

## **Educational Administration Students' Knowledge and Competence**

### **Educational Administration MS – College of Education**

#### **Step 1: Student Learning Outcome**

Graduates will; a) demonstrate a strong foundation of knowledge b) implement effective practice c) use current technologies for teaching and learning

#### **Step 2: Methods and Measures**

Assignments are administered in courses each semester and are scored by course instructors using a rubric that includes passing criteria.

**Writing Assignment:** Scored using the College of Education Writing Assessment Rubric using a 6-point scale (5-6 = Exceeds Expectations, 4 = Meets Expectations, 1-3 = Below Expectations), with a total score of 24.

Four category traits are assessed;

1. Completeness of Response & Quality/Clarity of Thought
2. Organization, Sequence of Ideas/Focus
3. Accuracy of Content/Vocabulary
4. Resources/Support/Examples

**Culminating Project:** Assessed on seven criteria that are evaluated on a four-point scale:

- A. Problem and purpose of the study
- B. Logic and organization of findings
- C. Analysis and presentation of findings
- D. Conclusions and implications
- E. Recommendations offered
- F. Quality of writing
- G. Presentation quality

Surveys are administered electronically (i.e., Qualtrics) by the College Assessment Office. All enrolled candidates (identified at each survey point) are invited via email to complete the survey.

**Mid-Point and Exit Survey:** Student's rate their level of agreement on a four point scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1) on the following questions specific to the outcome;

1. “As a graduate student in this program, I am improving my ability to use technology to support teaching and learning, or as appropriate to my role in schools”.
2. “As a graduate student in this program, I am increasing my knowledge of the foundational research that informs my field of study”.
3. “As a graduate student in this program, I am increasing my knowledge base required to successfully explain the key concepts in my field of study”.
4. “As a graduate student in this program, I am becoming more knowledgeable about professional, state, and institutional content standards that guide my field of study”.
5. “As a graduate student in this program, I am increasing my understanding of how policy shapes practice and impacts the context of student learning”.

### Step 3: Criteria for Success

**Writing assignment:** 75% of candidates pass with a “4” or higher.

**Culminating project:** 75% of students achieve a “3” or higher, with no “1” or “2” ratings.

**Mid-Point Survey and Exit Survey:** 75% of candidates have an average rating of “3” or higher.

### Step 4: Results

**Writing Assignment:** The criteria for success was met with all 70 students scoring “4” (at expectation) or greater.

**Culminating Project:** 100% of students met criteria B-F with a score of “3” or higher, and 96% did so for criteria A and G.

Overall, 100% of projects were rated at “3” or higher. Thus, the minimum requirement for the assessment of the culminating assignment was met.

**Mid-Point and Exit Survey:** In summer 2017, there was an 82% response rate from Educational Leadership students. Of those, 93% rated all five items at a “3” or higher. In fall 2017, the response rate was 58%, but with a smaller cohort, the sample size was just 10. Of those, 100% rated all five items at “3” or higher.

Both surveys exceeded the threshold for success.

### Step 5: Improvement Actions

Over the past several years, students in the P-12 specialization of the Ed.D. program have continually met and exceeded expectations related to knowledgeable and competent specialists. However, mid-point and exit survey items addressing the use of educational technology have consistently been at the low end of the acceptable range; in the case of the fall 2017 exit survey, the item was 76.9%. As this fits with a broader

pattern for the program over the past several academic years, Department of Educational Leadership faculty are undergoing a strategic multi-year process to strengthen the quality of programs related to the use of educational technology by educational leaders. In 2016-2017, the department engaged in a year-long process to engage with students, alumni, advisory board members, and other key stake holders to generate a list of six educational technology. In 2017-2018, a baseline audit of the curriculum as related to the six educational technology outcomes was completed. The information collected serves as a starting point to demonstrate the variety of technology tools and resources implemented among faculty in the various courses.

To maintain and improve upon current performance in other aspects of Educational Leadership, program faculty are reviewing the full assessment framework for the M.S. in Educational Administration as well as the embedded Preliminary Administrative Services Credential (PASC) program. Over the next 2-3 years, the department expects to revise and update program assessments to better fit with departmental core values and the California Professional Standards for Educational Leaders (CPSELs).