	14.29% 2	21.43% 3	50.00% 7	14.29% 2	14
5	Encouragement and support from the professors.	0.00% 0	7.14% 1	21.43% 3	28.57% 4	42.86% 6	14
6	The inclusion of diverse perspectives (political, religious, racial, gender, sexual orientation, etc.) in course curriculum discussions and assignments.	7.14% 1	21.43% 3	35.71% 5	21.43% 3	14.29% 2	14
7	Support and guidance from library services.	0.00% 0	14.29% 2	35.71% 5	35.71% 5	14.29% 2	14

#	Field	Poor		Fair		Good		Very Good		Excellent		Total
8	Quality of instruction.	0.00%	0	21.43%	3	35.71%	5	35.71%	5	7.14%	1	14
9	Quality of advising.	0.00%	0	0.00%	0	21.43%	3	71.43%	10	7.14%	1	14

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Q6 - Please comment on the relevance of required textbooks and materials.

Please comment on the relevance of required textbooks and materials.

I wish racial equity was balanced throughout all the coursework, not just in a few toward the end.

All the textbooks I've used were helpful and useful.

Most were not relevant.

Textbooks and materials were fine.

good

Very latest editions of textbooks by established writers were used.

Most have been fine. Do not have strong feelings about textbooks.

The textbooks for the research courses have been helpful. Bolman & Deal is very good! Perhaps there could be one specific "how to write a dissertation" book.

Very good. I appreciated the selection in all the class; although we needed more information on how to support diversity in our schools.

it varies/inconsistent

Q7 - The department is redesigning our doctoral handbook. What would be the most valuable information to provide new students entering the doctorate program?

The department is redesigning our doctoral handbook. What would be the mos...

Helping guide us through the time it takes to come up with a dissertation topic. It's good to start this concept early, but we need time to narrow it down and marinate in our reading.

More consistency is needed among advisors

spend more time explaining the progression of program.

That's the best way to do. I really appreciate if if the department does it by this summer.

Clear suggestions/guidelines about internships.

I have made it this entire time without reading the handbook. Maybe it can be videos instead of more documents?

provide an opportunity and time to review it throughout the program, perhaps assigned work in a way that it can be explore it. More user friendly.
Having the handbook available is appreciated

Q8 - Additional Comments:

Additional Comments:

Integrate racial equity throughout the program. The courses seemed disjointed when being taught by different faculty.

The biggest complaint that I have is the lack of diversity in who has been teaching our classes. I like Dr. Kaufman, but he has taught about half of all the classes I've taken. I feel like I am missing out on all of the other perspectives of the faculty in the department because only a few instructors have taught the doctoral level classes. I think it is also necessary to introduce CRT earlier into the program.

Please include more on diversity in education (race, class, sexual orientation, etc.). We did not receive enough out of this program. Diversity seemed thrown on at the end, but not actually integrated in throughout the program. Plus, race was the only aspect of diversity really addressed. Include more about the others as well.

I appreciate the hard work and dedication of all involved in the program. I am hopeful, and proud to be part of it. I know many have felt more intercultural competent interactions, empathy and mindfulness -tact could be brought to the table

Q10 - What race do you identify as _____

What race do you identify as _____

white

black

white

White

White

Q11 - What pronouns do you identify as _____

What pronouns do you identify as _____

he

she, her

She/her

Him/He/His

End of Report