

Student Responses to Doctoral Program Assessment

Student ID = 1

1. Please list and describe strengths of the doctoral program in Ed. Administration.

It is a very practical program. The program is student friendly. The instructors are very student centered. The program is designed to encourage the students to "make it".
* The cohort program is great!!

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

The NUMBER one weakness is the lack of book resources. We have a hard time finding the textbooks for the classes.
The new time frame is very hard for the students that have to travel long distances.

3. What suggestions would you provide to improve the doctoral program in Ed. Administration?

- ① Please change the times to no later than 9:00 PM on even during the week.
- ② Make the books available during class.

Student ID = 2

1. Please list and describe strengths of the doctoral program in Ed. Administration.

- The cohort ~~pro~~ arrangement provides support. It seems as though it is a group commitment. I feel as though if I quit I let the entire group down.

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

- ~~the~~ Lack of knowledge of the faculty in conjunction with the necessity to choose a committee.

3. What suggestions would you provide to improve the doctoral program in Ed. Administration?

Arrange an orientation (or something similar) that allows the cohort a chance to meet and learn more about the professors that could be selected as committee chairs.

1. Please list and describe strengths of the doctoral program in Ed. Administration.

- ① Professors who have a variety of experiences and multiple degrees.
- ② It appears to be comprehensive
- ③ The large doctoral book we downloaded at the onset of the program.

then been done it wrong almost

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

- ④
- 6. difficulty assessing computer information. ^{make sure every has the same computer system}
- 1. Lack of contact with advisor - especially initially
- 2. Lecture teaching approach - starting with the entire picture rather than lots of terms - perhaps a small research project where terms were inserted initially.
- 3. Checking ~~or~~ refresh basic research knowledge like a glossary of terms
- 4. Having class text available at bookstore
- 5 ~~Not enough specific directions~~

What suggestions would you provide to improve the doctoral program in Ed. Administration?

- ⑦ course starting ~~at~~ 3-4 weeks still no webCT
- 8 Before moving to next level provide mechanism to assure the 1st level is understood
- 9 Don't tell the class at the 1st session how many of us will not make it.
- 10 If know one can answer the questions and there is dead silence who are you talking to?

do a task after lecture learning how to do a task after lecture

⑧ Variety ^{Improvements} of activities to deliver information lecture is only one -

- ② peer grouping or teaching -
- ③ Return to 2 nights a week rather than trying to ~~put~~ teach everything in one session
- ④ check to see if we all have the necessary computer skills
- ⑤ Test new program ~~program~~ before expecting students to become efficient like the web-CT - make a pilot program! ^{1st} it still has a lot of holes
- ⑥ Team learning
- ⑦ make sure everyone's degrees are equivalent - EDS - everyone doesn't have one - Don't we all need to be educators. ???
- ⑧ ~~make the~~ notification of room and Building # change
- ⑨ unlock the door.
- ⑩ more people of color and different cultures

Student ID = 4

1. Please list and describe strengths of the doctoral program in Ed. Administration,

- the support that the cohort provides Semester to Semester is invaluable.
- Augusta State Campus
- prepare students for dissertation
- small cohorts
- class meetings flexibility

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

- pressure to create a committee and find a chairperson without ~~knowledge~~ familiarity of GSU faculty.
- ^{pre-arranged} nonopportunity to meet with advisor to determine extra classes needed for graduation.

3. What suggestions would you provide to improve the doctoral program in Ed. Administration?

- Advisor set time to meet with students at the beginning of program to ~~set~~ decide course selection for entire program.
- Do not ask students to order books if books are not an essential part of class.
- provide courses that ~~are~~ are more applicable for school administrators/ leaders.

Student ID = 5

1. Please list and describe strengths of the doctoral program in Ed. Administration.

The cohort format is very positive. Collaboration is a key component as well. The instructors have been very positive and support at this point, provide meaningful activities that promote learning. The idea of cohorts being outside of campus allows GSU to reach students in areas it would not be able to otherwise.

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

The ^{lack of} flexibility of scheduling would be considered a weakness. The length of class time and limited web-based instruction could be improved as well.

3. What suggestions would you provide to improve the doctoral program in Ed. Administration?

Provide more web-based instruction to reduce the number of in-class hours. Allow for more flexibility in scheduling to include more options for courses (electives)

Student ID = 6

1. Please list and describe strengths of the doctoral program in Ed. Administration.

The cohort concept is the greatest strength of the doctoral program because the support and inter-dependence gets members through the difficult times and increases the level of enjoyment during the journey.

Quality instructors who care also make the program great.

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

While the pace, assignments and work pose a challenge for working individuals, the program is well designed. No weaknesses are noted.

3. What suggestions would you provide to improve the doctoral program in Ed. Administration?

To allow more flexibility in the number of hours attempted during Spring and summer semester.

Student ID = 7

1. Please list and describe strengths of the doctoral program in Ed. Administration.

1 Dr. Richardson came to class and gave us an overview of the entire program and discussed the doctoral handbook.

2 The cohort is a wonderful aspect, there are teachers, Assistant Princ., principal, & ^{superintendent} supervisors which gives us a very diverse group and much advice/problem solving is involved in the class discussions which is relevant to emergent/current job situations, and much of the

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

course material.

WEAKNESS: It is very early in the program to truly assess and be ~~is~~ fair

3. What suggestions would you provide to improve the doctoral program in Ed. Administration?

- To improve the program, perhaps to somehow meet all the professors earlier, before we have them in class. We have to put together a committee soon and we have only meeting 2 a semester. The obvious answer is to go to Statesboro and set up appt. However if we could have a seminar/meeting at the same time might prove helpful. I am finding some professors are not taking any more students.

Student ID = 8

1. Please list and describe strengths of the doctoral program in Ed. Administration.

- ① The cohort group is a definite strength of the program. ~~with~~
I have got to know the students in my cohort
So I feel comfortable calling them if I have
any questions.
- ② The structured curriculum - it is nice to know
what I am going to be taking each semester.

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

I am new in the program so I do not feel
that I can answer this question

3. What suggestions would you provide to improve the doctoral program in Ed. Administration?

A lot of the material I have read for this
course has a strong ~~pt~~ educational philosophical
base. If I had not taken an educational
philosophy course ~~my~~ (out of the doctoral EdD
in curriculum program) I would have been lost.
So I think a course in Ed. philosophy would
be beneficial.

1. Please list and describe strengths of the doctoral program in Ed. Administration.

- the cohort aspect where students can seek moral support and encouragement from others
- classes ~~are~~ taught in 8 or 10 week sessions versus two classes per week.
- Access to instructors for guidance and assistance (e-mail)
- location of classes off-campus (meaning it's great when you don't have to drive to the main campus)
- group discussions

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

- condensing an enormous amount of information into several weeks
- workload and assignments in comparison with case load on your job
- technology that doesn't always work when you need it.
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3. What suggestions would you provide to improve the doctoral program in Ed. Administration?

- have an orientation day where students in the program have the opportunity to meet their advisors and other instructors in the dept.
- more out of class assignments or discussions
- more entry dates into the program than twice a year

Student ID = 10

1. Please list and describe strengths of the doctoral program in Ed. Administration.

- Cohort format - Working with a diverse group that remains constant through several classes gives one an emotional support system.
- Schedule is user friendly for the professional who works all day.
- Doctoral Handbook -
- Tier II allows previous courses to count -

2. Please list and describe weaknesses of the doctoral program in Ed. Administration.

3. What suggestions would you provide to improve the doctoral program in Ed. Administration?

- Cohort closer to Atlanta.
- More on-line classes.