Educational Leadership Students' Knowledge and Competence

Educational Leadership (Community College) Ed.D. – College of Education

Step 1: Student Learning Outcome

Graduates are: I) Experts in Educational Leadership, II) Professionals whose Practice is Informed by Scholarly Literature, and IV) Critical Thinkers

Step 2: Methods and Measures

Direct: Students complete a Qualifying Exam at the end of the first year in the program. A committee scores the exam using a comprehensive rubric that addresses all program outcomes. Focus is placed on students' mastery of educational leadership content knowledge (I), and ability to critically apply scholarly literature to inform decisions regarding professional practice (II and IV), which provide a foundation for later work in the program. Passing criteria for the qualifying exam are included on the rubric and scored using a double-blind review process. Scores are provided to individual students with advising regarding areas of strength and weakness.

Indirect: A Mid-Point Survey is administered electronically via Qualtrics after students complete four academic terms (the program can be completed in as few as eight terms). The purpose of the survey is to gather feedback from students regarding their perceived learning in the program to include specific questions aligning to mastery of educational leadership content knowledge (I), and ability to critically apply scholarly literature to inform decisions regarding professional practice (II and IV). The survey uses a four-point rating scale (1 = insufficient; 2 = basic/entry-level; 3 = intermediate/mid-level; 4 = advanced/approaching mastery) and data are triangulated with direct measures (e.g. the qualifying exam) of student learning.

Step 3: Criteria for Success

Direct: 75% of candidates must pass on the first attempt.

Indirect: 75% of candidates have an average rating of 3 or higher.

Step 4: Results

Direct: Spring 2019, 88% of students passed the qualifying exam on their first attempt, and 100% of remaining by the second attempt, which exceeded the minimum standard for meeting the outcome.

Indirect: Spring 2019, 21 eligible students completed the survey. Student responses for items aligned with program outcomes I, II, and IV ranged from 3.2 to 3.8. Furthermore, all 21 students (100%) scored 3 or better, which exceeded the minimum standard for success, and triangulates well with the findings from the qualifying exam.

Step 5: Improvement Actions

To maintain and improve upon current performance, program faculty will continue to engage in broader strategic and continuous program improvement efforts including the following:

- Continue to monitor comprehensive program review data (graduation rates disaggregated by race and gender, time to degree rates, full mid-point survey data including satisfaction data, corresponding alumni survey data, student dissemination of research findings, etc.), review with faculty and the Ed.D. Executive Board, and use to inform continuous improvement practices.
- Complete the comprehensive educational technology baseline project and utilize data to inform changes in curriculum and andragogy.
- Continue ongoing faculty professional development efforts related to just, equitable, and inclusive education and to educational technology.
- Enhance scholarly writing support programs with the additional of a writing support coordinator.