



**College of Education and Affiliated Programs**  
**Annual Assessment Report Template – Fall 2011**  
*Educational Leadership*

**Note: this report presents and analyzes data from the 2010-2011 academic year.**

**Background**

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

**Our Vision**

To build a dynamic, rigorous, and inclusive doctoral program that prepares leaders to make remarkable differences in the educational lives of others.

**Our Mission**

To support dynamic, transformative, socially responsible leaders who engage others, value diversity, operate with academic integrity, and believe in people and their educational futures.

**Services**

Full support of students to facilitate a high quality experience within a graduate culture where timely graduation is balanced with rigorous course and dissertation work. Design and implementation of structures to assist faculty in their work with doctoral students.

**Program**

The EDD program is in its 4<sup>th</sup> year in academic year 2010-11, serving 75 students who are in all phases of doctoral education. The program is structured in two specializations; 44 students are in the Community College/Higher Education Specialization and 31 students are in the PK-12 Specialization. Students write their qualifying exam after the 4th semester in the program. The program is designed for students to complete courses and their dissertations within 3 years. Eleven core faculty serve as the primary instructors and dissertation chairs. However, 18 affiliated faculty from across the College of Education participate in the program as instructors, dissertation chairs and committee members, and in supporting students' writing, data analysis and IRB applications. Table 1 reflects the program's overall assessment plan while Tables 2-5 provide data on the program for the 2010-11 academic year.

**Table 1***Program Student Learning Outcomes and Relevant Standards*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>
<b>SLOs</b>	Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.	Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations.	Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.	Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.	Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.
<b>Signature Assignment(s)</b>	Case Studies (EDLD 724), Grassroots Policy Investigation (EDLD 726)	Organizational Study (EDLD 725), Case Application Paper (EDLD 743), Bridging Curriculum Theories & Practice (EDLD 753)	Qualifying Exam	Research Projects (EDLD 731 & 732A)	Proposal for New Legislation or Policy (EDLD 723), Leading for Social Justice (EDLD 726)
<b>National Standards: UCEA Leadership Core Rec.</b>	Ed. Leadership, Accountability, Learning & Curriculum, Leadership & Inst. Improvement, Org. Behavior & Change in Ed.	Ed. Leadership, Accountability, Public School Fin. & Bus., Mngmnt. of HR, Leadership & Inst. Improvement, Org. Behavior & Change in Ed.	Ed. Leadership, Accountability, Leadership & Inst. Improvement, Org. Behavior & Change in Ed.	Ed. Leadership, Accountability, Diversity & Culture, Leadership & Inst. Improvement	Diversity & Culture, Law & Politics of Ed.
<b>National Standards: AACC Competencies for Comm. Coll. Leaders</b>	Org. Mngmnt., Resource Mngmnt., Comm. Coll. Advocacy, Professionalism	Org. Mngmnt., Resource Mngmnt., Communication, Collaboration, Professionalism	Org. Mngmnt., Resource Mngmnt., Communication, Collaboration, Professionalism	Communication, Collaboration, Comm. Coll. Advocacy, Professionalism	Org. Mngmnt., Resource Mngmnt., Communication, Collaboration, Comm. Coll. Advocacy, Professionalism
<b>State Standards (EO 991)</b>	LC – 1, 2, 5, 6, 7 LS – 1, 2, 3, 4, 5, 6 RM – 1, 4, 5	LC – 1, 2, 3, 4, 7 LS - 2, 6 RM – 1, 2, 3, 4, 5	LC – 3, 7 LS – 2, 4, 6	LC – 7 LS – 1, 2, 4 RM – 1, 2, 3, 4, 5	LC – 2, 6 LS – 1, 4, 5, 6
<b>Conceptual Framework</b>	School improvement Promotes growth	Prepares leaders	Service and collaboration	Research and evaluation	Values diversity
<b>NCATE Elements</b>	Knowledge and skills - other	Knowledge and skills - other	Knowledge and skills - other	Student learning - other	Professional dispositions

**Table 2***Program Specific Candidate Information, 2010-2011 (snapshot taken F10)*

	<b>Transition Point 1</b>		
	<b>Admission to Program</b>		
	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>
	<b>#</b>	<b>#</b>	<b>#</b>
<b>TOTAL</b>	56	33	27

**Table 3***Program Specific Candidate Information, 2010-2011 (snapshot taken F10)*

	<b>Transition Point 2</b>
	<b>Advancement to Culminating Experience</b>
	<b>#</b>
<b>Dissertation<sup>[1]</sup></b>	17

**Table 4***Program Specific Candidate Information, 2010-2011 (snapshot taken S11)*

	<b>Transition Point 3</b>
	<b>Exit</b>
	<b>#</b>
<b>Degree</b>	20

**Table 5***Faculty Profile 2010-11*

<b>Status</b>	<b>Number</b>
<b>Full-time Lecturer/TT</b>	17
<b>Part-time Lecturer</b>	2
<b>Total:</b>	19

<sup>[1]</sup> This is data on students who were enrolled in dissertation work during Fall 2010 and Spring 2011. This figure may include students who actually “crossed into” this transition point prior to Fall 2010 and were still making progress on their theses at this time.

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting. (Maps to campus criteria for assessment reports)

On November 30, 2011, twelve faculty members (all full-time) met to review and discuss the assessment findings. The minutes from this meeting are included in Appendix A. We reviewed 11 tables from our Annual Program Evaluation (Appendix B), administered to students at the end of summer (also attached) as well as data related to the assessment of student learning outcomes.

## **Data**

3. Question 3 is in 2 parts focused on primary data sources related to: student learning and program effectiveness/student experience:
  - a. Candidate Performance Data: Provide direct evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

### **Data Collection**

The College of Education Assessment Office provided a data collection template to the program coordinator of the Ed.D. Program. This template included a collection sheet for each signature assignment that was prefilled with the names of students currently enrolled in the course. It also included columns for collection of the 0-4 score, total points earned, and the score for each criterion included on the rubric for the signature assignment. The program coordinator provided each instructor with the template specific to their course for collection of the criterion scores. The completed data collection template was returned to the program coordinator. The program coordinator calculated the 0-4 score and checked for completion of all data points and then forwarded it to the Assessment Office.

### **Data Analysis**

The analysis of the data is reported below. The average score for each SLO is provided in Figures 1 and 2. This is followed by data that reports the average scores for each individual SLO sorted by signature assignment. SLO 2 results are reported in Figures 5 – 8, SLO 3 is reported in Figures 9 – 10, SLO 4 is reported in Figures 11 – 13, and SLO 5 is reported in Figures 14 – 15. Finally, dissertation scores, which include assessment of all five of the program SLOs are provided in Figures 16 and 17.

**Table 6***Program Student Learning Outcomes and Signature Assignments*

<b>Student Learning Outcome</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.	Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations	Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.	Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.	Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.
<b>Signature Assignments</b>				
EDLD 724: Critical Reflection Essay* EDLD 726: Grassroots Policy Investigation	EDLD 725: Organizational Study EDLD 743: Case Application Paper EDLD 753: Bridging Curriculum Theories & Practice	Qualifying Exam: Final paper scored via rubric	EDLD 731: Qualitative Research Project EDLD 732A: Quantitative Research Project	EDLD 723: Proposal for New Legislation or Policy Paper EDLD 726: Leading for Social Justice Moral & Ethical Considerations Paper*
Dissertation				

\*Data from 2010-2011 is not available for these signature assignments.

**Figure 1**

*Educational Leadership AY10-11 SLO Comparison*

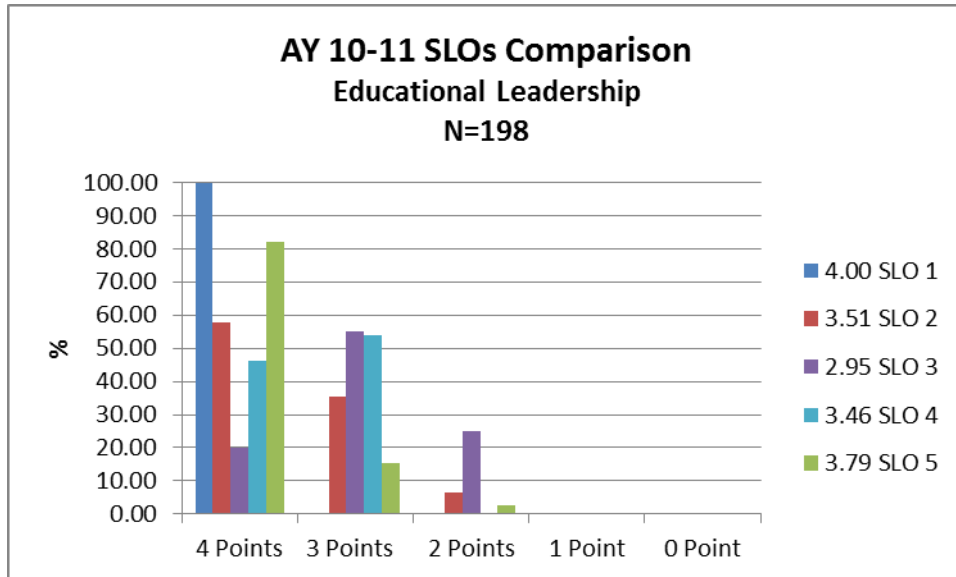


Figure 1 reports the average score for each SLO and the percentage of assessments (N=198) within each SLO broken down by score achieved on the 0-4 scale. Students received the highest average score on SLO 1, with an average score of 4.00. Over 80% of the students received a score of 4.00 on SLO 2, approximately 35% received a score of 3.00 and approximately 5% received a score of 2.00. Twenty percent of the students achieved a score of 4.00 on SLO 3, approximately 55% received a score of 3.00 and 25% received a score of 2.00. Approximately 45% achieved a score of 4.00 on SLO 4, and the remaining 55% received a score of 3.00. Over 80% of the students achieved a score of 4.00 on SLO 5, 15% received a score of 3.00, and less than 5% received a score of 2.00.

**Figure 2**

*Educational Leadership AY10-11 SLO Means*

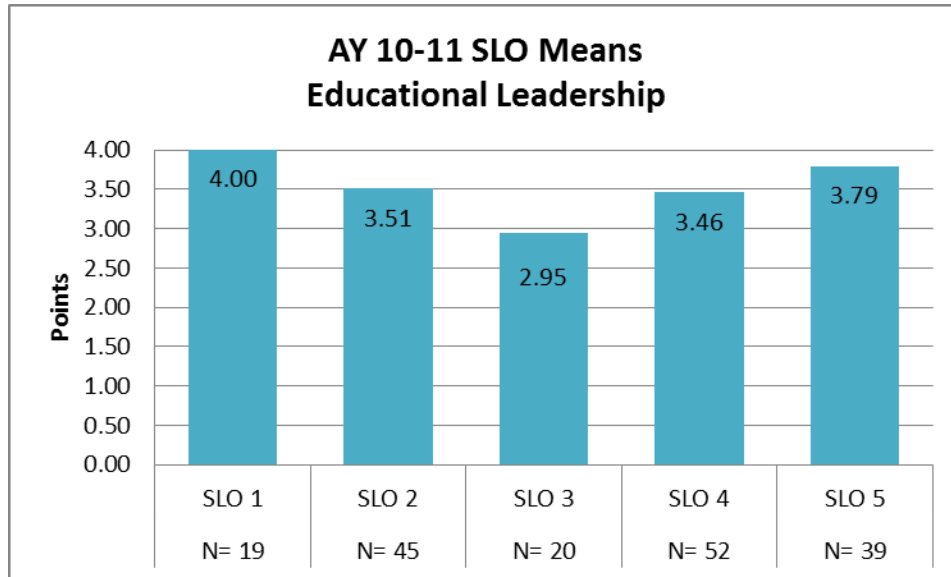


Figure 2 reports the average score (on the 0-4 scale) for each SLO and the number of assessments included in each SLO. The average score for SLO 1 was 4.0 or 100% (N=19), the average score for SLO 2 was 3.51 or 88% (N=45), the average score for SLO 3 was 2.95 or 74% (N=20), the average score for SLO 4 was 3.46 or 86.5% (N=52), and the average for SLO 5 was 3.79 or 95% (N=39).

**Outcome 1:** Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.

**Figure 3**

*Educational Leadership AY10-11 Score Distribution-SLO 1*

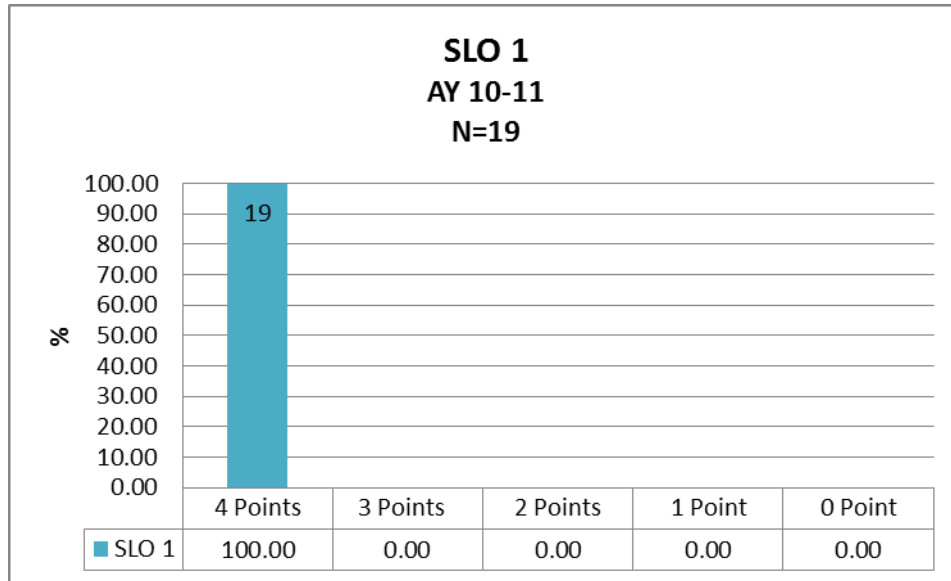
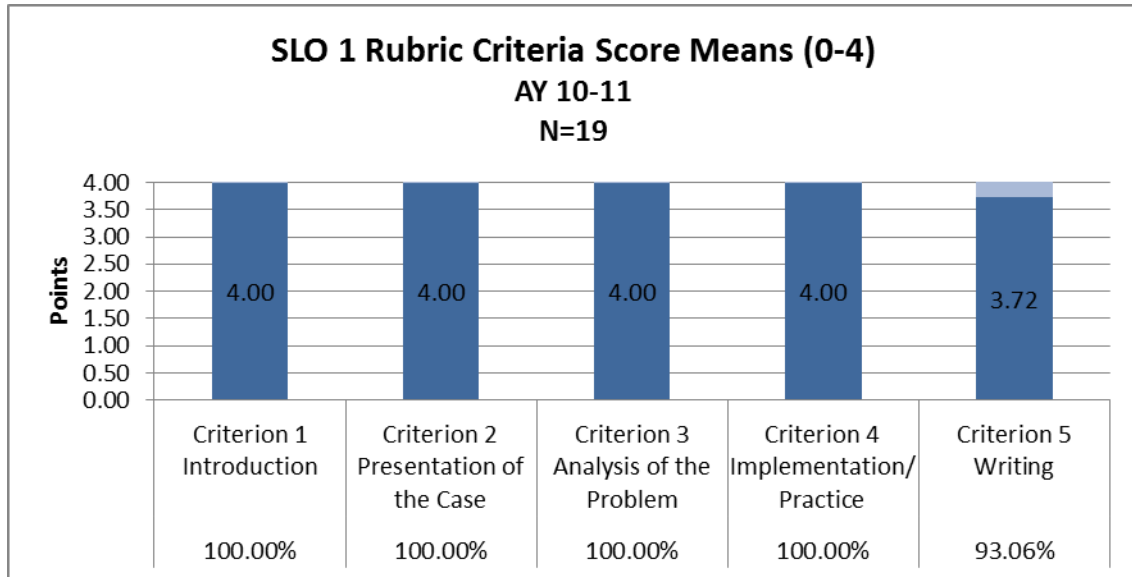


Figure 3 reports the number and percentage of students by 0 – 4 score on SLO 1. The average score for SLO 1 was a 4.00 (see Figure 2). The average score within each criterion is provided in Figure 4. The average score for Criterion 1: Introduction, Criterion 2: Presentation of the Case, Criterion 3: Analysis of the Problem, and Criterion 4: Implementation/Practice was 4.0 (100%) and the average score for Criterion 5: Writing was 3.72 (93.06%).



**Figure 4**

*Educational Leadership AY10-11 Criteria Means-SLO 1 (726: Grassroots Policy Investigation)*



**Outcome 2:** Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations.

**Figure 5**

*Educational Leadership AY10-11 Score Distribution-SLO 2*

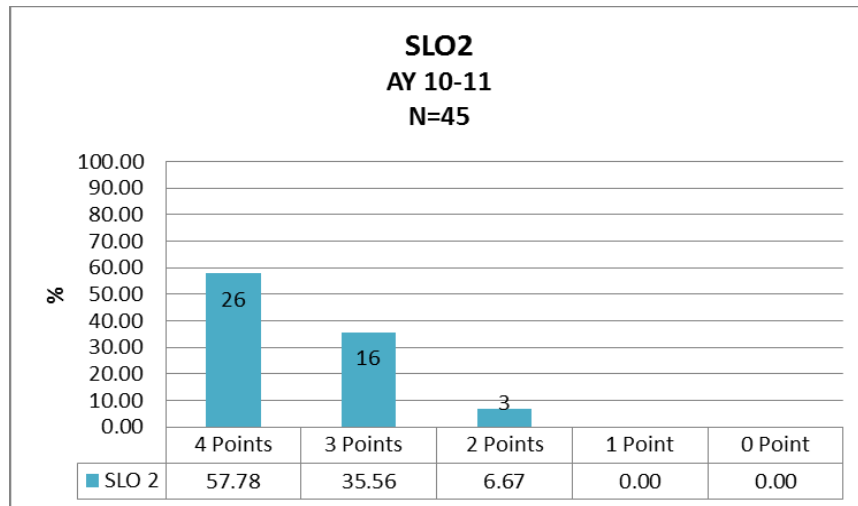
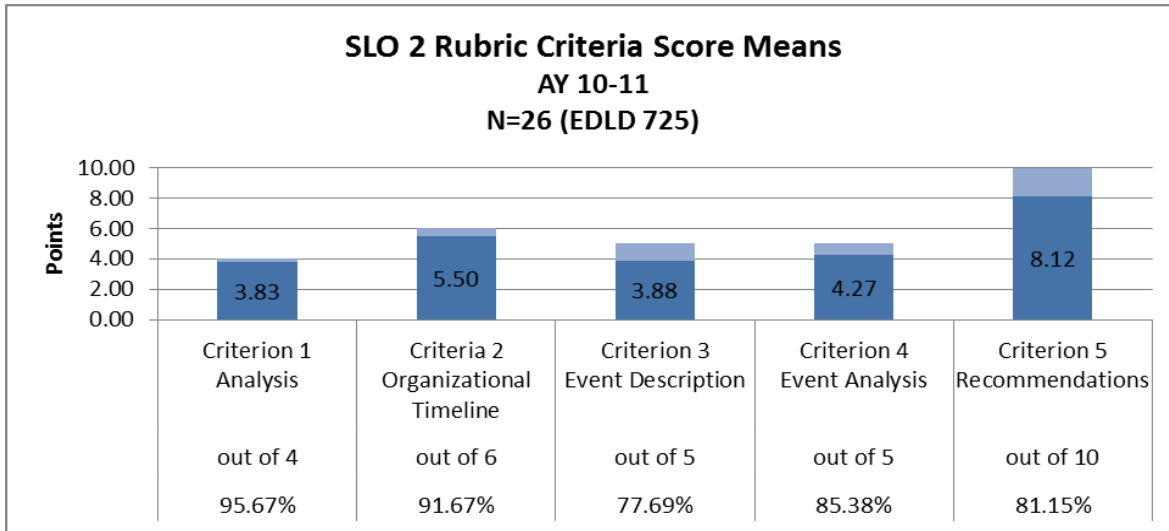


Figure 5 reports the number and percentage of students by 0 – 4 score on SLO 2. There were a total of 45 assessments included in SLO 2, with 57.78% of students (N=26) achieving a score of 4.00, 35.56% of students (N=16) achieving a score of 3.00, and only 6.67% of students (N=3) achieving a score of 2.00. The average score for SLO 2 was 3.51 or 88% (see Figure 2).

**Figure 6**

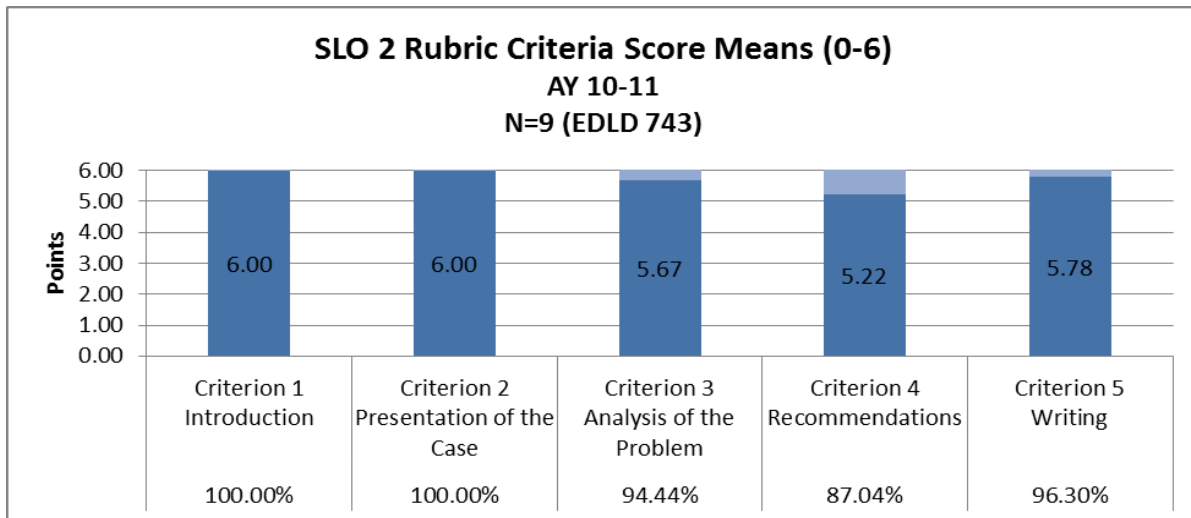
*Educational Leadership AY10-11 Criteria Means-SLO 2 (725: Organizational Study)*



For the Organizational Study, using SLO 2 (N=26), the average score for criterion 1 was 3.83 or 95.67%, the average score for criterion 2 was 5.5 or 91.67%, the average score for criterion 3 was 3.88 or 77.69%, the average score for criterion 4 was 4.27 or 85.38%, and the average score for criterion 5 was 8.12 or 81.15%.

**Figure 7**

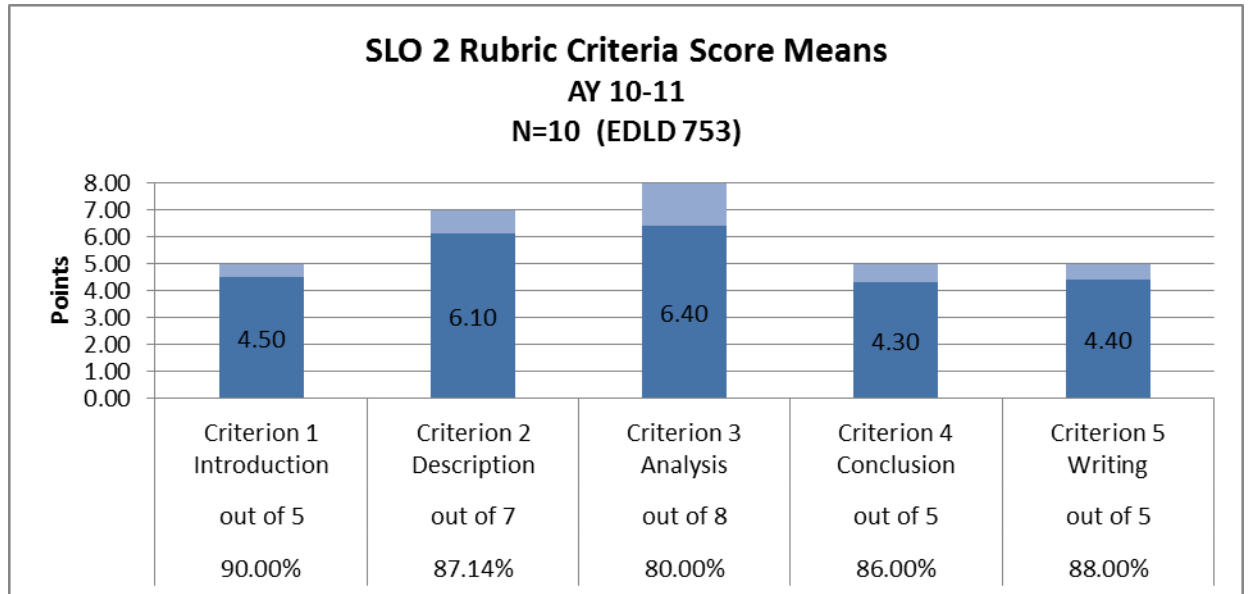
*Educational Leadership AY10-11 Criteria Means-SLO 2 (743: Case Application Paper (Comm. Coll./Higher Ed.))*



For the Case Application Paper, using SLO 2 (N=9), the average score for criterion 1 and 2 was 6.00 or 100%, the average score for criterion 3 was 5.67 or 94.44%, the average score for criterion 4 was 5.22 or 87.04%, the average score for criterion 5 was 5.78 or 96.30%.

**Figure 8**

*Educational Leaderships AY10-11 Criteria Means-SLO 2 (753: Bridging Curriculum Theories & Practice (PK12))*



For the Bridging Curriculum Theories & Practice Paper, using SLO 2 (N=10), the average score for criterion 1 was 4.5 or 90%, the average score for criterion 2 was 6.10 or 87.14%, the average score for criterion 3 was 6.40 or 80%, the average score for criterion 4 was 4.30 or 86% and the average score for criterion 5 was 4.40 or 88%.

**Outcome 3:** Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.

**Figure 9**

*Educational Leadership AY10-11 Score Distribution-SLO 3*

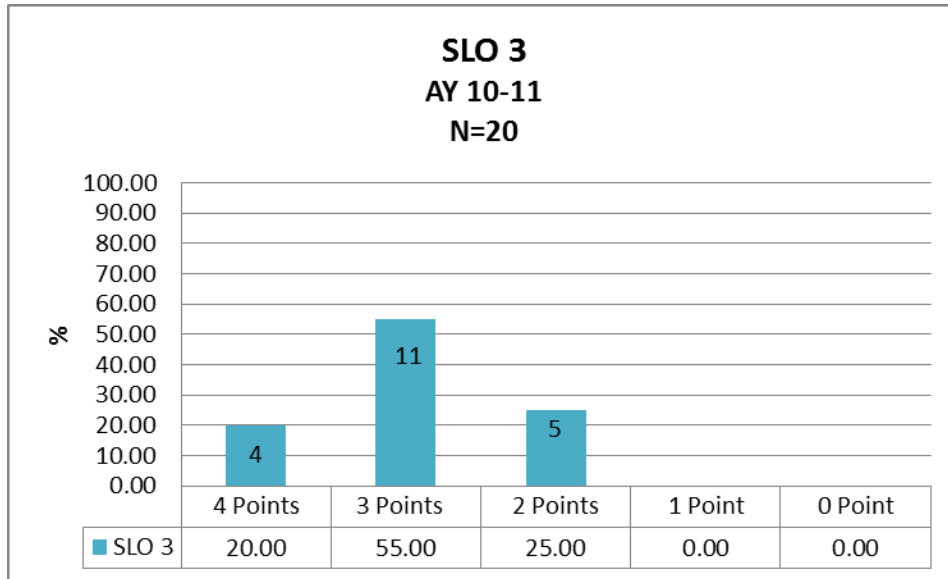
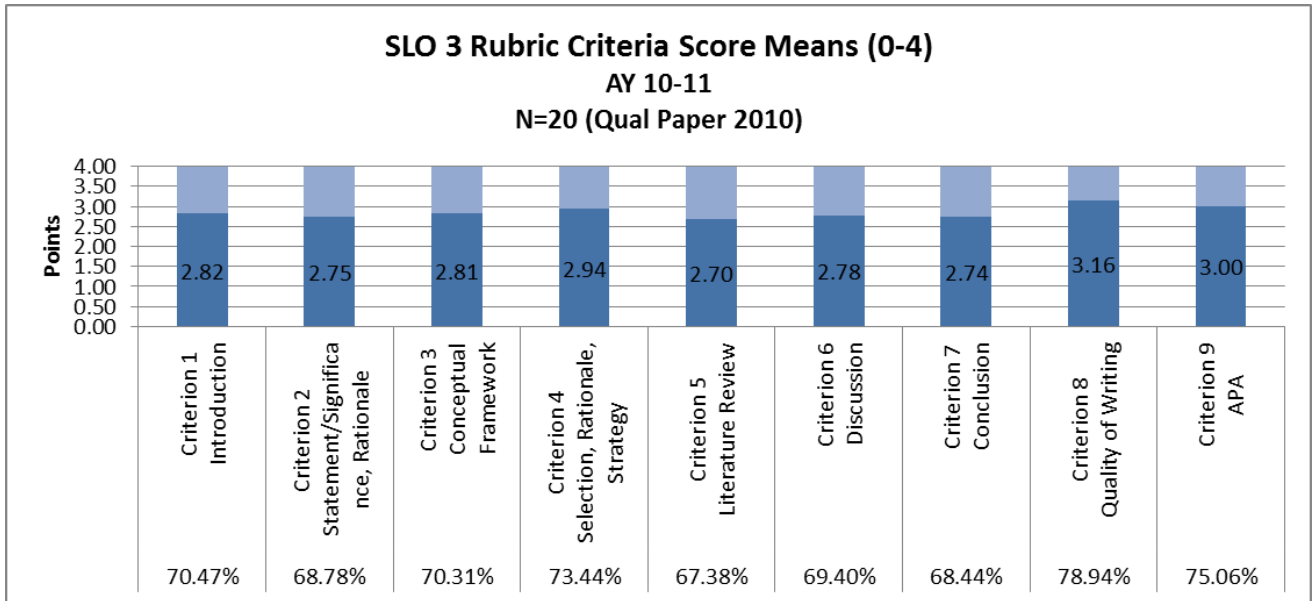


Figure 9 reports the number and percentage of students by 0 – 4 score on SLO 3. There were a total of 20 assessments included in SLO 3, with 20% of students (N=4) achieving a score of 4.00, 55% of students (N=11) achieving a score of 3.00, and 25% of students (N=5) achieving a score of 2.00. The average score for SLO 3 was 2.95 or 74% (see Figure 2).

**Figure 10**

*Educational Leadership AY10-11 Criteria Means-SLO 3 (Qualifying Exam)*



For the Qualifying Exam, using SLO 3 (N=20), the highest average score achieved was for Criterion 8: Quality of Writing with an average score of 3.16 or 78.94%. This was followed by Criterion 9: APA Formatting with an average score of 3.00 or 75.06%, and Criterion 4: Selection, Rationale, and Strategy with an average score of 2.94 or 73.44%. Criterion 1: Introduction and Criterion 3: Conceptual Framework had similar average scores at 2.82 (70.47%) and 2.81 (70.31%), respectively. Criterion 2: Statement/Significance, Rationale and Criterion 7: Conclusion had similar average scores at 2.75 (68.78%) and 2.74 (68.44%), respectively. The average score for Criterion 6: Discussion was 2.78 (59.40%) and the lowest average score was achieved for Criterion 5: Literature Review with 2.70 (67.38%).

**Outcome 4:** Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.

**Figure 11**

*Educational Leadership AY10-11 Score Distribution-SLO 4*

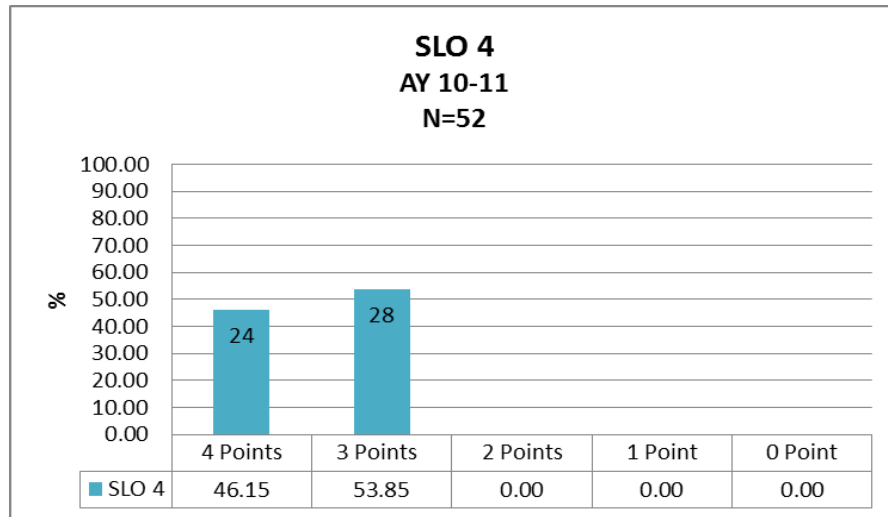
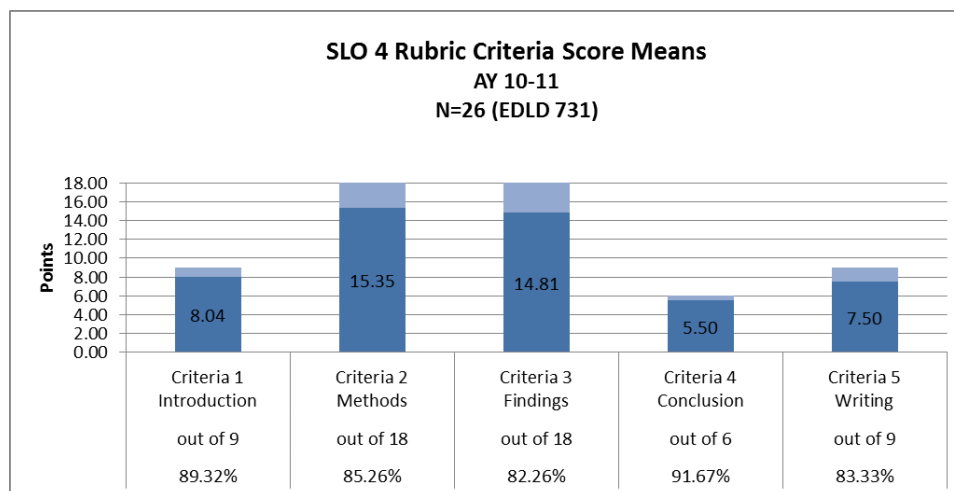


Figure 11 reports the number and percentage of students by 0 – 4 score on SLO 4. There were a total of 52 assessments of SLO 4, all of the students achieved a score of 3 or higher, with 46.15% (N=24) achieving a score of 4.00 and 53.85% (N=28) of the students achieving a score of 3.00. The average score for SLO 4 was 3.46 (see Figure 2).

**Figure 12**

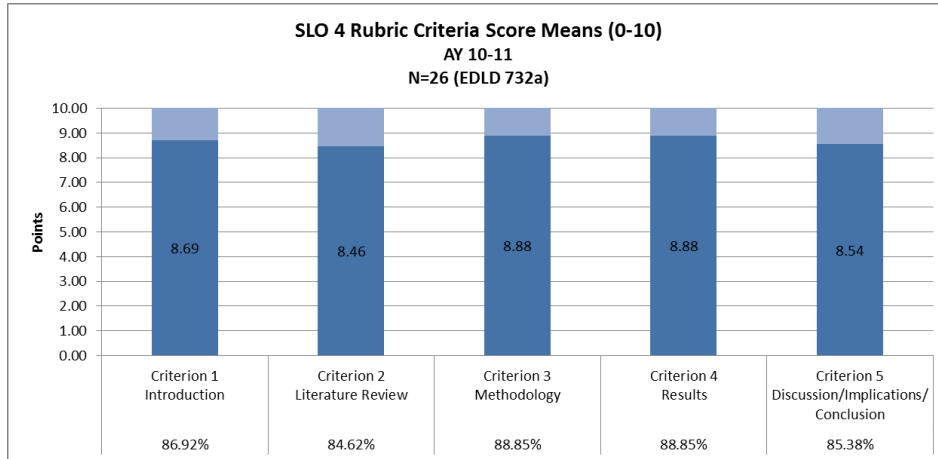
*Educational Leadership AY10-11 Criteria Means-SLO 4 (731: Qualitative Research Project)*



For the Qualitative Research Project, using SLO 4 (N=26), the highest average score achieved was for Criterion 4: Conclusion with an average score of 5.50 or 91.67%. This was followed by Criterion 1: Introduction with an average score of 8.04 or 89.32%, Criterion 2: Methods with an average score of 15.35 or 85.26%, and Criterion 5: Writing with an average score of 7.50 or 83.33%. The lowest average score was achieved for Criterion 3: Findings with an average score of 14.81 or 82.26%.

**Figure 13**

*Educational Leadership AY10-11 Criteria Means-SLO 4 (732A: Quantitative Research Project)*



For the Quantitative Research Project, using SLO 4 (N=26), the highest average score achieved was shared by Criterion 3: Methodology and Criterion 4: Results with a score of 8.88 or 88.85%. This was followed by Criterion 1: Introduction with an average score of 8.69 or 86.92% and Criterion 5: Discussion/Implications/Conclusion with an average score of 8.54 or 85.38%. The lowest average score was achieved for Criterion 2: Literature Review with an average score of 8.46 or 84.62%.

**Outcome 5:** Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.

**Figure 14**

*Educational Leadership AY10-11 Score Distribution-SLO 5*

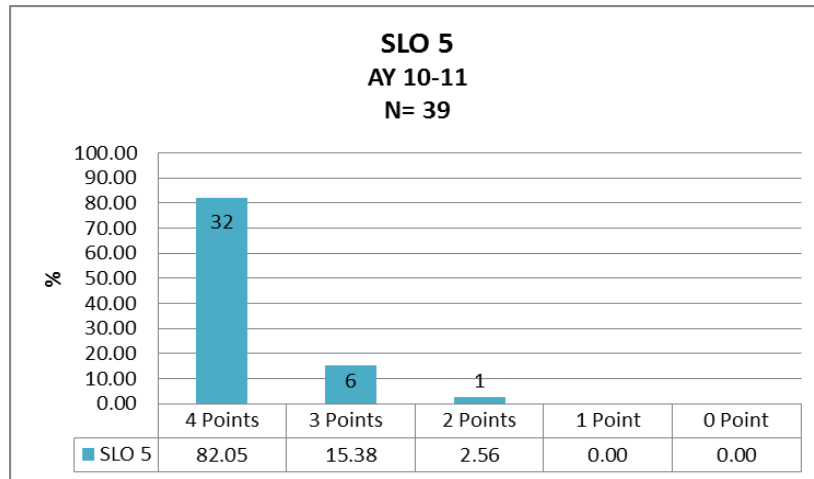
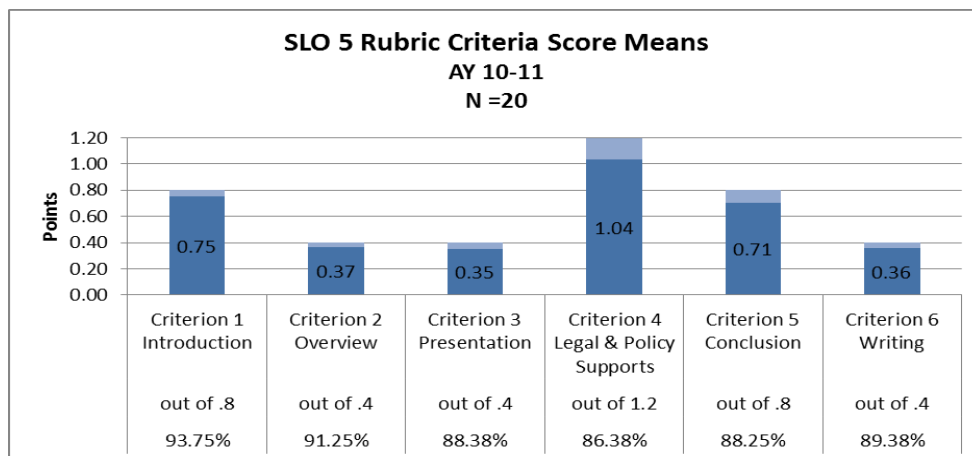


Figure 14 reports the number and percentage of students by 0 – 4 score on SLO 5. There were a total of 39 assessments of SLO 5, with 82.05% of students (N=32) achieving a score of 4.00, 15.38% of students (N=6) achieving a score of 3.00, and only 2.56% of students (N=1) achieving a score of 2.00. The average score for SLO 5 was 3.79 (see Figure 2).

**Figure 15**

*Educational Leadership AY10-11 Criteria Means-SLO 5 (723: Proposal for New Legislation or Policy)*



For the Proposal for New Legislation or Policy paper, using SLO 5 (N=20), the highest average score achieved was for Criterion 1: Introduction with a score of 0.75 or 93.75%. This was followed by Criterion 2: Overview with an average score of 0.37 or 91.25%, Criterion 6: Writing with an average score of 0.36



or 89.38%, Criterion 3: Presentation with an average score of 0.4 or 88.38%, and Criterion 5: Conclusion with an average score of 0.71 or 88.25%. The lowest average score was achieved for Criterion 4: Legal and Political Supports with an average score of 1.04 or 86.38%.

**Outcome 1-5 (Dissertation)**

**Figure 16**

*Educational Leadership Spring 2011 Dissertation Score Distribution-SLO 1-5*

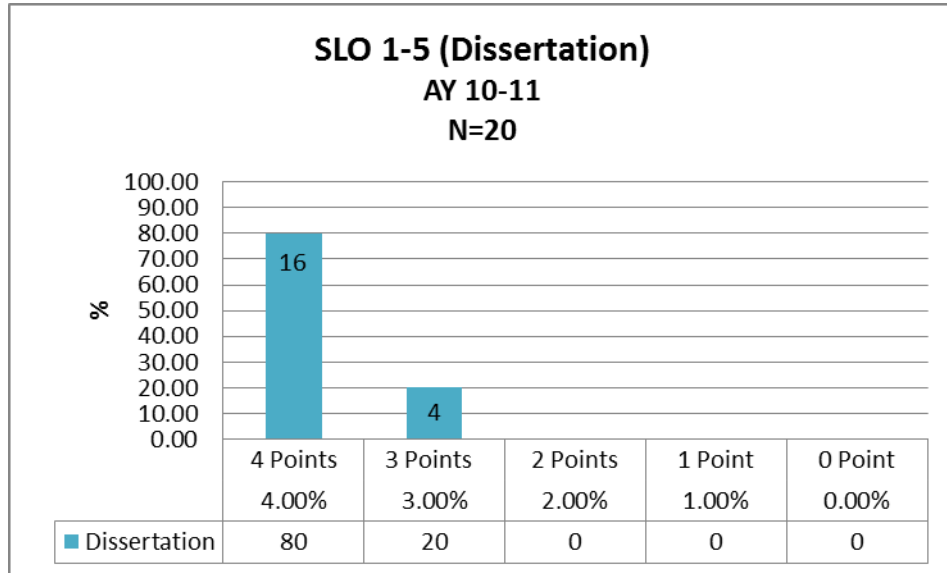
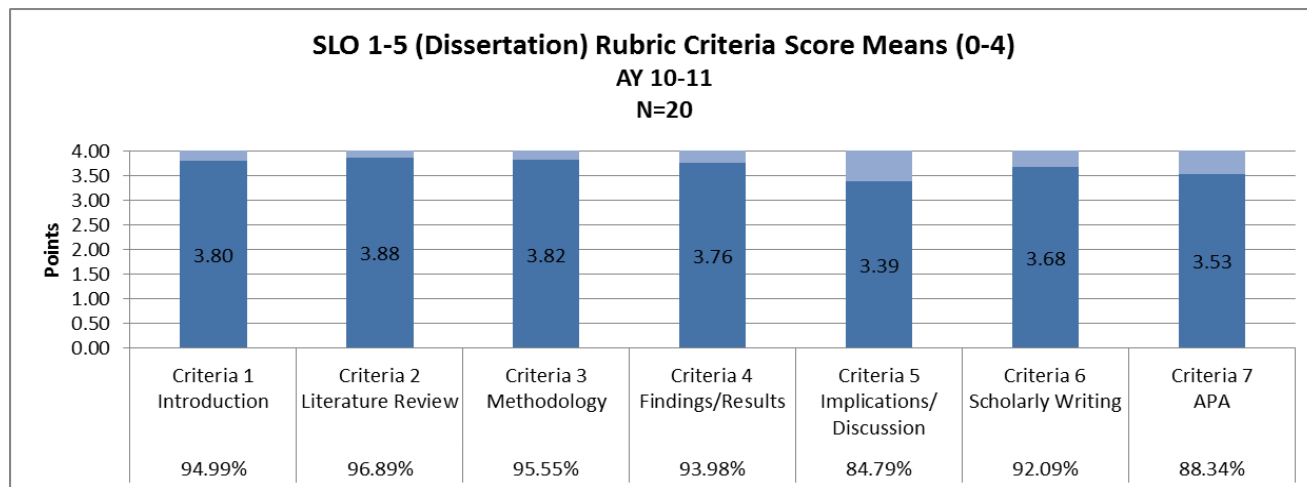


Figure 17 reports the number and percentage of students by 0 – 4 score on the dissertation. The dissertation assesses all 5 of the SLOs. There were a total of 20 assessments, with 80% of students (N=16) achieving a score of 4.00 and 20% of students (N=4) achieving a score of 3.00 on the dissertation.

**Figure 17**

*Educational Leadership Spring 2011 Dissertation Criteria Means-SLO 1-5*



For the Dissertation, using SLOs 1-5 (N=20), the highest average score achieved was for Criterion 2: Literature Review with an average score of 3.88 or 96.89%. This was followed by Criterion 3: Methodology with an average score of 3.82 or 95.55%, Criterion 1: Introduction with an average score of 3.80 or 94.99%, Criterion 4: Findings/Results with an average score of 3.76 or 93.98%, Criterion 6: Scholarly Writing with an average score of 3.68 or 92.09%, and Criterion 7: APA with an average score of 3.53 or 88.34%. The lowest average score was achieved for Criterion 5: Implications/Discussion with an average score of 3.39 or 84.79%.

- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome. (Maps to CTC Biennial Report Q2a)

We annually conduct a program evaluation survey administered to all cohorts. In the survey we query regarding their self-assessed leadership development, the program's capacity to impact their learning experiences, satisfaction with program and faculty, and effectiveness of program support activities. Additionally, we collect data regarding the qualifying paper and dissertation preparation and experience, as well as qualitative data on all courses they took that year. Please see the appendix for a full account of this evaluation. In addition, we regularly collect data regarding students' accomplishments outside the program. For example, we log student (and alumni) employment promotions, presentations at regional and national conference and information regarding fellowships and other awards. Portions of this data are presented below under Figure 18.

4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student

experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

**Figure 18**

*Community College/Higher Education Specialization Student Job Promotions*

<b>Current Position</b>	<b>Previous Position</b>
Director of ESL Mt. San Antonio College	Assistant Director, ESL & Intercultural Programs Mt. San Antonio College
Director of Housing CSU Los Angeles	Interim Director of Housing Cal Poly Pomona
Chair of Mathematics Coastline Community College	Professor of Mathematics Coastline Community College
Associate Dean of Student Services Rio Hondo College	Coordinator, Higher Education Center Saddleback High School
Assistant Director, Univ. Center for Undergraduate Advising California State University, Long Beach	Program Coordinator, Univ. Center for Undergraduate Advising California State University, Long Beach
Campus Sustainability Coordinator Loyola Marymount University	Integrated Waste Management Specialist CA Integrated Waste Management
Vice President, Education and Workforce LA Chamber of Commerce	Director, Education and Workforce LA Chamber of Commerce
President S. California Univ. of Health Sciences	Interim VP of Academic Affairs S. California Univ. of Health Sciences
Associate Professor & Chair, Physical Sciences & Mathematics Department Mount St. Mary's College	Assistant Professor, Physical Sciences & Mathematics Department Mount St. Mary's College
Director, Veterans Services California State University, Long Beach	Assistant Director, Learning Assistance Center California State University, Long Beach
Coordinator, Cross Cultural Programs California State University, Los Angeles	Community Director, Housing California State University, Northridge
Principal, Maxine Waters Employment Preparation Center Los Angeles Unified School District	Assistant Principal, Maxine Waters Employment Preparation Center Los Angeles Unified School District
Director, Facilities Management California State University, Long Beach	Assistant Director, Facilities Management California State University, Long Beach

**Figure 20**

*PK – 12 Specialization Student Job Promotions*

<b>Current Position</b>	<b>Previous Position</b>
Principal, Mira Costa High School Manhattan Beach USD	Asst. Principal, Marina High School Huntington Beach USD
Director, After School Programs Aspire Public Schools	Elementary School Teacher Los Angeles Unified School District
Assistant Principal, Redondo Shores High School Redondo Beach Unified School District	Interim Principal, Adams Middle School Redondo Beach Unified School District
Principal, Manual Arts High School Los Angeles Unified School District	Assistant Principal, West Adams High School Los Angeles Unified School District
Vice Principal, Open Magnet Charter School Los Angeles Unified School District	Literacy Content Expert & Trainer Los Angeles Unified School District

**Figure 21**

*Conference Presentations*

**2009**

- AAC&U’s Conference on General Education, Assessment, and the Learning Students Need (Baltimore, MD)
- Association for Community and Continuing Education (ACCE) on Managed Enrollment in Noncredit ESL (Anaheim, CA)
- National Adapted Physical Education Conference (Pacific Grove, CA)

**2010**

- 36th Annual Conference of the Southwest Labor Studies Association (University of California Santa Cruz, CA)
- 37th Annual National Conference of the National Center for the Study of Collective Bargaining in Higher Education. (Baruch College, NY)
- Annual Conference of the Southwestern Educational Research Association (New Orleans, LA)
- Association of Community College Trustees Conference (Toronto, Canada)
- California Alliance for Health, Physical Education, Recreation and Dance (CAHPERD) National Adapted Physical Education Conference (Riverside, CA)
- California Mathematics Council Community Colleges (Monterey, CA)
- Community College League of California (Long Beach, CA)
- International Mathematics Conference (Hang-Zhou Normal University, China)
- Strengthening Student Success Conference for the California Community College (San Francisco, CA)
- UCEA Conference on Values and Leadership: Ethics, Resilience and Sustainability: Elements of Learning Focused School Leadership (Umeå, Sweden)
- University Council for Educational Administration (New Orleans, LA)

## **2011**

- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) National Convention and Exposition (San Diego, CA)
- National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID) National Conference (Reston, VA)
- 38th Annual National Conference of the National Center for the Study of Collective Bargaining in Higher Education (CUNY Graduate Center, NY)
- California Mathematics Council Community Colleges South Conference (Anaheim, CA)
- Association of Mathematics Teacher Educators Conference (Irvine, CA)
- Comprehensive Adult Student Assessment System National Summer Institute (San Diego, CA)
- IUPUI Assessment Conference (Indianapolis, IN)
- National Adapted Physical Education Conference (Long Beach, CA)
- American Educational Research Association (Vancouver, Canada)

## **Analysis and Actions**

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

Our best performing SLOs are SLOs #1 and #5. These assess students' ability to advocate for all educational stakeholders using the knowledge and tools they are learning in the program, and their ability to apply ethical, legal and professional knowledge and behaviors to work in educational environments. We were pleased with these results as they reflect the philosophical foundations of the program. SLO #3 was our lowest performing SLO. The ability of students to select, interpret, and apply theory and research to educational problems is assessed through the qualifying examination paper. The findings for this SLO are uniformly lower than all others. This may reflect the blind review nature of the assessment where faculty tend to be more critical in their assessments than course assignments or may also reflect students' early development of the skills needed to conduct independent work leading to the dissertation.

We do see two patterns that are of concern. Across many of our assessments, students' ability to demonstrate the application of their work in recommendations for practice is among the lower rates items (see Figures 7, 8, 9 and 14). The quality of writing was noted as a concern during the faculty discussion of finding, although in the analysis of the assessment data, quality of writing was only a lower rated item in Figures 4 and 13.

The concern over the practical application of theories and research was also evident in the Annual Program Evaluation. Table 2 in this document primarily queries students on their experiences in the classroom in connecting theory to practice. In the faculty discussion of assessment findings we emphasized the need that more of our assignments need to be grounded in practice, that we increase our use of terminology that will help students to understand that what they learn can extend beyond the classroom (e.g. "change agent," "advocate"), and develop more assignments around the premise of what might I do to make a change in my work environment?

6. How do these findings compare to past assessment findings?

This is our first formal report, but past Annual Program Evaluations have been consistent in the areas noted in Q5. In addition, program satisfaction data reflected issues with sequencing and timing of courses that resulted in a curriculum and program of study revision beginning in 2011-12. Features of these revisions are:

- a. Redesign Pro-Seminar to directly support the qualifying examination and dissertation proposal preparation. Change the grading of Pro-Seminar to letter grades to increase student accountability for the production of quality work. Increase the unit load of 721c to reflect the workload involved for faculty and students in preparing the qualifying examination paper.
- b. Redesign the program of study to decrease the number of units in summer semesters to alleviate workload and student stress. Offer 1-unit methods courses that align with the qualitative methods course (program evaluation) and quantitative methods course (survey design) during the same term so that students can optimize assignments.
- c. Revise the program of study to offer specialization and diversity-oriented courses earlier in the program.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

**Action Plan**

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Increase the number of practice-based assignments in courses	Faculty development organized by Assistant Director	Spring 2012
2	Increase writing support for students to a year-round endeavor	Program identifies writing coaches and offers monthly writing sessions	Spring 2012

## **Appendix A**

### **Ed.D. Faculty Meeting Notes November 30, 2011**

Karen Nakai, Linda Symcox, Jonathan O'Brien, William Vega, James Scott, Don Haviland, Charles Slater, Simon Kim, Jyotsna Pattniak, John Murray, Angela Locks, Anna Ortiz, Heidi Gilligan

#### **Program Change Submission – Linda**

The Ed.D. Faculty have reviewed the document and agree that the program change document is ready for submission.

#### **Review of Program Evaluation Document – Anna**

##### Table 1

- Overall a marked improvement in scores from Cohort 1 to Cohort 4
- Item: “I see a strong connection between courses”
  - Faculty continue to work on alignment of assignments and alignment of course content
- Item: “The timing and scheduling of summer courses was conducive to balance as a student, professional, and person”
  - Cohort 1 has 0% agreement on Summer 1 – Cohort 5 had 78.6% agreement on Summer 1
  - Due to realignment of coursework for Cohort 5 students (new program of study and the addition of leadership course for PK12 students)
  - There have been deliberate choices to increase the relevance of the curriculum based on student feedback
- Cohort 2 Exit Survey Comments
  - The comments reflect the changes and improvements that have already been made to the program of study (e.g. continued guidance for IRB process, more support and preparation for writing Chapter 5, qualitative and quantitative data analysis support)
- Scores dip after certain program milestones (e.g. the qualifying paper and end of coursework)
  - Change have been made to Summer 3 (improvements to EDLD 735 – Ch. 3)
  - Consider changes to the qualifying paper class (EDLD 721C), assist students with the writing by holding more one-on-one consultations, ask students to adhere to deadlines so they make progress, establish deadlines that allow them to complete the qualifying paper earlier in the term

- Changes have already been implemented in EDLD 721A with more focus on developing the problem statement and research questions (increased attention on the relevance of the research questions to issues in education)
- Everything is context dependent and small sample size should be taken into consideration

#### Table 2

- Items 1 – 4: Connecting coursework to practice
  - More assignments are designed to be grounded in practice and the score reflect this shift
  - Begin to discuss the terminology used in the survey with the students – e.g. “change agent” and “advocate” – during class time and make direct links to course assignments that are grounded in practice
  - Help students to identify what characteristics are important for them in their leadership role
  - Develop more assignments around the premise of *what might I do to make change in my work environment? What plan might I develop?*
  - Explicitly state what skill(s) students are learning within the course assignments
  - Conduct focus groups with current students and past students to get more detailed information on what changes they might want to see

#### Table 3

- Self-reflective activities are more positively viewed (over time)
- Steady increase in the perception of items: “I am meeting my educational goals” & “The program has prompted me to become a strong critical thinker”

#### Table 4

- Consider collecting data after year 1
- Consider establishing a desired % goal on these measures
- Overall scores indicate that faculty are working hard to provide support to the students and make themselves available

#### Table 5

- Response to item: “The program seeks and is responsive to formative program evaluation” is low
- Response to item: “My expectations of courses have been met” is low
- Pursue focus groups and conduct factor analysis to determine the loading on these items (and all items)

#### Table 6

- Change have been made to qualifying paper course (EDLD 721C)
- Unit load is higher to reflect the work required for this process and allows for more time with faculty



- Grading basis has been changed to letter grade to create more accountability for the student
- Year by year changes may be dependent on instructors, but overall the scores are improving

#### Table 7

- Positive scores in Cohort 5 reflect the changes made to the EDLD 720 course
- Course changed to 1 unit with only two mini-retreats at the start and end of the summer term

#### Table 8

- Cohort 3 scores are surprising given that 17 of the 19 dissertating students will have completed their dissertation proposal by Fall 2011
- Continue to be issues in the quantitative section of the 735 course
- Faculty do feel that the proposals were of high quality (e.g. students had less work to do on Ch. 2 and 3)
- Some students are still struggling with the theoretical or conceptual framework piece; this continues into writing chapters 4 and 5
  - Change in the qualifying paper to just include a theoretical framework may assist with this issue, will have to see feedback from Cohort 4 and 5.
- The change of the Proseminar sequence to graded courses should assist in getting student on track for dissertation development (research questions, problem statement, theoretical framework) more seriously
- Faculty point out, again, that feedback is dependent on a high stakes milestone in the program and this should be taken into consideration when analyzing the scores

#### Table 9

- Recalculate feedback to consider the number of respondents (should change the % value)
- Add IRB Liaison to last item (currently says IRB Director)

#### Table 10

- Add footnote to clarify the content of the table

#### Table 11

- Add row numbers to clarify the content of the table

### **Review of Assessment Report Data - Anna**

#### SLO 2

- Score are lower on:
  - EDLD 725 – Criterion 5 - Recommendations
  - EDLD 743 – Criterion 4 – Recommendations
  - This may indicate a programmatic issue – the students lack the ability to connect recommendations to practice

- Need to assist students earlier in the curriculum with developing the ability to make those connections to practice (e.g. conduct a self-assessment, more instruction on linking to practice)
- Faculty report that EDLD 753 student were more prepared to discuss issues in educational practices

#### SLO 4

- EDLD 731 – Recommendations section is not included in assignment, but overall scores in the methods and finding are lower
- EDLD 732A – Implications/Discussion portion of the assignment is low again

#### SLO 5

- EDLD 723 – Criterion 4 – Legal Policy Support
- This section is low, students may need more instruction on identification of cases

#### SLO 1 – 5 Dissertation

- Student scores are lowest on Implications/Discussion (Chapter 5)
- Dissertating students require more instruction on writing Chapter 5
- Assistance with a practice-based discussion to improve the capacity to write the recommendations section
  - J. Murray offered to lead this discussion with Cohort 3 in Spring 2012

**Appendix B**  
**Ed.D. Program – Program Evaluation and Assessment**  
**Survey Summary: Fall 2007-2010**

Agree and Strongly Agree, Cohort Comparison

**Table 1: Components**

Item	Cohort 1 2008	Cohort 1 2009	Cohort 1 2010	Cohort 2 2008	Cohort 2 2009	Cohort 2 2010	Cohort 3 2009	Cohort 3 2010	Cohort 4 2010
Doctoral program goal of completion of the degree in 3 years is attainable	57.1%	78%	86%	90%	90%	100%	89%	93%	80%
Program coordination has been effective	6.7%	61%	64%	75%	94%	68%	83%	93%	90%
Communications about program activities are effective	60%	84%	93%	90%	95%	68%	100%	100%	85%
The newsletter helps keep me informed	86.7%	94%	100%	90%	79%	58%	95%	79%	65%
I see a strong connection between courses	20%	41%	50%	90%	79%	68%	77%	71%	83%
I value the opportunity to participate in core (PK-16) and specialization (PK-12 or CC/HE) courses	100%	100%	100%	85%	94%	79%	82%	100%	88%
I enjoy learning as part of a cohort	93.4%	100%	100%	95%	94%	84%	100%	100%	77%
The timing and scheduling of summer courses was conducive to my learning	6.7%	28%	NA	15%	63%	47%	58%	93%	65%
The timing and scheduling of summer courses was conducive to balance as a student, professional and person	0%	33%	NA	10%	37%	16%	32%	79%	50%
I have opportunities to lead and learn from members of my cohort	NA	95%	100%	NA	95%	84%	100%	100%	83%
Courses emphasize the human dimensions of leader and leading	NA	59%	71%	NA	89%	89%	88%	79%	72%

**Table 2: Student as Leader**

Item	Cohort 1 2008	Cohort 1 2009	Cohort 1 2010	Cohort 2 2008	Cohort 2 2009	Cohort 2 2010	Cohort 3 2009	Cohort 3 2010	Cohort 4 2010
I am applying knowledge and skills acquired from EDLD courses in my current leadership position	80%	83%	86%	65%	95%	89%	83%	71%	77%
Courses provide opportunities for me to practice and assess leadership skills and processes	53.4%	53%	64%	80%	84%	79%	78%	79%	72%
I gained knowledge to be a better leader	80%	76%	93%	100%	95%	95%	89%	93%	83%
I have learned new leadership skills	73.4%	76%	100%	95%	95%	100%	89%	100%	83%
I have gained a better understanding of ed administration	66.6%	83%	79%	95%	90%	79%	67%	93%	66%
I have increased knowledge of PK-18 ed leadership	93.4%	82%	93%	90%	100%	89%	83%	93%	77%
I have gained new insights of leadership in my specialization	86.7%	82%	93%	75%	95%	84%	78%	93%	66%
I understand the role of ethics in leadership	86.7%	100%	93%	100%	100%	100%	100%	100%	83%
I view myself as a change agent	100%	88%	93%	90%	100%	84%	94%	93%	94%
The program is giving me the skills I need to be a change agent	73.4%	71%	64%	75%	94%	74%	82%	71%	83%
I believe that I have become more aware of the human dimensions of leadership and leading	71.4%	71%	79%	90%	89%	95%	82%	86%	61%
I have embraced the idea of leader as advocate	73.4%	94%	93%	90%	90%	95%	88%	86%	72%
I value research as a tool for effective leadership	93.3%	100%	100%	100%	100%	95%	100%	93%	83%
I have gained a better understanding of ed leadership	NA	88%	77%	NA	89%	95%	83%	100%	83%
I understand the role of professionalism in leadership	NA	100%	93%	NA	100%	100%	95%	100%	83%

**Table 3: Student as Learner**

Item	Cohort 1 2008	Cohort 1 2009	Cohort 1 2010	Cohort 2 2008	Cohort 2 2009	Cohort 2 2010	Cohort 3 2009	Cohort 3 2010	Cohort 4 2010
I understand the importance or role of ethics in research	93.4%	100%	93%	80%	100%	100%	100%	100%	NA
The program has prompted me to become a stronger critical thinker	73.3%	88%	93%	80%	90%	84%	94%	100%	94%
I am meeting my educational goals	66.6%	94%	93%	95%	100%	89%	88%	86%	100%
I am able to more effectively self-evaluate due to the program	60%	59%	86%	80%	100%	89%	82%	100%	72%
I have found reflective activities & assignments to be helpful	40%	35%	50%	80%	84%	79%	88%	79%	83%

**Table 4: Satisfaction with Program**

Item	Cohort 1 2007	Cohort 1 2008	Cohort 1 2009	Cohort 1 2010	Cohort 2 2008	Cohort 2 2009	Cohort 2 2010	Cohort 3 2009	Cohort 3 2010	Cohort 4 2010
The program has been responsive to my educational needs	NA	53.4%	67%	93%	80%	79%	68%	90%	93%	NA
The program seeks and is responsive to formative program evaluation	NA	60%	55%	71%	79%	68%	68%	83%	77%	77%
I am committed to completing this program	NA	93.3%	100%	NA	100%	95%	100%	83%	100%	94%
I may leave the program before completion	NA	6.7%	0%	NA	0%	10%	0%	6%	7%	22%
I am satisfied with the program	NA	46.7%	77%	93%	70%	79%	74%	82%	100%	88%
In regards to the doctoral program, my expectations of myself have been met	76%	73.4%	88%	93%	80%	89%	89%	88%	86%	83%
My expectations of the doctoral program have been met	84%	46.7%	47%	93%	75%	79%	68%	76%	86%	66%
My expectations of doctoral faculty have been met	88%	46.7%	53%	79%	75%	74%	58%	77%	71%	83%
My expectations of student support have been met	88%	67.7%	88%	93%	75%	63%	68%	76%	79%	83%
My expectations of courses have been met	88%	46.7%	47%	86%	80%	79%	58%	76%	71%	72%

**Table 5: Proseminar 721C Qualifying Paper Preparation**

Item	Cohort 1 2008	Cohort 2 2009	Cohort 3 2010
Proseminar prepared me for the qualifying examination paper	40%	79%	100%
Proseminar instructors were prepared for class sessions and activities	40.7%	90%	86%
Proseminar course materials, lectures and presentations were useful	26.7%	74%	86%
My proseminar small group instructor was effective in helping me to develop my qualifying examination/paper	32.4%	84%	93%

**Table 6: Proseminar 720 Introduction to Program**

Item	Cohort 1 2007	Cohort 2 2008	Cohort 3 2009	Cohort 4 2010
Proseminar helped me to start the doctoral program off on the right foot	84%	75%	71%	77%
Proseminar instructors were prepared for class sessions and activities	84%	95%	82%	66%
Proseminar course materials, lectures and Proseminar presentations, lectures and materials were useful.	72%	75%	82%	61%

**Table 7: Dissertation Proposal Preparation (Cohort I)**

Item	Cohort 1 2009
Proseminar and 735 prepared me for the dissertation proposal	59%
Proseminar and 735 instructors were prepared for class sessions and activities	77%
Proseminar and 735 course materials, lectures and presentations were useful	53%

**Table 8: Useful Resources Used to Complete Dissertation (Cohort I)**

Item	N/A	Very Helpful	Helpful	Neutral	Not Helpful	Total
Quantitative Consultation with Dr. Kim	42.9% 6	42.9% 6	7.1% 1	7.1% 1	0% 0	100% 14
EDD Computer Lab	42.9% 6	35.7% 5	14.3% 2	7.1% 1	0% 0	100% 14
Dissertation/Thesis Office	14.3% 2	64.3% 9	21.4% 3	0% 0	0% 0	100% 14
EDD Graduate Assistants	64.3% 9	21.4% 3	14.3% 2	0% 0	0% 0	100% 14
EDD Research Equipment	64.3% 9	21.4% 3	14.3% 2	0% 0	0% 0	100% 14s
Individual Consultation with IRB Director	28.6% 4	35.7% 5	28.6% 4	0% 0	7.1% 1	100% 14



**Table 9: Level of Preparation to Complete Dissertation (Cohort I)**

Item	Well Prepared	Prepared	Neutral	Not Prepared	Total
Writing the Literature Review	28.6% 4	42.9% 6	14.3% 2	14.3% 2	100% 14
Designing a Study	35.7% 5	42.9% 6	21.4% 3	0% 0	100% 14
Collecting Data	42.9% 6	57.1% 8	0% 0	0% 0	100% 14
Conducting Qualitative Data Analysis (if applicable)	63.6% 7	36.4% 4	0% 0	0% 0	100% 11
Conducting Quantitative Data Analysis (if applicable)	30% 3	50% 5	10% 1	10% 1	100% 14
Writing Up Study Results	28.6% 4	50% 7	7.1% 1	14.3% 2	100% 14
Time Management	14.3% 2	50% 7	28.6% 4	7.1% 1	100% 14

**Table 10: Experience with Dissertation Process (Cohort I)**

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
My chair helped to keep me motivated.	42.9% 6	42.9% 6	14.3% 2	0% 0	0% 0	100% 14
My chair gave me high quality feedback on my work.	57.1% 8	21.4% 3	7.1% 1	14.3% 2	0% 0	100% 14
My chair helped me identify resources.	50% 7	28.6% 4	14.3% 2	7.1% 1	0% 0	100% 14
My chair held me accountable to timelines and tasks.	50% 7	35.7% 5	14.3% 2	0% 0	0% 0	100% 14
My chair helped me to manage my time and responsibilities.	50% 7	35.7% 5	14.3% 2	0% 0	0% 0	100% 14
My chair assisted with the research process.	35.7% 5	42.9% 6	14.3% 2	7.1% 1	0% 0	100% 14
My chair offered me personal support.	64.3% 9	28.6% 4	7.1% 1	0% 0	0% 0	100% 14
I am pleased with the extent and quality of the research I conducted.	64.3% 9	28.6% 4	7.1% 1	0% 0	0% 0	100% 14
My dissertation group was effective in helping me to stay on track.	35.7% 5	42.9% 6	7.1% 1	7.1% 1	7.1% 1	100% 14
My dissertation group provided me with information I needed to complete the dissertation.	42.9% 6	21.4% 3	21.4% 3	7.1% 1	7.1% 1	100% 14