

## **Doctoral Program in Educational Leadership**

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### **OUTCOMES ASSESSMENT REPORT**

#### **What learning outcome(s) did you access this year?**

The Doctoral Program in Educational Leadership (DPELFS) has six program outcomes, which are as follows:

1. Lead successful educational change and reform for teaching and learning in the 21<sup>st</sup> Century through ethical, equitable and research-based best practices.
1. Employ critical and systems thinking to identify root causes of complex educational problems and develop meaningful solutions to address educational inequities.
2. Respect and engage diverse families, organizations and communities through collaborative partnerships and networking.
3. Collaborate with others to generate and apply a professional knowledge base that integrates both experiential and research knowledge to inform leadership decisions; be able to undertake appropriate critical inquiry and research studies to inform leadership decisions.
4. Construct and use program evaluations and assessments for the purpose of improving program quality.
5. Formulate administrative and instructional effective approaches and best practices to improve the quality of instruction and the learning environment for all students.

#### **What instruments did you use to assess them?**

The DPELFS uses multiple direct and indirect measures to gauge student and program outcomes. These instruments include:

##### *Direct Measures*

1. Embedded Fieldwork Projects (Client Evaluation)
  1. Qualifying Exam (Problems of Practice) (Rubrics)
  2. Dissertation (Problem of Practice) (Preliminary Defense)(Rubrics)
  3. Dissertation (Problem of Practice) (Final Defense) (Rubrics)
  4. Student 360 Degree Administrative Dispositions (Pre-Post Survey)

##### *Indirect Measures*

1. Faculty Annual Review of Student Progress (based on Dispositions)(Survey)
2. Town Hall Meetings
3. Graduate Survey
4. Employer Survey
5. External Review of Dissertations (Rubric)

#### **What did you discover from the data?**

- Client field work surveys need to be redeveloped to be more closely aligned with student learning outcomes and program outcomes.
- A majority of all of the DEPLFS students who sat for the qualifying exam passed within the first attempt. Although some students were required to retake a portion of the exam,

all students successfully passed the exam with the exception of one student who was dismissed from the program for academic dishonesty.

- Students consistently score between 4.0-5.0 on the dissertation written and oral defense. The 5-point rubric provides criteria in relation to the quality of six parts of the dissertation: Introduction; Review of Literature; Methods; Results and Outcome; Discussion and Writing Quality.
- The Administrator Disposition Index is a 360 survey; a self-assessment (perception) tool of a candidate's educational leadership dispositions, which is administered to each student pre and post program. Responses are also solicited from their work colleagues (360 – supervisor, peer, subordinate). Although students continue to complete their pre and post surveys, we have found it difficult to collect the work colleague surveys, particularly post program. Students' post-survey results reveal that 59.09% plan to implement an education reform that is a significant deviation from past practice. Approximately 54% of graduates reported being better able to meet their professional and career goals and 50% reported that DPELFS improved their networking and professional opportunities. More than 80% of graduates rated the following statements as "high" or "very high": Able to access current literature relevant to educational leadership; Use a variety of research methodologies to investigate school/organizational effectiveness; Undertake program evaluations in school/organizations; Undertake assessments in schools/organizations; provide educational leadership through conducting research; Improve my ability to provide educational leadership by taking appropriate actions to implement proposed solutions; Analyze the implications of intrapersonal, interpersonal, and contextual issues in educational settings; Engage in continuous professional growth and life-long learning.
- Due to a change in leadership, Town Meetings were not held during this academic year.

**What changes did you make as a result of the findings?**

- DPELFS faculty have developed a new Embedded Field Work Client Evaluation
- The DPELFS Graduate Faculty Group adopted a new policy for administering the Qualitative Exam. Faculty will work together to develop study guide for core coursework
- Town Hall meeting are scheduled to occur in the Fall 2015 and Spring 2016

**What assessment activities will you be conducting in 2015-16 academic year?**

The DPELFS measure all of the program and student outcomes on a continual basis. The 2015-2016 academic year will include many of the same assessment activities as the previous year, but will be shaped by the Graduate Group and staff's redesign of the SOAP to rigorously and concisely measure progress toward the new revised outcomes. The technical qualities of the instruments used will also be evaluated where applicable.

**What progress have you made on items from your last program review?**

We will continue to execute our Closing the Loop Process outlined in our SOAP, whereby in this cyclical process our data is changed into information to enable all levels of our system (candidate, program and unit) in identifying areas of strength and areas for growth and improvement. These identified areas will inform our next steps and drive future decisions (i.e., whether to change or eliminate a process, course, or program; shift allocation of resources; create, change and/or eliminate a policy or procedure, etc.). This process also supports us in sustaining a program of high quality, which was acknowledged and recognized by our external reviewer.