

2012

GSEP

Education

Program Review

Five Year Report

Education Division of Pepperdine
University's Graduate School of
Education and Psychology (GSEP)

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Education Division of Pepperdine University's Graduate School of Education and Psychology (GSEP)

Divisional Introduction

This document is a five-year report for the Education Division for Pepperdine University's Graduate School of Education and Psychology (GSEP). GSEP was formally established and enrolled its first students in 1982. It adopted a scholar-practitioner model as a graduate program dedicated to serving the needs of primarily urban and economically distressed schools. This approach promotes scholarship in discovery, research foundations and clinical applications; it has been a consistently defining feature of GSEP as its program offerings have evolved to include a full complement of twelve program areas and program strands appearing in Table 1. This table also identifies the most recent enrollment figures and year of the most recent major action in each program. Each of these programs aspires to reach a series of Program Student Learning Outcomes, or PSLOs. Progress towards these PSLOs is reviewed in the individual sections of this report.

Internal and External Context: The main campus for the Division is Pepperdine's West Los Angeles (WLA) facility, near Los Angeles International Airport. The Division serves approximately 800 master's and doctoral students who pursue the Education Division's degree offerings. In these degree programs, the school prepares teachers who are leaders in technological innovations and collaborative learning environments, as well as leaders and administrators who create visions and manage change in business, health and other environments. Each of Pepperdine's five area campuses holds classes for the Division's programs. These include the WLA campus, the Irvine Graduate Campus (IGC) in Orange County, the San Fernando Valley (SFV) in Encino, the West Lake Village (WLV) campus at the Ventura and Los Angeles County border, and the university's main campus and administrative home in Malibu (MAL). As the report notes, significant program coursework occurs in synchronous and asynchronous online settings and in an array of national and international travel experiences. Increasingly, the programs have shifted to blended or hybrid modes of interaction, whereby up to 40% of courses occur in an online context and no less than 60% occurs in face-to-face settings. (One program, the Masters of Arts in Learning Technologies (formerly the Online Masters in Educational Technologies) functions in an 85% online mode.)

As is appropriate for graduate professional programs, each of the Education Division's programs emphasize authentic, meaningful, and theory-rich action and change in real-world settings. The program actions associated with each program are driven by analysis of the student progress, using evolving metrics discussed in each program report. This process entails extended faculty reflection and discussion for each program to clarify the goals and outcomes that appear in the current report, and to identify to best ways to collect direct and indirect evidence of progress to outcomes.

Most Education Division students live in southern California, but a sizable fraction of students live outside of the area, including several who live outside of the US. The ethnic, religious, national, and vocational diversity of students enrolled in the Division is routinely viewed as one of the division's most valuable elements. The Division and its faculty routinely use the language of and promote Pepperdine

University's mission statement to prepare students for lives of purpose, service and leadership. That mission statement affirms that Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values. GSEP's mission statement, as a graduate school within Pepperdine, is prefaced by an affirmation that it seeks to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families and communities. The formal mission of GSEP is "to nurture academic excellence with concern for spiritual growth among students in the professional disciplines of Education and Psychology through rigorous academic programs, faculty scholarship and service." The current strategic plan for GSEP includes five overarching goals in service of this mission:

- Goal 1: Advance learning and knowledge that transforms the student through the application of theory to practice
- Goal 2: Support the development of a learning community in which personal religious faith and spirituality may contribute to one's vocation and professional service.
- Goal 3: Create and sustain an inclusive lifelong learning and service community
- Goal 4: Serve in a culturally responsive manner and promote community and global understanding
-
- Goal 5: Steward resources in support of learning to create exemplary graduate programs in

Table 1: Education Division Degree Offerings and Most Recent Actions (as of January 2012)

Code	Degree	Program Area and Specific Program Name	Enrollment	Last Action	Action
Teacher Education					
MAE	MA	Education with California teaching credential	85	2010, 2012	revision
MAE (PGY)	MA	Education Pedagogy Emphasis**	19	2010	revision
MAE (PSY)	MA	Education Psychology Emphasis**	24	2010	revision
MA (TESOL)	MA	Teaching English to Speakers of Other Languages	8	2010	launch
Learning Technologies					
MALT	MA	Learning Technologies	22	2011	revision
EDLT	EdD	Learning Technologies	96	2011	revision
Entrepreneurship, Organizational Leadership and Organization Change					
SEC	MA	Social Entrepreneurship and Change	62	2010	launch
EDOC	EdD	Organization Change*	19	2011	phase-out
EDOL	EdD	Organization Leadership	218	2010	revision
EDOL	EdD	Organization Leadership/Global Access	40	2009	Strand launch
School Leadership					
ELAP	EdD	Education Leadership, Administration and Policy	71	2010	revision
ELA	MS	Education Leadership Academy	15	2010	revision

* Last intake, Fall 2009, with divisional emphasis shifted fully to Organizational Leadership

** Last intake, Fall 2011, to be replaced by specialty pathways in Fall 2013

education and psychology

The pursuit of these goals and the subgoals associated with each one is enacted in each of the Education Division programs. In the context of the rich diversity of a complex learning community, the norm and ethos of the Division is that graduate candidates find their personal next steps through a transformational process of coming to understand how to promote human potential in the communities and organizations that they serve now and in the future. The single word that most characterizes the graduate student experience in GSEP is **transformation**.

Divisional Analysis of Evidence

The evidence that guides the Division is multifaceted. One of the most significant bodies of evidence involved an extended marketing study Pepperdine commissioned, carried out by Noel-Levitz, submitted in Fall, 2010. The **marketing study** examined trend lines for graduate programs of education around California. It examined the reasons that students accepted for admission elected not to enter, and the marketing niche for the Education Division. This study routinely affirmed transformational experience as a crucial feature appealing to students who study in the Division. The marketing study furnished important insights on areas of misperception, and areas where the Division and its marketing group can highlight the work of the Division and present the transformational vision to members of society who aspire to leadership and who would benefit from a degree program in the Division.

Additionally, faculty rely heavily on **student evaluations and student surveys** to assess satisfaction, areas for improvement, and areas to emphasize. Time-to-completion statistics for doctoral students are additional indicators.

SLOs and assessments of students. These forms of evidence provide a line of sight from students as they reflect on the broader environment for reaching the outcome expectations of each program. The faculty, individually and collectively, of course, have a different line of sight. Faculty members are expected to give the university's official grade to each student, i.e., the officially accepted measurement of progress. One of the most important tasks for the faculty is to align assessment of progress towards SLOs with this formal grading and communication process. In this regard, the use of clear rubrics, the practice of stating learning outcomes at the outset in the syllabus and tracking outcomes as the course proceeds are steps in the process of creating an internally consistent and cross-referenced assessment enterprise in the division. Grading that reflects fair and thorough analyses of assignments that are connected to SLOs in the syllabus are central to assuring that the grading process that students rely on is consistent with program assessment. Additionally, the ethos and pattern of capstone courses and action research projects, are each important areas of analysis for determining the division's effectiveness in helping students attain desired learning outcomes. These elements are reviewed at length in the individual program reports.

Scholarship and research literature on higher education are also important components of the evidentiary base that guides the Education Division. For example, one faculty member has examined multiple comparative studies of organizational leadership programs nationally, and has published a

meta-analysis of these. As we note below in the Quality Improvement Plan (QIP), teacher education has begun a process of reviewing Los Angeles Unified School District data with a team of researchers from Harvard University that uses linear modeling to track the teacher education graduates from the Division who teach in LAUSD. Examples of this nature furnish valuable lenses into the structure of the Divisional programs and shed light on program improvement.

Divisional Summary and Reflections

A separate document furnishes reflections and responses to the formal program review by Dr. Carol Bartell. It encompasses comments from a spectrum of divisional faculty about the entire set of programs, and should be considered a primary source for divisional recommendations.

In general, however, divisional faculty are highly and routinely responsive to the responsibilities of providing high quality and adaptive programming that propel graduate candidates to attaining the outcomes, strategic goals and mission of GSEP. Accreditation processes are crucial tools in clarifying each of these elements. The sections that follow identify the outcomes and the way that they are assessed. Faculty also carefully follow, wherever possible, the long term success of each student. Such tracking is also critical to understanding where the division is succeeding and where it should devote more attention. Ultimately, the mission of the university is to prepare students for lives of purpose, service and leadership; it is not until students have left the university that success in such preparation can be observed. For the shorter-term interim measures, each program has undertaken extensive and data-driven revamping to maintain currency in the field, to lead in the field, and to assure the proper foundations for students to reach the university mission.

Perhaps more than other units of a university, schools of education engage faculty who necessarily think deeply about assessing student progress, simply because assessment is such a pervasive element of the education enterprise. The Education Division in GSEP is no exception. As noted, we view student learning outcome statements as means to clarify and codify elements of an overall transformational experience that is implied by a Pepperdine graduate degree. The ambitions of each program are expansive. Evidence, both direct and indirect, permits inference about whether the SLOs and thus the transformational experience are routinely attained.

In the following sections, chairs from each program have followed the requested pattern of introduction, analysis of evidence, summary and reflections, and goals and action plan for each of the divisional programs below with the following exceptions. The teacher education program has completed its California Commission on Teacher Credentialing (CCTC) self-study and is not required to participate in the five year review. (The education leadership programs (ELA and ELAP) were similarly not required to participated, but elected to do so.) The Organization Change program (EDOC) has been phased out and has not had an intake for three years. It is not included as a formal program in this review. The type of iterative review for viability that takes place for all programs in the Division resulted in a series of conclusions that led to a phaseout of the program. In the case of EDOC, the indicators involved in the phaseout decision were complex. There is no graduate school in the nation that offers both an Organizational Leadership and an Organization Change (or Organization Development) program.

Although the indicators were complex, the single factor of instructional proximity of EDOC to EDOL loomed largest in the phaseout decision.

The direct and indirect evidence appearing in this report is voluminous. It reflects attention within each program to capturing information and using it to improve programs continually. That said, there are uneven patterns in the evidentiary collections within and between the programs. This five- year review occasions an opportunity to inventory both the kinds of data that we collect and the practices we follow in using that data, and improvements that appear below.

Divisional Goals, Action and Quality Improvement Plan (QIP)

One of the most important goals for the Division is to assure that the self-examination process is a routine and natural part of operations in each program. No program activities proceed on their own inertia without regular data collection. Our action plan reflects many steps we have begun in the process leading up to and including the self-study.

Groupings: ELA/ELAP, MALT/EDLT, SEC/EDOL. The programs within the Division are evolving not only individually, but as a whole. Important grouping are emerging both by design and organically. The ELA (MS) and ELAP (EdD) programs maintain a natural symmetry in preparing leaders for K12 schools, and local and state educational agencies (LEAs and SEAs). The MALT and EDLT programs, with respective focus on learning technologies, form symmetry in that area. With the phaseout of the EDOC (EdD) Program, faculty with expertise in organizational dynamics have focused on the EDOL (EdD) Program. The advent of the SEC (MA) Program has created a specialized forerunner for the EDOL program.

Although each program has accepted graduates of the teacher education program, that program is a unique element of GSEP's Education Division. Teacher education nationally and especially in California is in a very difficult and cyclical environment that demands carefully measured responsiveness to legislative, financial and demographic changes. The faculty members in teacher education have structured a significant program revision over the past two years and have added the TESOL strand. They are now undertaking an extended process of revamping the credential program, the MA program without credential, and are adding a credential only program. This aligns with and supports an application for NCATE accreditation, with revamped programs expected to take effect beginning in Fall, 2012.

[Quality Improvement Plan \(QIP\) through goal categories](#)

Our quality improvement plan (QIP) represents important directions that we either have begun in the recent past or are undertaking as a result of our accountability reporting and this five year review. **The overarching improvement goal is to advance progress towards GSEP strategic goals.** This further implies improving the ability of each program within the education division to meet its program student learning outcomes. The QIP comprises a set of fifteen goals and actions in five areas enumerated below and reflects multiple iterations of faculty input and response.

1. Goals/actions related to building routines for continuous assessment and improvement. A significant portion of program and divisional improvement comes through the particulars of day-to-day practices and attentional focus. The following plans involve building reflective routines into activity patterns of the division. The first two relate to the Program Student Learning Outcomes (PSLOs) that are used to structure programs and courses. These steps are in implementation now.

- *Use a common syllabus template to assure similarity of language and inclusion of PSLOs.*
We have begun using a common template and highlight the program SLOs at the outset of each.
- *Elevate the visibility of Program SLOs (PSLOs) and annual assessment through monthly PSLO updates.*
The accountability processes and group reflections have reinforced the value of regularly incorporating program SLOs in the monthly updates that program chairs make in leadership and program chair meetings. Incorporating program SLO updates as the vehicle for update is a focused practice that elevates visibility of the outcomes we are seeking.
- *Report in Jan-February meetings of each year on individual program Quality Improvement Plan (QIP).*
Each program over the past two years has carried out formal and informal inventories of progress against program SLOs as they carry out respective program revisions. This practice will help systematize the process, independent of whether the program is in the middle of a restructuring (in which the inventory is a necessary part of program activities).

2. Goals/actions across division

- *Advance the scholarship of blended mode or hybrid teaching.*
GSEP has always maintained the view that hybrid or blended formats are more effective and rewarding than purely online courses, and can be more effective or rewarding than exclusively face-to-face modes. As we develop our online offerings, we seek to build a stronger base of knowledge about how and why blended formats can effectively help the division to reach its goals for student transformation. We will measure progress in advancing the scholarship of blended teaching modes through tools such as student evaluations, faculty reflections, course revisions, and published and presented work on the transitions to blended modes.
- *Build a more open system of sharing among faculty in blended program modes.* The Education Division was a national pioneer in online learning, and has garnered important recognition to that effect. Yet as technologies advance, as the field moves forward, and as the division grows in crafting new program modes, the insights from practices such as collaborative reflective and sharing (evidence in activities such as Japanese-style lesson study) become more important and useful. We expect to measure our progress toward this goal in the frequency of cross-program interactions and technical assistance, and shadowing in online classes. These are among the offers for help that experienced faculty have offered less experienced faculty in building socially and educationally powerful online teaching modes.
- *Make more strategic use of a revised student evaluation process.* We began a process in Fall 2011 whereby faculty furnish written commentary on the student evaluations that prompt reflections or adjustments. This is an effort to be purposeful about using student feedback in a shorter feedback loop. Additionally, GSEP has engaged a new vendor for student evaluation processing. The new contract gives us much greater flexibility on when evaluations are administered and more flexibility in tailoring an optional question set that is attached to a core set of questions. These measures, along with the more immediate responsiveness to

evaluations, are likely to be a significant benefit to listening to, understanding, and improving student experience. We will track this action through the faculty reflections.

- *Increase the expectations for faculty professional development.* The division has taken steps, especially in the past two years, to furnish professional development for faculty, in areas ranging from institutional review, research oversight, distributed and online learning. We expect to tally increased participation in professional development. The division has actively contributed to professional development opportunities by sharing faculty who have given workshops for others both within GSEP and elsewhere in the University.
- *Promote student participation in conferences with funding.* Beginning in Fall, 2011, the Education Division created a \$10,000 fund in support of student conference travel. Students presenting papers on applied research and interventions carried out in GSEP were eligible for funding of up to \$400 each.

3. Goals/actions specifically related to divisional interconnections

- *Increase the research communication that takes place when faculty gather.* Beginning in Fall, 2011, we have attempted to begin each monthly divisional meeting with a short research presentation and Q/A with divisional faculty. This adds a dimension of scholarship to our business meetings.
- *Encourage team teaching to build capacity among faculty.* This approach has proven, in limited contexts, useful in drawing faculty into a wider range of courses that they can teach. Team-teaching scaffolds faculty who have not taught a course, while lending their insight or expertise to the course. In an era of a limited number of full-time faculty, this process builds connections between our programs and expands our capacity to serve student needs flexibly. We will track the number of new courses faculty can teach as a result of team teaching.
- *Seek areas where common core courses may be formed.* By identifying courses with significant overlap in content, we can build more cross-program connections and acquire flexibility in course loads and tailoring instruction in more advanced courses.

4. Goals/actions specifically related to the doctoral programs

- *Maintain/elevate written agreements from each doctoral dissertation student for each term.* Beginning in Fall of 2011, we have enforced the practice of dissertation students developing progress agreements with their chairs and submitting them to the Associate Dean's office. This helps to ensure steady progress of students in completing their dissertations, and reduce the backlog of students who are stuck in dissertation writing.
- *Draw more faculty into dissertation service.* Our dissertation faculty is strained with the load of students completing their studies. This past year the Education Division has offered seminars and informal preparation for more faculty, especially from the teacher education program, to take on dissertation chairing.
- *Promote doctoral training for all of the faculty, including adjuncts.* The training mentioned above is part of a broader effort to enhance the ability of all of our faculty to guide doctoral students effectively, including through the IRB pre- and post-clearance phases. The process is one by which effective and best practices are consolidated and shared.

5. Goals/actions specifically related to teacher education

- *Explore data from Harvard study on value-added impact of schools of education.* Researchers from Harvard University have carried out studies of California state test results in Los Angeles Unified School District (LAUSD). Hierarchical Linear Modeling (HLM) methods are used by the researchers to infer attribution of effects, including variance attributable to teacher preparation institution. Faculty met with researchers in early April, 2012, to begin discussions about working with the research team to carry out an analysis of the effects of divisionally-prepared teachers in LAUSD. These results will be used to help situate the division in the landscape of Los Angeles teacher education and shed light on factors affecting student learning.

Cross-divisional Resource Notes

Economic conditions that face higher education more generally are shared by the program areas within GSEP's Education Division. The 2008 downturn affected Pepperdine somewhat less than other institutions, but still resulted in budgetary and workforce reductions. Over a two-year period, the Division sustained a 10% reduction in overall budget. More accurately, though, these resources were redirected. There are several areas of increased expenditure. For example, we now support graduate student travel at a level of 10,000 per year. We have upgraded materials in the learning technology programs, increased support for professional development in doctoral chairing, and made more IRB training available. In 2010-2011 we offered a one-time bonus pool of \$50,000 for faculty scholarship proposals. We have also re-arranged enrollment targets with the central administration. GSEP currently runs even or slightly in the black, following several years in a deficit. This period of time remains challenging. Our faculty size remains small relative to current and especially future needs. In this era of resource difficulties, faculty additions are very limited. However, we are looking closely at ways to organize one or more postings. In the coming year, we will post an endowed chair position in educational leadership. Divisional faculty are also heavily involved in external research and innovation sponsorship. The summary below outlines current and pending grants:

- Church, Kathy Amgen. Foundation / Professional Development Schools Program (\$40K)
- Church, Kathy. The Goodall Family Charitable Foundation Foundation / Integration of Student Teachers into Real World Settings (\$5K)
- Collatos, Tony. California Community Foundation Education Initiative Planning Grant (\$20K)
- Collatos, Tony. California Community Foundation Education Collaborative Initiative (\$175K)
- Collatos, Tony. Google Urban Parent Teacher Education Collaborative (\$12K)
- Collatos, Tony. United Way of Greater LA Government Futures Academy/Parent U-Turn (\$19K)
- Collatos, Tony. United Way of Greater LA Other The Futures Academy: Building Bridges Year 3 (\$19K)
- Cooke, Spring LAUSD State Alternative Certification Intern Program (\$28K)
- Hamilton, E. (2012). Finland-US Workshop on Innovations in Learning and Education. US National Science Foundation Award 1242966. (through 2013) (\$52K)
- Hamilton, E. (2011). Student Mathematics Learning Through Self-Explanation, Peer Tutoring and Digital Media Production: US National Science Foundation Award 1119654. (through 2015) (\$420K)
- Hamilton, E. (2010) PREDICATE: Teacher Creativity at the Intersection of Content, Cognition, and Interactive Digital Media. US National Science Foundation award 1044478. (through 2014) (\$430K)
- Hamilton, E. and N. Harding (2008). Agent and Library Augmented Shared Knowledge Areas (ALASKA). US Department of Education Institute for Education Sciences Award 305A080667. (through 2013) (\$692K)
- Hamilton, E., J. Christ (2007). Collaborative Research: Impact of Model-Eliciting Activities on Engineering Teaching and Learning, National Science Award 0717864. (through 2012) (\$180K)

- Katabazi, S. and E. Hamilton (2009). Model-eliciting activities in Uganda as a bridge between engineering and mathematics education, Emerald Publishing/ALCS Engineering in Africa Research Fund Award. (\$4K, ending this month)
- Stevens, David. University Internship Program, State of California Department of Education. (26K)

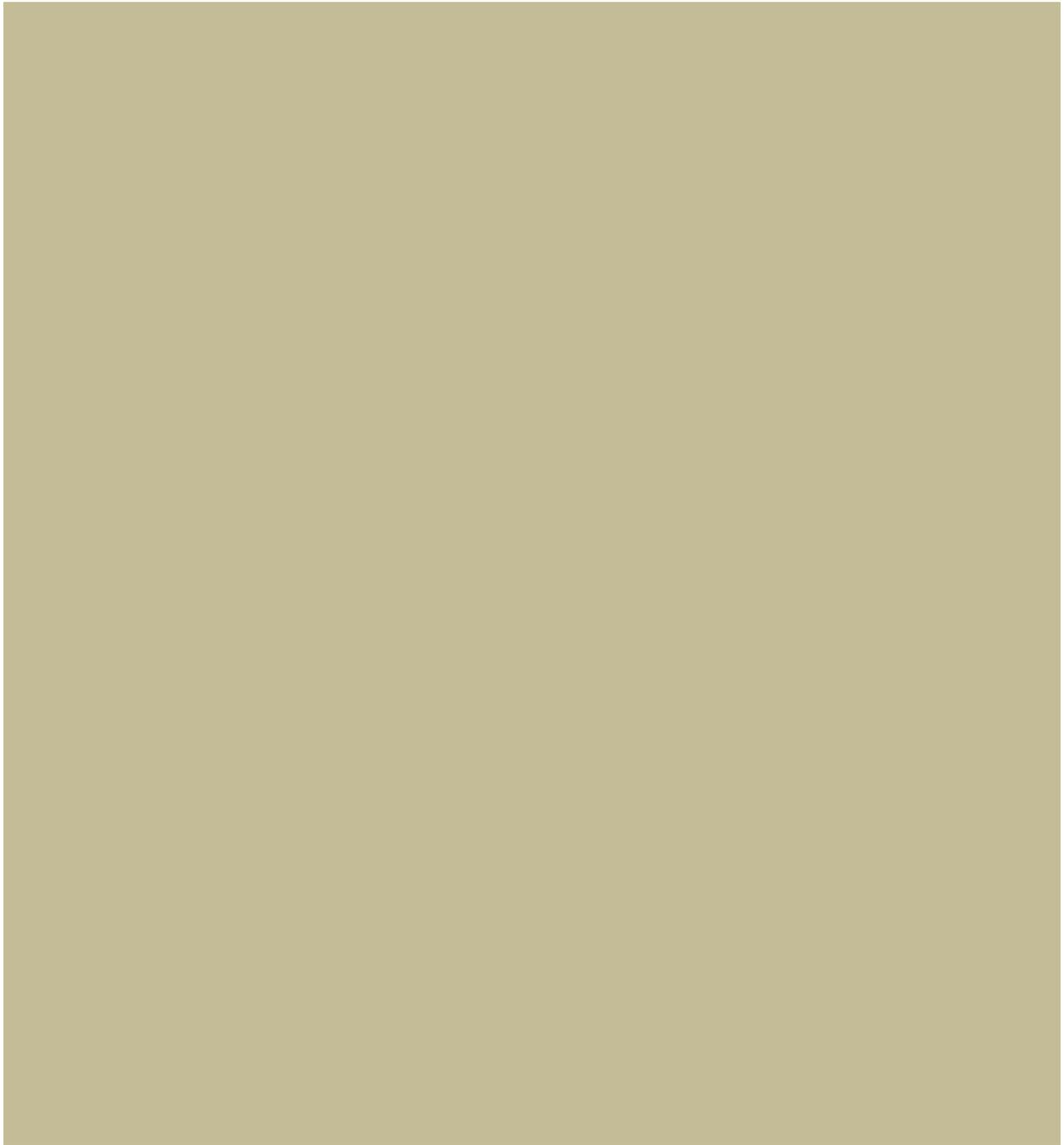
Proposals currently in peer review:

- Hamilton, E., G. Tijoe. Supporting Universities to Partner Across the Pacific. US State Department (to build model math and science secondary schools in Indonesia). (\$1.5 m)
- Hamilton, E. A cyber-ensemble of inversion, immersion, shared knowledge areas, and digital media-making in STEM classrooms. NSF Cyberlearning Program (\$550K)
- Hamilton, E., M. Jago, and D. Stevens. Capacity Building for a Robert Noyce Teacher Scholarship Track in Mathematics Education. NSF Noyce Program (\$300K).
- Garcia-Ramos, Reyna. (Reyna has two grants in current review)

Individual Program Reports

These are organized by strands, with tables and figures appearing at the end of the document. A single page with grey blocking separates each divisional report.

- **K12 leadership and administration (ELA and ELAP)**
- **Organizational Studies (SEC and EDOL)**
- **Learning Technologies (MALT and EDLT)**



Educational Leadership Academy (ELA, MS Degree)¹

ELA Introduction

Contextual Information: The Educational Leadership Academy (ELA) is a Graduate School of Education and Psychology (GSEP) eleven month degree and credential program for aspiring K-14 administrators and leaders. The University, GSEP, and Education Division missions serve as a foundation for the mission of ELA. ELA program goals and objectives are designed to support the ELA program mission and vision and they are further informed by California State and national standards and accreditation expectations including the California Professional Standards for Educational Leaders (CPSELs) and the California Commission on Teacher Credentialing (CCTC) Educational Administration Program Standards for Credential Candidate Preparation program accreditation.

The ELA program is organized into interdependent developmental strands that include both coursework and field experience. Candidates participate as a cohort group throughout their program experience and they work in collaboration with University professors, University field experience supervisors, and Site supervisors to develop desired leadership knowledge, skills, and dispositions. Five guiding beliefs provide a foundation for the program design and weave their way through course work and field experience. The work of adult learning theorists, including but not limited to Malcolm and Tyler, have also contributed to the ELA program design, curriculum, and instruction.

The ELA enrollment breakdown appears in ELA Table 1.

Multiple measures are used to assess student performance. Summative measures include: course grades, a formal panel review of a leadership project and presentation, a formal review of a leadership portfolio, a formal assessment of field experience performance, and a formal review of each candidate's overall eligibility for degree and credential recommendation. Formative measures include: assessment of course work activity, course assignments, and benchmark field experience assessments. Both summative and formative measures include candidate self-assessment.

The past WASC review of GSEP programs, including ELA, resulted in "high marks". The WASC report did not include any recommendations for improvement. In 2006, CCTC fully approved the ELA program as meeting all State Educational Administration Credential Program Standards.

The ELA program faculty members are committed to continuous improvement and program accountability. In addition to the aforementioned candidate performance assessment measures, data is obtained from graduates, practicing graduates, site supervisors, and other University partners and analyzed on a regular basis to inform program decisions and actions.

Inquiry Participatory Action Research (PAR). Since the last Review, Inquiry Participatory Action Research (PAR) has been integrated into ELA student Field Experience as a qualitative methodology for guiding Leadership Project work. The purpose of the Leadership Project is for students to demonstrate

¹ Compiled by Robert Barner, Program Chair

their leadership knowledge, skills, and dispositions (per the California Professional Standards for Educational Leaders) through the design, implementation, and evaluation of an educational program improvement initiative. PAR provides students with a conceptual and practical model for: identifying a compelling program improvement need, collaborating with others, framing a study and action purpose, developing research questions, surfacing assumptions, constructing an action plan, taking action, collecting and analyzing data, and developing conclusions. Students engage in several iterative cycles of PAR in their Leadership Projects. In each cycle, they participate in a four step process via which they diagnose, act, measure, and reflect. Throughout their Leadership Project, students reflect upon their collaboration with others and their leadership practices.

ELA Candidate Assessment/Performance and Program Effectiveness Information

This section is responsive to the question: What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential? What key assessments are used to make critical decisions about candidate competence prior to being recommended for a credential?

Multiple measures are used to assess ELA candidate performance and to determine satisfactory mastery of Candidate Competence and Performance Standards for the Preliminary Administrative Credential at a level appropriate for beginning administrators.

Table 2 includes key assessments are used to make critical decisions about candidate competence and SLO progress:

- Leadership Portfolio. Students complete a Leadership Portfolio
- Leadership Project Presentations

- Cumulative rubric-base Grade Point Average (G.P.A). Students must maintain and complete ELA program course work with a “B” or better G.P.A. Assignments are typically graded against rubrics that are defined in terms of SLOs. This is a critical factor in connecting the official assessment system that the university must use in communicating with students to the overall program goals and student learning outcomes.
- Field Experience Evaluation. Students must successfully complete ELA program Field Experience with a cumulative rating of 3 or better on a Field Experience Evaluation Rubric. The Field Experience Rubric is based on the Descriptions of Practice for the California Professional Standards for Educational Leaders. Students complete a self-evaluation. Site supervisors and university supervisors complete the final Field Experience Evaluation. Students who receive less than a 3 rating participate in additional Field Experience, as appropriate until they meet expectations.

The ELA Program Administrator maintains a file for each candidate. Candidate performance records are archived in their files. Each file includes a performance summary sheet and a candidate self-assessment. The University Supervisor records the summary performance for each candidate and initials each record. The Program Administrator reviews the records to ensure that they are complete. The Program Director then reviews the files, signs, and makes recommendations for the Preliminary Administrative Services Credential.

Note: All Students maintained a cumulative G.P.A. of 3.0 or better for their course work completed. Grades are based on careful analysis of performance against rubrics. One student was unable to finish their field experience and related leadership project presentation and portfolio.

ELA Analysis of Evidence

This section responds to the question: What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making? What additional assessments are used to ascertain program effectiveness as it relates to candidate competence? Please identify specific tool(s) used to assess candidates and program completers? Describe the type of data collected (e.g. employer data, post program surveys, retention data, other types of data), the data collection process and summarize the data. Please include descriptive statistics such as the range, median, mean, % passed, when appropriate.

WASC SLO Study Process and Annual Report

As part of the WASC program quality review process, ELA program student learning objectives (SLOs) are selected each year for focused study. The results of the study are used to inform program improvement efforts. This past year, ELA focused on four SLOs:

SLOs #1-4

1. ELA students will design Leadership Projects that are Inquiry-based Participatory Action Research in approach. Students will be able to describe: the specific education issue under study, the study purpose (research and action outcomes), research questions, previous studies, variables that will be measured, local measurements, and forms of analysis.

2. ELA students will demonstrate their ability to collect, organize, interpret, and use data to inform Leadership Project PAR steps including: Diagnosis, Action, Measurement, and Reflection
3. ELA students will articulate PAR Leadership Project outcomes, conclusions, and recommendations.
4. ELA students will describe what they have learned about their leadership practice as a result of their Leadership Project work and how their learning will inform their future plans for personal/professional growth.

Sources of Evidence for SLO #1: Student Leadership Portfolio and Student Leadership Project Presentation. University Field Experience Supervisors assessed ELA student Leadership Portfolios using the PAR Leadership Project Rubric, Item #1 (See ELA Appendix, page 28). ELA faculty and ELA graduate panel members assessed ELA student Leadership Project Presentations using same Rubric, Item #1. Students self-assessed their portfolio and presentation using same Rubric, Item #1. University Field Supervisor reviewed the three ratings and compiled final rating for SLO #1 using same Rubric, Item #1.

Sources of Evidence for SLO #2: Student Leadership Portfolio and Student Leadership Project Presentation. University Field Experience Supervisors assessed ELA student Leadership Portfolios using the PAR Leadership Project Rubric, Item #2 (See Appendix A). ELA faculty and ELA graduate panel members assessed ELA student Leadership Project Presentations using same Rubric, Item #2. Students self-assessed their portfolio and presentation using same Rubric, Item #2. University Field Supervisor reviewed the three ratings and compiled final rating for SLO #2 using same Rubric, Item #2.

Sources of Evidence for SLO #3: Student Leadership Portfolio and Student Leadership Project Presentation. University Field Experience Supervisors assessed ELA student Leadership Portfolios using the PAR Leadership Project Rubric, Item #3 (See ELA Appendix, page 28). ELA faculty and ELA graduate panel members assessed ELA student Leadership Project Presentations using same Rubric, Item #3. Students self-assessed their portfolio and presentation using same Rubric, Item #3. University Field Supervisor reviewed the three ratings and compiled final rating for SLO #3 using same Rubric, Item #3.

(Table 6 on page 24 lists these first three SLOs in a discussion of areas of responsibility for review.)

Sources of Evidence for SLO #4: Student Leadership Portfolio and Student Leadership Project Presentation. University Field Experience Supervisors assessed ELA student Leadership Portfolios using the PAR Leadership Project Rubric, Item #4 (See ELA Appendix, page 28). ELA faculty and ELA graduate panel members assessed ELA student Leadership Project Presentations using same Rubric, Item #4. Students self-assessed their portfolio and presentation using same Rubric, Item #4. University Field Supervisor reviewed the three ratings and compiled final rating for SLO #4 using same Rubric, Item #4.

Leadership Portfolio: An analytical rubric was used to assess Leadership Portfolios (See ELAP Appendix A). Students used the rubric to self-assess their Leadership Portfolio. University Field Experience Supervisors used same rubric to evaluate student Leadership Portfolios. Students who were rated as meeting or exceeding expectations received a rating of 3 or 4 on the Rubric for each of the SLO objectives represented as Items 1-4

Leadership Project Presentations: An analytical rubric was used to assess Leadership Project Presentations (See Appendix A). Students used the rubric to self-assess their Leadership Project Presentations and a panel of university professors, guest administrators, and ELA program graduates used the same rubric to evaluate student Leadership Project Presentations. Students who were rated as meeting or exceeding expectations, received a rating of 3 or 4 on the Rubric for each of the SLO objectives represented as Items 1-4. Students who do not initially meet SLO expectations are directed to revise their work and may be engaged in additional supervised Field Experience, as appropriate, until such time that they meet expectations.

[ELA Program Student Evaluation](#)

A survey is administered to students upon their completion of the ELA program in order to learn about student perceptions regarding: their leadership knowledge, skills, and dispositions learning, student support services, personal leadership learning, and recommendations for program improvement. See the ELA Appendix for survey results that highlight students perceptions of strengths and weakness of their experience relative to SLO areas..

Two cohorts groups of students participated in the ELA program during the 2008-2009 academic year. The West Los Angeles Cohort was comprised of 18 students from a variety of different K-12 school districts in the greater Los Angeles area. The students in this group were classroom teachers, classroom teachers with school leadership responsibilities, and teachers on special assignment. The majority of the students worked in public non-charter settings. A few of the students in this cohort worked in charter or private school environments. The make-up of this cohort was representative of the typical make-up of past cohorts.

The Pasadena Cohort was comprised of 28 students, all from the same organization, Options for Youth. Options for Youth is an alternative charter school program that serves secondary students. The ELA students in this cohort worked at different Options for Youth charter school settings in and beyond the greater Los Angeles area. They all worked with secondary students. The majority of these students were classroom teachers with leadership responsibilities. This was a unique experience for the ELA program to work with students all from a non-traditional setting and from the same organization.

[Noel-Levitz Adult Student Priorities Survey](#)

The Noel-Levitz Adult Student Priorities Survey is administered every two years to ELA program graduates. The survey collects information from a sample of students in order to learn about student priorities and levels of satisfaction. Strengths and any resulting gaps between priorities and levels of satisfaction are identified. The results of the survey are used to inform ELA program improvement efforts.

[III. Analysis of Candidate Assessment Data](#)

[WASC SLO Data Analysis](#)

Forty-six students participated in ELA in the 2008-2009 academic year, 18 in our WLA cohort group and 28 in our Pasadena cohort group. On July 6th, the WLA students presented their leadership projects to

faculty-graduate panels. The Pasadena students presented their projects on July 9th. The presentation format consisted of a 20 minute media presentation followed by a 15 minute interview with the faculty-graduate panel. Each student's presentation was reviewed and evaluated by a panel of two faculty members and two ELA graduates. The panel members completed individual rubrics for each candidate in which they rated the degree to which each of the four Participatory Action Research components were evident in students' leadership project work and presentations. See the ELA Appendix (page 30) for Rubrics.

ELA Table 2A: WLA ELA Student PAR Ratings

Level of Expectation	Directed 1	Approaching 2	Meets 3	Exemplifies 4	Total Ratings for Each SLO
SLO #1: PAR Planning	7 (12%)	20 (34%)	21 (36%)	11 (19%)	59
SLO #2: PAR Iterative Cycles	8 (13%)	21 (35%)	24 (40%)	7 (12%)	60
SLO #3: PAR Outcomes and Conclusions	5 (8%)	2 (27%)	29 (49%)	9 (15%)	59
SLO #4: Leadership Practice Learning	4 (7%)	13 (23%)	25 (44%)	15 (26%)	57
Totals for Each Rating Column	24 (10%)	70 (30%)	99 (42%)	32 (14%)	235 (100%)

ELA Table 2b: Pasadena ELA Student PAR Ratings

Level of Expectation	Directed 1	Approaching 2	Meets 3	Exemplifies 4	Total Ratings for Each SLO
SLO #1: PAR Planning	1 (.9%)	9 (.8%)	58 (55%)	38 (39%)	106
SLO #2: PAR Iterative Cycles		14 (14%)	58 (57%)	30 (29%)	102
SLO #3: PAR Outcomes and Conclusions		11 (11%)	58 (57%)	33 (32%)	102
SLO #4: Leadership Practice Learning		5 (5%)	43 (43%)	51 (52%)	99
Totals for Each Rating Column	1 (.2%)	39 (9.6%)	217 (53%)	152 (37%)	409 (100%)

WLA Cohort SLO Rating Findings

Eighteen WLA ELA students were rated by 5 panels of 4 panel members each. A total of 80 ratings were possible for each SLO. Not all panel members rated every SLO. See Total Rating for Each SLO column in Table 2A. Panel members did not rate a component if they were not familiar with PAR components and not fully comfortable rating students or if they did not see clear evidence. Fifty-six percent of overall ratings indicated that students met or exceeded expectations for the four SLO components. The strongest ratings were evidenced for SLO #4 Leadership Practice Learning (70% met or exceeded expectations), followed by PAR Outcomes and Conclusions (64%), then PAR Planning (55%), and finally PAR Iterative Cycles (52%).

Pasadena Cohort Rating Findings

Twenty eight Pasadena students were rated by seven panels of four panel members each. A total of 112 ratings were possible for each SLO. Not all panel members rated every SLO. See Total Rating for Each SLO column in Table 2B. Panel members did not provide rating if they were not familiar with PAR component and not comfortable rating or if they did not see clear evidence. Ninety percent of overall ratings indicated that students met or exceeded expectations for the four SLO components. The strongest ratings were evidenced for SLO #4 Leadership Practice Learning (95% met or exceeded expectations), followed by PAR Planning (94%), then PAR Outcomes and Conclusions (89%), and finally PAR Iterative Cycles (86%).

Analysis of Leadership Project Presentation Findings for WLA and Pasadena ELA Cohorts

Faculty panel members met for a debrief conversation following each of the presentation events. ELA faculty panel members identified the WLA students' ability to describe their PAR and leadership practice learning (SLO #1) as a PAR component strength. They observed students as being very clear about what they would do differently and better in the future in terms of leading a PAR study and able to discuss their talents, strengths, and areas for further growth in terms of their leadership practice. ELA faculty panel members identified a need for WLA students to become more knowledgeable and skilled in planning and implementing the iterative cycles of PAR. In particular, they expressed the need for students to better understand qualitative data collection, data reporting, and analysis. The ELA faculty panel member observations regarding strengths and areas for growth for WLA ELA students are supported by the data in Table 2A.

ELA faculty panel members identified all four SLOs as strengths for Pasadena ELA students. They identified an opportunity for Pasadena students to further refine their ability to plan and implement PAR iterative cycles in terms of qualitative data collection, reporting, and analysis. The ELA faculty member observations regarding strengths and areas for further refinement for Pasadena ELA students are supported by the data in ELA Table 2B.

In comparing the two cohorts, there is an interesting difference in performance between the two groups. The Pasadena students' performance across all four SLOs was rated higher than the performance of WLA students. Several factors may have contributed to the difference in performance and ratings. The panels were comprised of different members for each cohort. Panel members have differing levels of understanding of PAR and of the current ELA program content overall. Graduate panel members in particular were less familiar with PAR unless they had participated in ELA in the past two years. This was the first time PAR performance has been formally evaluated and the rubrics are newly developed. Pasadena ELA students were all coached by the same faculty member. The Pasadena students were all from the same charter school organization and worked closely with one another. Their coach helped to coordinate their project areas of focus and met regularly with them in their work environment as their coach was also an administrator in the same organization. There were a number of guest panel members on the Pasadena panels from the Pasadena student organization and this may have influenced ratings in that the guests were more familiar with the Pasadena student organization and with the students themselves. The WLA students were coached by 2 different faculty members. One of the WLA faculty members received a lay-off notice spring term and was disgruntled. This faculty member did not provide the same quality of guidance and direction for 9 of the 18 students as was provided for the other 9. Other faculty did step in and support the 9 students through additional coaching sessions but it was apparent that the 9 students had not received specific PAR instruction at the level as was expected.

The three University Field Experience Supervisors (coaches) reviewed each of their respective students' leadership portfolios for further evidence of PAR learning for the four SLOs. Supervisors reviewed students' written project summary reports, CPSEL reflections, and artifacts. The Supervisors reported that the findings as represented in Tables 2A and 2B and discussed above were supported by their review of students portfolio work.

One of the final ELA courses, EDSM 652, engages students in reflection and sharing regarding their entire ELA program learning experience, including their leadership project work and PAR learning, and goal setting for the future. WLA and Pasadena ELA students' self-assessment and sharing for this academic year indicated that they felt that additional learning experiences related to PAR planning and implementing the PAR iterative cycles, including how to collect, report, and interpret qualitative data, was needed and would be beneficial.

In a series of follow-up conversations with the Field Experience Supervisors and other ELA faculty, the ELA Academic Chair learned that faculty would like a different text or text set for teaching PAR and they would like to meet collectively for some greater conversation around each other's understanding of PAR and instructional practice as well as where PAR might also be instructed/supported in courses besides the Field Experience Seminars. They perceived the opportunity to strengthen student PAR learning and practice by better integrating PAR learning across the ELA curriculum.

ELA Student Program Evaluation Data Analysis

Questions 1-8 on the ELA Student Program Evaluation Survey relate ELA program instruction and student learning as related to the California Professional Standards for Educational Leaders (CPSELS). Questions 9-13 relate to students' overall ELA program experience.

WLA Program

Eleven of the eighteen WLA ELA students responded to the survey. The survey responses were very positive. Of the 143 total responses, 94% represented ratings of good, very good, and outstanding. Eighty-three percent of the ratings were very good and outstanding. Program strengths, as evidenced by ratings in response to questions 1-8, included teaching and learning experiences associated with CPSELS 1, 2, 5, and cultural proficiency. Students also gave high marks in response to their overall preparedness, quality of the program, student life, and overall program satisfaction. Areas in which one or two students' ratings indicated opportunity for improvement related to CPSELS 3, 4, 6, technology, and student support services.

Pasadena Program

Twenty-five of the 28 Pasadena ELA students responded to the survey. The survey responses were also very positive. Of the 320 responses, 98% represented ratings of good, very good, and outstanding. Ninety-three percent of the ratings were very good and outstanding. Program strengths, as evidenced by ratings in response to questions 1-8, included teaching and learning experiences associated with CPSELS 1,2, 3, 5, and cultural proficiency. Students also gave high marks in response to their overall preparedness, quality of the program, student life, and overall program satisfaction. Areas in which 1-5 student ratings indicated opportunity for improvement related to CPSELS 4, 6, technology, and student support services.

WLA and Pasadena Program Ratings appear in ELA Tables 3 and 4. Combined ratings appear in Table 5.

ELA Table 3: WLA Program Student Evaluation Findings

WLA ELA Program Student Evaluation Rating Table (2009)						
	1: Inadeqt	2: Adequate	3: Good	4 Very Good	5: Outstndg	Row Totals
Q1: Vision				4	7	11
Q2: Learning			1	6	4	11
Q3 Management		1	4	3	3	11
Q4 Community	1		1	6	3	11
Q5: Ethics				4	7	11
Q6 Environments	1	1		4	5	11
Q7 Cultural Proficiency			1	4	6	11
Q8 Technology	2	1		6	2	11
Q9: Overall Preparedness			1	5	5	11
Q10: Overall Quality			3	5	3	11
Q11: Support Services		1	4	2	4	11
Q12: Student Life			1	1	9	11
Q13: Program Satisfaction			1	6	4	11
Column Totals	4	4	17	56	62	143
Percent of Total Responses	2%	2%	12%	39%	43%	

ELA Table 4: Pasadena Program Student Evaluation Findings

Question	1 Inadequate	2 Adequate	3 Good	4 Very Good	5 Outstanding	Row Totals
Q1: Vision				7	18	25
Q2: Learning			1	5	19	25
Q3: Management		1	1	8	15	25
Q4: Community		1	2	14	8	25
Q5: Ethics				4	21	25
Q6: Environments		2	2	8	13	25
Q7: Cultural Proficiency				3	22	25
Q8: Technology	1		5	6	13	25
Q9: Overall Preparedness			1	6	18	25
Q10: Program Quality			1	7	16	24
Q11: Support Services		1	2	9	11	23
Q12: Student Life			2	4	18	24
Q13: Program Satisfaction				8	16	24
Column Totals	1	5	17	89	208	320
Percent of Total Ratings	0%	2%	5%	28%	65%	

ELA Table 5: Combined WLA and Pasadena ELA Programs Student Evaluation Ratings

WLA & Pasadena ELA Evaluation and Self Assessment Rating Table (2009)						
	1 Inadequate	2 Adequate	3 Good	4 Very Good	5 Outstanding	Row Total
Q1: Vision				11	25	36
Q2: Learning			2	11	23	36
Q3: Management		2	5	11	18	36
Q4: Community	1	1	3	20	11	36
Q5: Ethics				8	28	36
Q6: Environments	1	3	2	12	18	36
Q7: Cultural Proficiency			1	7	28	36
Q8: Technology	3	1	5	12	15	36
Q9: Overall Preparedness			2	11	23	36
Q10: Program Quality			4	12	19	35
Q11: Support Services		2	6	11	15	34
Q12: Student Life			3	5	27	35
Q13: Program Satisfaction			1	14	20	35
Column Totals	5	9	34	145	270	463
Percent of Total Ratings	1%	2%	7%	31%	58%	

ELA Summary and Reflections

Thirty-six of the 46 total ELA students from both WLA and Pasadena cohorts responded to the survey. Of the total 463 responses, 98% represented ratings of good, very good, and outstanding. Eighty-nine percent of the ratings were very good and outstanding. Overall program strengths, as evidenced by the combined ratings in response to questions 1-8, included teaching and learning experiences associated with CPSELS 1, 2, 5, and cultural proficiency. Students also gave high marks in response to their overall preparedness, quality of the program, student life, and overall program satisfaction. Areas for which combined student cohort ratings indicated opportunity for improvement related to CPSEL 4, 6, technology, and student support services.

[2008 Noel-Levitz Adult Student Priorities Survey Data Analysis](#)

Five ELA graduates responded to the 2008 survey. Overall, ratings were very favorable. ELA received the highest satisfaction ratings of all the GSEP education programs. Sixty percent of students indicated that their ELA experience was better than expected and 40% indicated that their experience was much better than expected. Twenty percent of the students were very satisfied with their ELA program experience and 80% were very satisfied. In response to whether or not students would enroll in ELA again if they had it to do all over again, 20% said probably yes and 80% said definitely yes.

In terms of individual program rating areas, the only area in which a minor gap was indicated related to question #14, the level to which students perceived faculty as being fair and unbiased in their treatment

of students. This area was rated 7 on a scaled of 1-7 in terms of priority importance (7 being most important) and 5.8 in terms of level of satisfaction. The gap was 1.2.

ELA Goals, Action, and Quality Improvement Plan (QIP)

As a result of this evaluation and analysis of ELA student PAR learning and practice, the faculty has identified a different text for implementation in the Field Experience course strand. The text is specifically directed towards educational leaders and provides more specific information regarding how to plan and implement each of the four SLO PAR components. The identified text has been used in the ELAP doctoral program and is highly recommended for the ELA program PAR needs by faculty that have used the text and who have taught in both ELA and ELAP programs.

Secondly, a faculty meeting for fall term has been scheduled and will focus on faculty PAR understanding and instructional practice. This meeting will also engage faculty in a mapping activity to discover ways in which PAR might be integrated into other ELA course work. Monthly faculty meetings thereafter will continue to focus on the work and progress that is being made in this regard.

The faculty member that did not provide the same level of quality PAR coaching for students has been replaced by the remaining two supervisors who will share one cohort of 14-16 students for the 2009-2010 academic year.

In light of the analysis of findings and proposed actions to improve ELA student PAR learning and practice, 3 of the original 4 SLOs have been selected to re-evaluate in July 2010.

Use of ELA Student Program Evaluation Results.....

CPSEL 4, question 4 on the survey, speaks to leadership practice that promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. CPSEL 6, question 6 on the survey, speaks to leadership practice that promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. One to four of the 36 students who responded to the survey rated these two curriculum areas as adequate or inadequate. These findings will be shared with the ELA faculty via email over the summer and discussed more in-depth at the first meeting of the new academic year. ELA faculty will review the Understanding Teaching and Learning Strand and the Environments curriculum strands and discuss possibilities for strengthening attention given to collaborating with diverse community members and mobilizing resources and working with diverse governance leaders to influence and support policies that benefit students and support the improvement of teaching and learning.

Question 8 on the survey related to the ability to use technology as a powerful leadership tool. This is an area for which 4 of the 36 respondents rated the ELA program as adequate or inadequate. These findings will also be shared this summer with the ELA faculty via email and discussed more in-depth at the first meeting of the new academic year. ELA faculty will conduct mapping in this area as well, to

identify what technology skills are being taught, where, and how they are being developed. The results of the mapping will be used to inform faculty and curriculum development.

Question 11 on the survey related to the quality of student support services. Two of the 36 student respondents indicated a need for improvement in this area. Comments varied. One student expressed a concern re: admissions follow-up and payment processing. Another student shared that they would have benefited from more financial aid. One comment recommended that additional reminders be made available regarding important timelines such as payments, graduation filing etc. These findings will be shared with ELA faculty and ELA support staff for discussion and to identify possible areas/actions for improvement of student support services.

Use of Noel-Levitz Survey Results

In response to the minor gap indicated as related to the fair and unbiased treatment of students, the ELA program director will work with ELA faculty to identify, communicate and consistently practice norms with their respective student groups. Close monitoring of course evaluations will provide opportunity for the Associate Dean and ELA Program Director to follow-up and intervene, as appropriate, with any individual professors identified as needing additional guidance and support in this professional practice area.

ELA Table 6: SLO 1-3 Evidence and Responsibility

Hypothesis	Evidence	Responsibility
SLO #1: ELA students will design Leadership Projects that are Inquiry-based Participatory Action Research in approach. Students will be able to describe: the specific education issue under study, the study purpose (research and action outcomes), research questions, previous studies, variables that will be measured, local measurements, and forms of analysis.	<ul style="list-style-type: none"> • Leadership Project Presentation • Leadership Portfolio 	<ul style="list-style-type: none"> • Leadership Project Presentation Faculty Panel Members • University Field Supervisors • ELA Faculty Committee
SLO #2: ELA students will demonstrate their ability to collect, organize, interpret, and use data to inform Leadership Project PAR steps including: Diagnosis, Action, Measurement, and Reflection	<ul style="list-style-type: none"> • Leadership Project Presentation • Leadership Portfolio 	<ul style="list-style-type: none"> • Leadership Project Presentation Faculty Panel Members • University Field Supervisors • ELA Faculty Committee
SLO #3: ELA students will articulate PAR Leadership Project outcomes, conclusions, and recommendations.	<ul style="list-style-type: none"> • Leadership Project Presentation • Leadership Portfolio 	<ul style="list-style-type: none"> • Leadership Project Presentation Faculty Panel Members • University Field Supervisors • ELA Faculty Committee

ELA Appendix: Rubrics, Student Survey Invitation, Questions, and Responses

**ELA Appendix Leadership Rubric
Leadership Project Final Presentation Form**

Student Name _____

Presentation Content Factors: *(Please circle a rating for each factor)*

1. The student initially describes the purpose and significance of the Leadership Project. (Explanation)

1	2	3	4	5
Naïve	Intuitive	Developed	In-Depth	Sophisticated

2. The student articulates an educational vision and describes the relationship between his/her Leadership Project and educational vision. (Explanation)

1	2	3	4	5
Naïve	Intuitive	Developed	In-Depth	Sophisticated

3. The Leadership Project is compelling when based on student learning, when developed in response to an assessed need, and when designed to last beyond the school year. (Explanation)

1	2	3	4	5
Literal	Interpreted	Perceptive	Revealing	Profound

4. The Leadership Project has school wide impact and is an ongoing year-long endeavor and not limited to a single event. (Application)

1	2	3	4	5
Novice	Apprentice	Able	Skilled	Masterful

5. The Leadership Project is Participatory Action Research in design and implementation. Student is able to describe: the specific education issue under study, the study purpose (research and action outcomes), research questions, previous studies, variables that will be measured, measurements, and forms of analysis. (Explanation)

1	2	3	4	5
Naïve	Intuitive	Developed	In-Depth	Sophisticated

6. The student describes the strategies and his/her thinking to achieve his/her Leadership Project including collaboration with others and how data influenced leadership thinking, decisions, and actions. (Interpretation)

1	2	3	4	5
Literal	Interpreted	Perceptive	Revealing	Profound

7. Student interprets the measurable results for his/her Leadership Project and is able to draw conclusions and make recommendations for further study and action. (Interpretation)

1	2	3	4	5
Literal	Interpreted	Perceptive	Revealing	Profound

8. The student describes his/her learning in regards to his/her personal leadership knowledge and practice as a result of planning, leading, evaluating the Leadership Project. (Self-Knowledge)

1	2	3	4	5
Innocent	Unreflective	Thoughtful	Circumspect	Wise

9. The student expresses an understanding of the distinction between leadership and management. (Perspective)

1	2	3	4	5
Uncritical	Aware	Considered	Thorough	Insightful

Presentation Delivery Factors:

1. The presentation delivery was organized and interesting. (Application)

1	2	3	4	5
Novice	Apprentice	Able	Skilled	Masterful

2. The presentation delivery was clear and articulate. (Application)

1	2	3	4	5
Novice	Apprentice	Able	Skilled	Masterful

3. The student presented with poise and confidence. (Application)

1	2	3	4	5
Novice	Apprentice	Able	Skilled	Masterful

4. The student's use of multimedia supported the presentation. (Application)

1	2	3	4	5
Novice	Apprentice	Able	Skilled	Masterful

What questions, if any, did you ask of candidate in order for them to clarify, elaborate, and/or support their presentation?

Additional Comments: *(use additional paper if needed)*

Please check one of the following:

Leadership Project Completed
 Revisions Recommended as follows:
 6

Circle CPSEs that candidate meets or exemplifies:

1 2 3 4 5

 Panel Member - Print Name and Sign

 Date

PEPPERDINE UNIVERSITY

Educational Leadership Academy

Participatory Action Research Elements of ELA Leadership Project

RUBRIC

	1	2	3	4
	Practice that is Directed Toward the Expectation	Practice that Approaches Expectation	Meets Expectation	Exemplary
<p>SLO #1</p> <p>ELA student has designed a Leadership Project that is Inquiry-based Participatory Action Research in approach. Students is able to describe: the specific education issue under study, the study purpose (research and action outcomes), research questions, previous studies, variables that will be measured, local measurements, and forms of analysis.</p>	<p>Leadership Project PAR design is under-developed. What is developed requires greater depth and clarity.</p> <p>Plan addresses some of the PAR planning stage elements in a thoughtful and partially complete manner. Other elements are yet to be addressed.</p>	<p>Leadership Project PAR design is developed for the most part. What is developed is clearly defined or nearly clearly defined.</p> <p>Plan addresses most of the PAR planning stage elements in a thoughtful and complete manner.</p>	<p>Leadership Project PAR design is fully developed, substantive, and clearly defined.</p> <p>Plan addresses all of the PAR planning stage elements in a thoughtful and thorough manner.</p>	<p>Leadership Project PAR design is very sophisticated, substantive, and clearly defined.</p> <p>Plan addresses all of the PAR planning stage elements in an especially insightful and thorough manner.</p>
<p>SLO#2</p> <p>ELA student demonstrates his/her ability to collect, organize, interpret, and use data to inform Leadership Project PAR steps including: Diagnosis, Action, Measurement, and Reflection</p>	<p>Student is naive in their use of data to inform PAR work in planning, iterative cycle, and final outcome stages of project</p>	<p>Student is intuitive in their use of data to inform PAR work in planning, iterative cycle, and final outcome stages of project</p>	<p>Student is skilled in their use of data to inform PAR work in planning, iterative cycle, and final outcome stages of project</p>	<p>Student is masterful in their use of data to inform PAR work in planning, iterative cycle, and final outcome stages of project</p>
<p>SLO#3</p> <p>ELA student articulates PAR Leadership Project outcomes, conclusions, and recommendations.</p>	<p>Student's explanation of Leadership Project outcomes, conclusions, and recommendations reflects an incomplete account. There is a need for more in-depth</p>	<p>Student's explanation of Leadership Project outcomes, conclusions, and recommendations reflects some in-depth and personalized ideas, but there is a need for</p>	<p>Student's explanation of Leadership Project outcomes, conclusions, and recommendations are thorough, insightful, supported, and justified.</p>	<p>Student's explanation of Leadership Project outcomes, conclusions, and recommendations are especially thorough, elegant, fully supported,</p>

	personalized ideas and sufficient evidence and argument.	more sufficient evidence and argument.		and justified.
<p>SLO #4</p> <p>ELA student describes what he/she has learned about his/her personal leadership as a result of his/her Leadership Project work and how learning will inform future plans for personal/professional growth.</p>	<p>Student's description of personal leadership learning indicates that student is unaware and naïve.</p> <p>Student has incomplete understanding and is not yet able to act on what he/she understands and has learned.</p>	<p>Student's description of personal leadership learning is generally aware, reflective for the most part, and primarily integrous.</p> <p>Student demonstrates the potential and willingness to act on what he/she understands and has learned.</p>	<p>Student's description of personal leadership learning indicates that student is very aware, reflective, and integrous.</p> <p>Student is able and willing to act on what he/she understands and has learned.</p>	<p>Student's description of personal leadership learning indicates that student is deeply aware, very circumspect, and integrous.</p> <p>Student is able and willing to act on what he/she understands and has learned.</p>

Pepperdine University
Educational Leadership Academy
Program Evaluation Survey and Self-Assessment Cover Letter
June 2009

Dear ELA Candidate,

We are interested in learning about students’ personal and professional development as a result of their participation in the ELA program. Collective student responses will provide faculty with valuable insights for future program planning. You are invited to respond to the following questions. Participation in this survey is voluntary. All responses will remain anonymous unless otherwise indicated by the responding student. Surveys will be distributed and collected by the program director or a faculty designee in an envelope to protect confidentiality. Survey responses will be summarized for each question by the program director. The program director will properly dispose of the individual survey responses and share only the response summaries with ELA faculty for the purposes of future ELA program planning.

Thank you for taking the time to share your evaluation of your ELA program experience!

Dr. Linda Purrington, Academic Chair, ELA Program on behalf of ELA program faculty and staff

Candidate Evaluation of ELA Program and Self-Assessment

California Professional Standards for Educational Leaders (CPSELs)

Please evaluate the degree to which you feel your participation in ELA has prepared you to demonstrate practice that exemplifies each of the six standards.

1	2	3	4	5
Inadequate	Adequate	Good	Very Good	Outstanding

1. Standard 1

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

2. Standard 2

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. Standard 3

Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Standard 4

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Standard 5

Modeling a personal code of ethics and developing professional leadership capacity.

6. Standard 6

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. Cultural Diversity

A strong commitment to cultural diversity.

8. Technology

9. Overall Preparedness

To what degree do you feel that your ELA program experience overall has prepared you to assume a leadership position?

10. Quality of Instruction

11. Quality of Student Support Services

Please rate the quality of student support services that you received throughout the ELA program (Admissions, Financial Aid, Registrar, Program Administration, Career Development etc.)

12. Quality of Student Life

To what degree do you feel that community was nurtured within the cohort and as a part of the overall ELA student program experience?

13. Overall Program Satisfaction

How would you rate your satisfaction overall with your ELA program experience?

1. What elements of ELA do you feel were most beneficial to you?
2. b. What elements of ELA do you feel were least beneficial to you?
3. Please describe any changes to the program that you believe should be made.

Self-Assessment

We are interested in your professional and personal development as result of your ELA program experience. Please answer the following questions with as much detail as necessary.

1. What personal and professional changes did you experience as a result of your participation in ELA? Please share examples.
2. What were the most transforming experiences you had while participating in the ELA program?
3. What will you want to work on next to increase your effectiveness as a school leader? How might you do that?

Responses

[WLA ELA Program Student Evaluation Comments](#)

Survey Question #1 Leadership Vision:

- I had never addressed these issues before and now they are the center of my new existence
- Pepperdine's vision addresses the individual from the inside out-outstanding!
- The program allowed individuals to develop into authentic leadership roles. Coursework and instructors allow opportunities to grow into leadership.
- We did thorough work on vision and mission and I feel very prepared. Reading Covey and our work in Dr. Jackson's class was very helpful!
- You (ELA) have always worked toward a unified goal
- We had ample opportunity to discover and develop our own educational vision and relate it to our or other organizations
- The ELA program did a great job of instilling the importance of vision & assisting us in creating and communicating that vision. I think the implementation piece is where I feel least confident.
- I learned that without a vision, you have no basis for transformation.

Survey Question #2 Leading Learning:

- This concept was covered, discussed and unpacked in every class. Bravo!
- The professional growth I've gained at Pepperdine is invaluable.
- Our project was great for this! We also did PD work with Nancy Jenkins which was good.
- I feel I can assess a PD for its effectiveness. I would've liked to see more positive examples of effective PD & how to assess the needs of a school
- I feel strong about building a positive school culture that is conducive to my student/staff success

Survey Question #3 Management:

- I will continue to write grants & procure resources
- Courses & professors were always extremely knowledgeable and prepared.

- We discussed management vs. leadership, but we didn't get into the practical part of this as much. It would be helpful to have an acting principal visit to talk about how he/she does these using real examples.
- I could have really benefitted from more financial aid support to keep my account on track-experienced a significant amount of Pepperdine clerical error
- I don't feel fully prepared to accomplish this standard, but at the same time, believe it requires hands on experience to develop this area.
- Resources were always readily available, website was continuously updated, and staff was always helpful and courteous. This created a positive learning environment for me, which I would like to carry on to my school.

Survey Question #4 Collaborating with Community:

- The ELA program forced me to learn how to effectively communicate with families and community members. Way to go!
- Coursework allowed students to develop skills to work with diverse communities
- Not as much. Our project was great for this. Our diversity training with Dr. Jackson was awesome.
- It would be nice if there were a "call-aboard" for activities & events in addition to emails.
- Of the standards, I feel least confident in this one. I don't believe this standard was targeted, at least not explicitly, in our coursework.

Survey Question #5 Ethical and Personal Leadership:

- Before this program the question of ethics and educational leadership was not in my frame of thought. Now it is part of my thinking and reflective process.
- The Pepperdine staff models professional leadership in every aspect of their work.
- Great!

Survey Question #6 Social, Political, Economic, Legal, and Technological Forces:

- Prior to my ELA experience I hadn't given much thought to educational policy and now I believe I would make an excellent lobbyist in Sacramento or Washington DC. K Street here I come!
- SPELIT is a forte at this institution
- Learning and growing from the SPEL format
- The Environments class was inadequate-I do not feel prepared for this from ELA, so I will do my own work: We did cover this in other classes but this class was a real disappointment.
- This was emphasized. I would have liked to have had more informed class discussions about this.

Survey Question #7 Cultural Proficiency:

- I especially enjoyed both Dr. Jackson's readings and discussion on cultural proficiency and a Different Mirror, and Professor Jenkins SIOP activity and the readings by Geneva Gay.
- The cultural diversity courses & professors were excellent deliveries of the message/awareness.
- Two words: Dr. Jay! ☺
- ELA is very strong here!
- We had many opportunities to explore our own cultures and the way/s in which we relate to others.

- I feel this is an important area that was addressed across coursework & it was an area that I feel inspired to continue growing in.

Survey Question #8 Technology:

- I began the program very limited in my ability to use email, PowerPoint and conducting research via the internet. I would suggest offering a workshop prior to and during the first semester. The technology assistants in the library are excellent.
- I loved bringing my laptop to school & utilizing technology throughout my studies.
- Could use more tech, but I think it was ok.
- Some classes focused more on this than others
- I was glad to use Skype and Wiki, as well as technology in presentations. I feel more comfortable and knowledgeable with it.
- I don't feel I've gained much skill in this area. We used PowerPoint a lot, but would've been nice to get feedback from the professors about how to improve not just the content of our slides, but the effectiveness of its lay-out as well.
- I was given ample opportunities to use various modes of technology: Skype, wiki spaces, PowerPoint, video, editing, Microsoft word/excel and internet.

Survey Question #9 Overall Preparedness:

- I did not consider myself a leader before attending the program. Now I have participated in several leadership experiences and most importantly I can recognize the characteristics of an effective leader.
- I am now ready & prepared to "lead from any chair" (Zander & Zander)
- Program was excellent and a very good learning experience
- Thank you!
- You've given me some tools that I can use to continue to develop as I grow.
- I feel inspired; I wonder about my practical knowledge.
- I feel that I understand the difference between effective, dynamic leadership and ineffective leadership. Now it's just a matter of putting that knowledge to application.
- ELA had the ability to bring theories, texts, discussions, and research to life for me. All the professors were caring and understanding. I feel prepared as a leader who will grow even stronger.

Survey Question #10 Quality of Instruction:

- All of the professors were outstanding especially Dr. Schmeider-Ramirez, Professor Jenkins, Dr. Buffehr, Dr. Jackson, and Dr. Suhr. I did not enjoy the weekend collaboration with the Pasadena cohort-too much group think!
- I couldn't have chosen a better program!
- When teachers were really organized, the instruction was great-Dr. Suhr, Dr. Jackson, Dr. Buffehr. Some teachers had to revise the syllabus because it was old and incorrect, which seemed very unprofessional to me.
- It seemed that some instructors presented more passion in their subjects; others showed knowledge, but had less conviction.

- Overall, I enjoyed the knowledge & expertise that the professors provided. At times, though, I've felt that instead of diving into the text, we were asked to present the information to the class in groups. This was effective at times, but I think this strategy was overused. \
- The teachers/staff are always prepared and well planned, but the format of the "read -> present" almost became a redundant common theme.

Survey Question #11 Quality of Student Support Services:

a. Services deemed helpful:

- Career services, financial aid, and library technology services
- Career development services
- Financial aid, career services
- Availability of all resources
- Career services
- Student services
- Vicki Kim
- Career advisor/s, program administration in encouragement
- Online services with financial aid information
- 1) financial aid office, 2) career development

b. Recommendations to improve services:

- I remember everyone coming in during orientation, but perhaps they could revisit at the beginning of the winter/spring semester.
- To continue keeping/being up to date to compete with and prepare students for the demanding outside world (job hunt, etc)
- More consistent communication about deadlines for payment, graduation, etc. Also, if they can email our personal accounts it would really help.
- I could have really benefitted from more financial aid support to keep my account on track-experienced a significant amount of Pepperdine clerical error

Survey Question #12 Quality of Student Life

- The cohort was a remarkable experience. The cohesiveness of the group was incredible.
- The cohort gave me a sense of belonging-family, community, friendship...
- Our cohort was a real family! This was great!
- I love my cohort!
- We have an excellent sense of community! ☺
- I thoroughly enjoyed this experience with my cohort. We truly bonded, encouraged & supported one another through the process.
- My cohort became my friends

Survey Question # 13 Overall Program Satisfaction:

- I hated the first two months. I was very unhappy and confused. Intellectually I wasn't understanding my role, but by the second semester I really began to enjoy the experience
- Again I couldn't have chosen a better program!

- I've had a great year in ELA and I'm so glad I was a part of this program.

a. Most Beneficial Program Elements

- 1) Small cohort group, 2) attention from professors, 3) the physical environment/technology/classroom cleanliness, good parking and convenience of the bookstore.
- 1)action research approach to teaching & learning, 2) reflection piece, 3) cohort, 4)development of leader's from the inside out, 5)reflection class after final presentation (EDSM 652)-closure
- Transformational leadership negotiation
- Being able to develop into a leader through using the tools and support that the program gave
- The project was a great experience, most of the teachers were outstanding and the courses "und. Self &others" helped me prepare on a personal level for what being a leader means.
- Schedule of classes
- Teacher assistance in most areas
- The knowledge, the texts, the reflection, the collaboration
- Personal emphasis and attention each step of the way; encouragement to succeed
- The close knit atmosphere with the cohort & professors, the "Transforming organizations' course- all aspects of it were excellent: Dr. Suhr, the readings, class discussions, etc. There was continuity throughout the year, in terms of readings & course objectives. I enjoyed the weekend in Dr. Jay's class regarding negotiating. She brought in a guest speaker to conduct a negotiation simulation with us that left a lasting impression.

b. Least Beneficial Program Elements

- The schedule is a killer. You should make the portfolio due 1-2 weeks after the leadership presentation. It's hard to reflect while you're in the midst of everything.
- I believe I benefited from all the elements of ELA
- As mentioned, the "environments" class. I really hope you have someone teach the class that will give more input on the course goals. Learning about law/finance, etc is new to most teachers and we needed much more than we got.
- EDSM 652 would serve a better purpose at onset of program
- Sometimes needed more insight but only minimal
- Blackboard, the way the field experiences classes were set up-I felt as if there was something I was missing that the other half of my cohort was receiving.
- I would've preferred more teaching from professors & less presenting from peers. Although I learned beneficial information in the teaching and learning course, I would've preferred material that didn't seem to overlap with teacher credentialing coursework.
- Too many reflective papers that were time consuming. Reflection is good, but 6 reflective papers in one term, in addition to reading, and working on other papers-is far exceeding.

c. Program Recommendations:

- 1) move orientation a week before classes begin, 2) offer a technology workshop the summer before classes begin, 3) the portfolio should be due after the presentation of the leadership project 7-10 days so that you can actually reflect, 4)leadership project course should not have 2 instructors because one cohort did a lot more work than the other. It should be 1 class with 2 instructors, 5) more events like the charter schools. Also did you ever reschedule the grand writing workshop?

- 2) Change graduation ceremony to a date after the final presentation, 2) in-class course evaluations as opposed to on-line.
 - Some way to reconstruct the schedule so that graduation takes place after all work is completed.
 - Besides the class I just mentioned, I think everything else is great! Can graduation be when we're "really" done? The timing in June/July made finishing with energy & motivation a little tough
 - Graduation & oral presentations should be the culminating event, not EDSM 652
 - Classes before graduation not after, if possible
 - I really enjoyed the collaboration with the Pasadena group-that would be nice to see more unified learning.
 - Perhaps different professors from the fall to spring courses, to have the chance to interact with a greater variety.
 - I would like more constructive feedback about how we can improve our practice as leaders. AS the year progresses, it would be beneficial to hear how we're doing, how we've improved, how to continue improving. I know this was done through self-reflection, but I felt that we weren't given adequate feedback from all of our courses/professors.
- 3) ED 650 understanding and transforming organizations should move to spring or another term→ it's too overwhelming at the end! Most people turned in late papers. I'd rather have a "reflective class".
 - 2) I would suggest not scheduling classes next to holidays & being aware of LAUSD spring breaks/holidays since most students are from LAUSD.

Self Assessment Comments

1. Personal and Professional Changes

- I became more cooperative and more collaborative at my school site because I felt very sad that my principal has no vision, mission, or goals. Her incompetency was no longer going to be a hindrance to my students' success.
- I've embraced who I am in terms of my "strengths", I've resumed to setting goals, I now know where I've been, where I am and where I'm headed, ELA was a true life changing experience in every way (personally & professionally)
- I feel that I have grown over the process of the program. Working on the "project" allows me to grow and deepen my trust in others to fulfill a goal. Before I would do everything to make sure it is done right. Now I am in the position to work with individuals as equal team members.
- So many! I have changed both ways. Much more self aware, more developed in my educ & leadership philosophy & vision, ready to change & transform schools-not intimidated anymore ☺
- I've realized that I have already developed as a leader & that I have always had leadership potential in me. ELA has allowed me the chance to reflect & to see where I've grown through the years. I do more, I feel more empowered.
- Personally, I feel more capable of collaborating as a team on leadership projects. I have a better understanding of how I operate in these interactions. I feel more prepared and confident to seek a new administrative position and continue to grow professionally.
- The ability to identify effective & ineffective leaders. Courage to take initiative & not take "no" personally, but rather create ways of "getting to yes". A renewed sense of purpose as to why I

involved myself in the field of education in the first place. A greater comfort in presenting in front of others.

2. Most Transforming Experiences

- I understood the value of sustainability. I telephoned my former principal and thanked him for being such an extraordinary leader and how I recognized his strategies and methods throughout my coursework and readings.
- 1) Zander & Zander-allowing myself to step into a universe of possibility, giving an "A" & leading from any chair, 2) Levey-sharpening the saw, putting first things, 3)realizing that I have the potential to be a strong leader from any chair as long as I believe in myself
- Most transforming experiences I had with this program were my strength. First semester was extremely easy for me. Second semester was more difficult due to health issues, but hitting each deadline (4/13, 6/20 & 7/6) allow me to realize and embrace my strengths that I and others see in myself.
- Und self & others-our work w/Covey, strengths finder, Zanders & diversity, all of these were the most transforming for me personally. Working closely with the same class all year was also an excellent experience.
- Dr. Jackson's classes. Seriously.
- Sharing with my cohort members, through teamwork and collaboration-experiencing the unconditional support and high expectations of my professors.
- Believing that I could become an effective leader I didn't enter the program with ambitions to fill an administrative seat immediately, if at all, but now I feel inspired to...because I can.

3. Future Goals

- I want to focus on building community partnerships with organizations, businesses and parents. We used to have such vibrant partnerships at our school ,but our new principal neglected them because she essentially did not want to play the "politics" of growing relationships, but think re-establishing these relationships is essential if we are going to be a community school.
- I will go back to the classroom to teach all of the grades I haven't yet taught in order to become a true expert in teaching & learning. Then & only then, can I be an effective leader (administrator) who leads by example. "Where we've been shapes where we are & influences where we're headed" (deal, 2008) – leadership on a teeter-totter.
- Next component is developing the influence component to the next level. How I will achieve this is find unique ways to give students the medium to voice their dreams and concerns. My goal is to open up doorways to inner city kids and help empower them to find their position in society.
- I am going to continue to work with my principal to train for leadership, Take on new leadership roles, possibly more education in a year or so.
- Continue to look at my legacy-continue to grow, one day, one strength at a time.
- Continuing to translate my personal vision into action-among team members. By keep reflecting on my experience, stay connected with cohort members, professors. Thank you! ☺
- Continue my personal & professional growth. Involve myself in organizations where I can learn from mentors & colleagues with a common vision. Work on communicating more effectively and openly by sharing my thoughts, ideas, & opinions more freely with colleagues. Don't be afraid-but have faith in what I know & the new knowledge I've attained.

[Pasadena ELA Program Student Evaluation Comments](#)

Survey Question #1 Vision:

- Dr. Jungwirth did an excellent job of helping us form a vision. Dr. Kliewer took this to the project level. All professors stressed the importance of having a personal and professional vision.
- I am much more aware of the importance of vision and I actively think about it.
- I feel like I've grown in this area. I've not had any experience with this in the past and I felt like it is really vital to the process of leadership.
- Differing concepts from different professors regarding mission/vision was a bit confusing at times.
- Excellent directions given by Linda Jungwirth.
- The program did a very good job of allowing me to focus on my vision and align it to the vision of my school.

Survey Question #2 Leading Learning:

- I learned many things about myself and my leadership
- We learned this in Dr. Mayr's class when we discussed the curriculum concept of understanding by design. Dr. Jungwirth's class especially second semester really had us focus on culture.
- Differential coaching was an awesome approach to learn
- We focused a lot on school culture. I still have to work a lot in this area.

Survey Question #3 Management:

- Great first-hand experience
- Not really addressed much. That's probably ok, though, because I think these tend to be things that are appropriately covered in an "on-the-job-training" kind of environment.
- I would have liked more background in navigating HR related legal issues
- PowerPoint presentation working properly was always an issue.
- I have done a lot of work in this area over the last year.

Survey Question #4 Collaborating with Community:

- Helpful ideas. Great connections
- Could be better
- Lots of coverage
- Strategies for building relationships with community and community resources would be helpful.
- This is an area where I need to work a lot more in. The program worked a lot on culture, but not in gaining community support.

Survey Question #5 Ethical and Personal Leadership:

- All teachers model excellent professional leadership capacity
- Without this standard we would have had a difficult time completing our leadership project.
- The faculty was outstanding
- The program emphasized how important it is to develop this.

Survey Question #6 Social, Political, Economic, Legal, and Technological Forces:

- Good discussions on these topics
- Need more here
- Lacking in depth
- Some sort of group experience in this category would be great.
- Barner was excellent!
- This was a very eye opening part of the program. It was covered to a great degree.

Survey Question #7 Cultural Diversity:

- Again, I learned many things about myself
- Covered in multiple classes
- Go Jungwirth!
- This was covered to a great degree in the program.

Survey Question #8 Technology:

- We all learned to use PowerPoint
- Does PowerPoint count?
- We did not deal with technology to a great degree. I had a good understanding of the technology that we used.

Survey Question #9 Overall Preparedness:

- Great books & topics. Just what I wanted from this program...
- The ELA program was a wonderful experience that I would encourage others to utilize
- More practical application exercises would be better.
- I feel much more confident than I would have otherwise. I know I will make many mistakes as I take the next step, but I think I am prepared to make the right kinds of mistakes in the right ways.
- Loved this program!
- No wiki spaces!
- I have felt very supported in preparing for my future as a leader.

Survey Question #10 Quality of Instruction:

- Teachers love their work and the classes reflect that.
- There was a fair amount of confusion at times regarding expectations for assignments.
- Best educational experience I've ever had!
- Excellent staff information, shared knowledge & transformational leadership. Excellent, rigorous program!
- I benefited from each class.
- I feel the instructors had a real vested interest in the students, and we were treated with more respect than I am used to.

Survey Question #11 Quality of Student Support Services:

a. Services Deemed Most Helpful:

- Career services, resume building tutorial, interview skills, etc.
- IT department/ blackboard, etc
- Career development
- Career services & financial aid
- The faculty support and the university resources
- On-line services
- Didn't use any, really
- Emailed information
- Financial aid
- I am planning on using the career department to help me re-write my resume.
- Blackboard, financial aid, admissions
- GSEP professional support-resume
- Career development

b. Recommendations for Improving Support Services:

- Better response for admissions. I had to follow up, even though I was told that someone would call me about being admitted. I also had a problem with my payment being processed –the employee was rude.
- Nothing
- Technical issues

Survey Question # 12 Quality of Student Life:

- Great cohort/wonderful experience
- Great group of people to work through this process with.
- The cohort experience was a powerful catalyst for my learning and growth.
- Changed the collaboration of our organization!
- Great cohort.
- I liked working with the west LA cohort, too.
- This was the strongest part of the program for me.

Survey Question #13 Overall Program Satisfaction:

- Great program...
- I feel I have grown tremendously as a result of this program.

a. Most Beneficial Program Features:

- Once a week classes and one weekend class fit my busy schedule comfortably. The high quality caliber of professors knowledgeable in the field. The cohort experience.
- Saturday classes (long periods)
- The cohort. It helps to go through a program where you know you will also have the support from other students.
- The overall experience was beneficial; working with people who belong to the same company helped to apply the concepts in the program better.

- Instructors/reflections
- The law aspects and the hands-on project
- The reflection process was crucial
- Education law, vision, budgets
- I felt that the real life application of the concepts that we learned about were the most beneficial to me
- The practical application of some of the theories presented in the various classes.
- Cohort relationship, location, course load/work
- Thinking about educational vision. The process of developing & implementing a fieldwork project.
- The cohort aspect
- Group discussion. Engaging work with colleagues. The encouraged reflections.
- Cohort based learning. Leadership developed readings and projects.
- Vision, mission, developing leaders, field work project, creating a team.
- The support of being in a cohort.
- Barner's class was great, so was the entire leadership portfolio experience
- Standards, Shared knowledge of transformational leadership, mission/vision & creation of them.
- Coaching others/building leadership in others.
- Personal leadership reflection. Collaboration with other leaders.

b. Least Beneficial:

- The overlap of assignments due per class on the same day was difficult to adjust to.
- There was too much emphasis on cultural sensitivity, etc. I feel that the subject has been addressed in our credentialing classes-maybe just have it one class?
- We discussed cultural proficiency A LOT. Other things were also redundant when we could have been applying knowledge.
- I felt the "understanding self & others" course wasn't real dep. I think there were valuable things discussed, but too much time spent on too few concepts.
- The "teaching & learning" course didn't feel as relevant as the other courses.
- Some of the reflection and cultural awareness activities/projects seemed repetitive and not needed.
- Curriculum-understanding by design
- The cultural proficiency, while important, was way overstated.
- None

c. Recommended Program Changes:

- Include an internship program or actual work time alongside a current administrator out in the field. I would have liked to experience a "hands on" day as a school administrator.
- None
- Needs more real life applications provide example that have occurred in school district and how leaders overcame the obstacles.
- See part b. second comment.
- I would switch the fieldwork class & the understanding self and others class so that fieldwork gets the Friday night Saturday slot and understanding self gets the Thursday night slot. I think there's more value in spending a longer period on fieldwork.

- Graduation at the END of the program would be SO great! More of a celebration ☺
- Additional emphasis on legal issues affecting school site management. Case study practicum's to strengthen judgment, and decision-making ability.
- Re-assess the course "understand teaching and learning" too many assignments-not necessary.
- See part b. 8th comment.
- Work with the other cohort each semester.

Self Assessment Comments

1. Personal and Professional Changes:

- Personally: I changed the way I frame situations. There are many angles to any given event, interaction, behavior, or product. I always need to take a step back, reflect, and reframe the situation to suit the needs of a positive environment, while addressing the issue at hand in an informed manner. I have the power of "CHOICE" which is the single most effective way to reframe situations and make of them what is needed to be productive and positive. Professionally: I have become a more professional, prepared, holistic leader. My purpose as an educational leader is to empower others and allow them to give way to their passions and dreams. I think this has been the focus of our program...it's to build strong relationships based on trust. The program has certainly given me ideas of how to build those relationships and trust.
- I am much more aware of how my actions or reaction can affect everything.
- I have grown as a leader. Learning the concept of leading from any chair and growing leaders has impacted me to be deliberate in doing these.
- Learned to listen first and speak later; develop a connection and rapport with the staff and team; create momentum; create influence.
- More able to make well thought out decision in reference to stuff. Reflected on learning prior to making decisions.
- I obtained a leadership role during the course of the program. I think the main difference is how actively I think about my role and what I want to do and achieve as a leader.
- I am aware of my leadership style and how it needs to be altered to meet the needs of the people I support. I know now that I may have to say things differently to different people to get the message across. On a personal note I understand that I have to value each day.
- Experimental with leading stuff professional development on cultural diversity
- I feel that learning about cultural diversity helped me better work with staff in regards to meeting the needs of our diverse student population
- Some personal and professional changes include: 1) Listening more to staff and brainstorming together to address challenges. 2) applying the human element to the decision making process
- I feel like I have a firmer grip on big picture things.
- Increased vulnerability/transparency. Greater focus on relationship building. Shift from only managing to balance with leadership.
- Immense change. Excellent program!
- Learning to seek balance. Learning to be on the dance floor & watch/ lead from the balcony. More & more self-reflection. Able to truly articulate my mission/vision for my leadership.
- A much more in depth understanding of leadership and organizational transformation. For me this was the program's strength and I was very satisfied with the curriculum and instruction.
- Developing professional learning communities.

- I always thought that I would need to have all the information to be successful as an administrator. I have learned that relationship building, trust and empowerment are equally or more important than having all the answers.
- Learning about transformational leadership & the positive seeds that I can now plant in others to grow-as well as see myself grow forever.
- I have become more aware of my strengths and weaknesses as a leader.

2. Most Transforming Experiences:

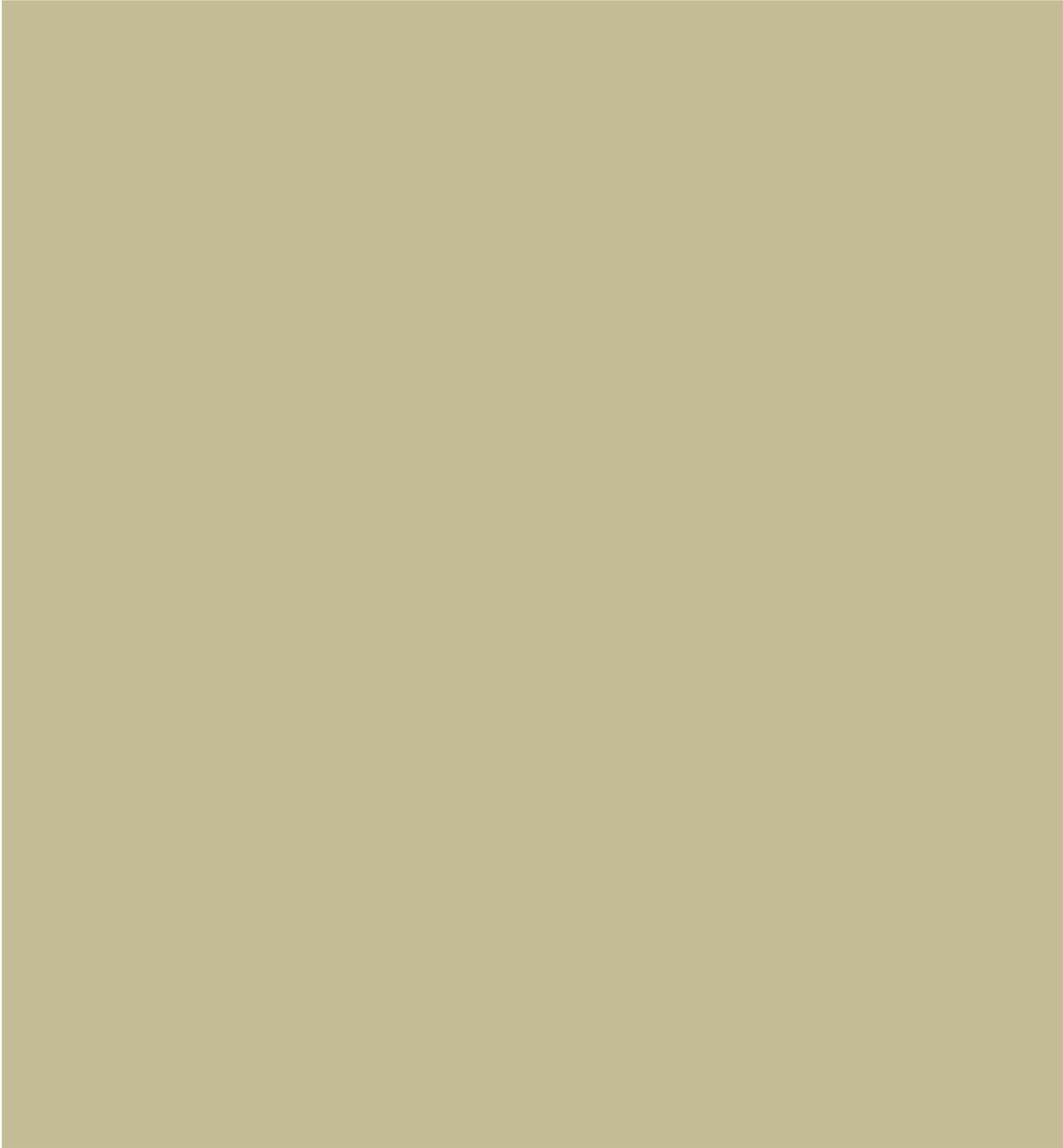
- Through the leadership project I evolved into a leader that can elicit school collaboration through upholding a collective vision and who can inspire others to live in their full potential. The cultural proficiency components of our classes helped me recognize the need to be open-minded, continuously seek to understand others and myself, and make adjustments to my style to fit the needs of students.
- Learning about Trail of Tears and the impact that had on my understanding of culture.
- The cultural part of this program has really motivated me to work on incorporating more instructional strategies that will work for all students. One thing that I have practiced this year is “wait time” for student responses.
- Learning to create change and having people in the team to follow.
- The ability to see myself as a leader.
- The project process because I learned so much about myself.
- Surprisingly it was at the end in writing my reflective papers for Dr. Killian and my legacy statement. I realized that it all made sense, from my first job to where I am now.
- Developing personal and professional visions
- I felt that the cohort system gave us the opportunity to feel comfortable enough for genuine participation
- The importance of trusting relationships
- Leading from any chair. Rule no. 6. Empowering those around me.
- The fieldwork project. Experiencing such profound collegiality. The feedback & sharing & processing...such growth comes from this!
- Reading and discussing leadership and organizational principles and practices. Working in small groups to discuss and present on key topics.
- Alternate experiences were awesome! Had I not done this I would have missed out on so much.
- Being able to bounce ideas, thoughts & experiences off of the group & professors.
- Growing close to my cohort. Creating a safe learning environment.
- Creating and focusing on my own mission/vision and sharing that with my staff-seeing it grow and take off. Creation of new leaders through my support.
- Looking at my vision and aligning my life with the vision.

3. Goals for Future:

- I would like to gain more experience as an administrator, so I would like to seek opportunities where I can gain more “hands on” practice. I would like to network with other school leaders so that we may continue to develop as professionals and work in collaboration. I will utilize the standards for administrator to develop professional development and activities for those I work with, so as to be a well-rounded leader. I would like to grow other leaders by entrusting school needs, tasks, and providing leadership opportunities for them. I would like to mentor teachers. I

would like to put into practice the concepts I learned in the ELA program (i.e. work under the premise of a collective vision, build strong, trusting relationships, grow leaders, entrust others, push momentum for growth, work as a team, and embrace student learning at the forefront of all school functions, etc.)

- Developing a clear vision that will drive my leadership. I do that by listening to others and to myself.
- Building other leaders, continuing my own education, professional development-I'm always looking to be better and do better.
- Take time to reflect during the day.
- I like practical experiences or situations so I would like to practice more of those but I'm not sure how.
- I will work on implementing all the knowledge that I take from the ELA program
- I am working on establishing a solid accountability system for my teachers and myself. I want to learn more about data because it has such an influence of progress.
- Networking, relationship with colleagues outside of my current organization.
- A.) Clearing my credential, B.) classes at a university
- Managing crisis. Budget issues.
- Setting new priorities. Re-clarifying department goals.
- Building a teacher training program to maximize the potential of staff and create the type of culture grounded on discipline, high expectations, positive attitudes, and student success. By using resources from the Pepperdine program to change or add training components to target key school goals.
- Learn more about school law.
- Having more confidence in my own abilities. Take more chances, continue my educational journey.
- Use the skills learned to create a positive environment.
- I will be intentional about pushing my vision and gaining others that share the vision.



Educational Leadership, Administration and Policy Program (ELAP, EdD Degree)²

ELAP Introduction

Internal context. The Educational Leadership, Administration, and Policy (ELAP) Doctoral Program is offered by the Graduate School of Education and Psychology (GSEP) at Pepperdine University. Student orientation takes place at the Malibu Campus and the subsequent face-to-face course sessions are located at the West Los Angeles Graduate Campus. The online learning is supported by SAKAI Courses. ELAP affords candidates the opportunity to earn an Ed.D. degree and to complete the course work requirements for the California Clear Professional Administrative Services Credential. ELAP will celebrate ten years of existence this summer. ELAP originated as an Educational Administration concentration. Prior to ELAP, Educational Administrators participated in the Institutional Management Ed.D. program, which enrolled educators and leaders from the private sector.

The ELAP program faculty members are committed to continuous improvement and program accountability. A summary of the major ELAP program course action changes approved and enacted in the 2010-2011 academic year includes the following:

- 1) Expanded the research methods course from one to two courses to give quantitative and qualitative research methods content more and more balanced attention.
- 2) Expanded the human endeavor course into two courses, one that focuses on leading learning and the other on family and community partnerships in support of learning.
- 3) Increased the cultural proficient leadership course by one unit to give this important topic more attention.
- 4) Organized the Capstone Seminar students into smaller coaching circles to provide greater support for student learning.
- 5) Eliminated three one-unit courses.
- 6) Updated course titles and descriptions to reflect more relevant subject matter.
- 7) Re-sequenced a few courses to create a more articulated and meaningful learning experience for students.

External context. The program mission of ELAP is to prepare principled, possibility thinking, culturally proficient and results-driven leaders that are capable of envisioning, creating and sustaining powerful learning communities in which purpose is shared, leadership capacity is intentionally developed, and improvement efforts are ongoing.

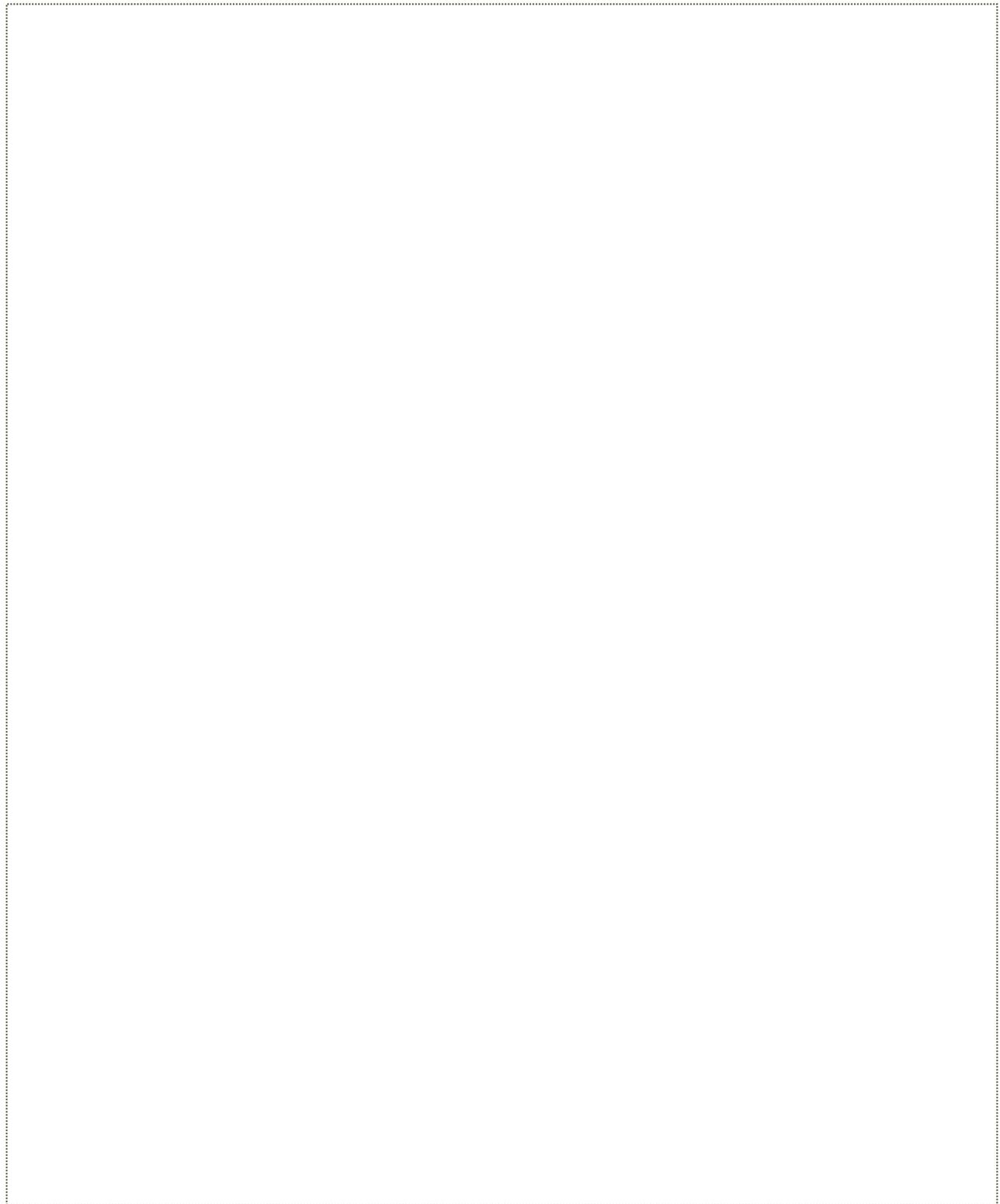
ELAP program goals and student learning objectives are designed to support the ELAP program mission and vision, and are informed by the California Professional Standards for Educational Leaders (CPSELs), the California Commission on Teacher Credentialing (CCTC) Educational Administration Program Standards for Credential Candidate Preparation program accreditation, and the Interstate School Leaders Licensure Consortium (ISLLC) National Standards. The goals of the ELAP program are to prepare educational leaders who promote the success of all learners by:

² Compiled by Linda Purrington, Program Chair

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Modeling a personal code of ethics and developing professional leadership capacity
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Inherent in the ELAP educational goals is a strong commitment to cultural proficiency and the use of technology tools. Also inherent in the ELAP educational goals is a commitment to service, moral purpose, and possibility thinking.

ELAP Program Student Learning Objectives (PSLOs) are aligned with the ELAP program mission and are aligned with the University's and the Graduate School of Education and Psychology mission as related to purpose, service, and leadership. Within each of these three categories, ELAP PSLOs are further related to the categories of knowledge and scholarship, faith and heritage, and community and global knowledge and practice. ELAP Table 1 depicts the 15 PSLOs for the ELAP Program.



The ELAP Program integrates doctoral degree and credential course work. Eligible candidates may dual enroll and earn an Ed.D. degree and complete California Clear Professional Administrative Services Credential course requirements. ELAP is delivered in a 60:40 blended model and is accessible to

students in California and outside of California, nationally and internationally. The ELAP program is structured to support the participation of candidates who are employed full-time. ELAP Program curriculum addresses California and national professional leadership standards and prepares graduates to serve in leadership and administrative positions in Pre-K through graduate education. The ELAP curriculum focuses on preparing educators to lead diverse communities with a focus on continuous learning and program improvement.

ELAP Analysis of Evidence

ELAP curriculum matrix. Tables 2 and 3 depict the 15 ELAP Program Student Learning Objectives as introduced, practiced, and mastered throughout the ELAP curriculum.

**ELAP Table 2: Program Student Learning Objectives Curriculum Matrix
Purpose and Service Component**

Note. I = Introductory (knowledge and skills introduced), P = Practice (skills developing with supervision), and D = Mastery Demonstration (graduation ready).

Program Student Learning Outcomes (PSLOs)	Courses & Numbers →																			
	A/1a	7/40	7/29	7/41	A/1a	7/42	7/75	7/76	7/54	7/85	A/1a/c	7/50	7/34	7/24	7/14	A/1a	7/62	7/87	7/91	
Purpose																				
PSLO 1: ELAP students, as educational leaders, will promote the success of all learners within their learning communities by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by their learning communities.	I P	P	P	P	P	P	D										P			
PSLO 2: ELAP students will continuously examine the role of faith and personal beliefs, values, and assumptions in their professional practice for the purposes of personal and professional growth and development.	I P	P	P	P	P	P	D							P						
PSLO 3: ELAP students, as educational leaders, will promote the success of all learners within their learning communities by modeling culturally proficient leadership practices and actively promoting and supporting culturally proficient beliefs, values, policies, and practices within their learning communities.						P	P	D		I P							P			
Service																				
PSLO 4: ELAP students, as educational leaders, will promote the success of all learners within their learning communities by ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.						P	P	D							I P					
PSLO 5: ELAP students, as educational leaders, will promote the success of all learners within their learning communities by advocating, nurturing, and sustaining a learning community culture and instructional program conducive to student learning and staff professional growth.						I P	P	P		P							D			
PSLO 6: ELAP students, as educational leaders will plan, implement, and interpret the outcomes of a Participatory Action Research project in which they lead a compelling, research-based, and results-oriented change initiative in collaboration with others and for the purposes of addressing a compelling problem, need, and or opportunity within and/or related to their learning community.							I	P	D											
PSLO 7: ELAP students will identify their talents and signature strengths and use them in their professional leadership practice to serve others.	I P	P				P	P	D							P					
PSLO 8: ELAP students, as educational leaders, will help others within their learning communities to identify and use their talents and signature strengths in service to others.	I P	P				P	P	D						P			P			
PSLO 9: ELAP students, as educational leaders, will promote the success of all learners within their learning communities by collaborating with learning community members, responding to diverse community interests and needs, and mobilizing community resources.							P	P	D		P				P		I P			

ELAP Table 3: Program Student Learning Objectives Curriculum Matrix Leadership Component

Note. I = Introductory (knowledge and skills introduced), P = Practice (skills developing with supervision), and D = Mastery Demonstration (graduation ready).

Leadership																				
PSLO 10: ELAP students will generate and disseminate well-designed and well-implemented research that addresses compelling topics in education and that contributes meaningfully to the existing body of research literature.				I	I	D				I	I								P	D
PSLO 11: ELAP students will interpret, generate, and utilize data and research to inform leadership decisions and practices.				I	P	D				I	I				P	P			P	D
PSLO 12: ELAP students will generate and disseminate doctoral program level scholarly writing.		I	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	D	D
PSLO 13: ELAP students, as educational leaders, will promote the success of all learners within their learning communities by practicing principled leadership and by developing professional leadership capacity.	I	P		P	P	D								P	P					
PSLO 14: ELAP students, as educational leaders, will promote the success of all learners by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.				P	P	P	I	P							P	P			D	
PSLO 15: ELAP students will provide leadership for creating, promoting, and sustaining a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all learners.		I	P	P	P	D	P	P	P	P	P	P	P	P	P	P	P			

PSLO five year assessment plan. The ELAP PSLO Five Year Assessment Plan appears in Table 4 and was developed in 2010-2011; it describes the assessment of three ELAP PSLOs each year through 2015, the direct and indirect evidence that will be collected and analyzed to assess each PSLO, and identification of persons who are responsible for evidence analysis, reporting of findings, and for closing the loop. **The ELAP Appendix** represents five indicators of ELAP program quality.

ELAP Table 4: Program SLO Five Year Assessment Plan

PSLO#	Year Assessed	Direct Evidence	Indirect Evidence	Who Is Responsible for Analysis and Report?	Who Is Responsible for Closing to Loop?
Vision	2015	PAR Portfolio & Presentation	EDEL 740 A/B, 729 A/B, 700 A/B, 741 & 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 740 A/B, 729 A/B, 700 A/B, 741 & 774-776 Professors
Faith & Values	2014	PAR Portfolio & Presentation	EDEL 740 A/B, 729 A/B, 741, 724 & 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 740 A/B, 729 A/B, 741, 724 & 774-776 Professors
Cultural Proficiency	2012	PAR Portfolio & Presentation	EDEL 785, 700 A/B, & 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 785, 700 A/B, & 774-776 Professors
Operations	2013	PAR Portfolio & Presentation	EDEL714 & 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL714, 775-776 Professors
Learning	2012	PAR Portfolio and Presentation	EDEL 700A/B 774-776, & 785 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 700A/B 774-776, & 785 Professors
PAR	2011	PAR Portfolio, Final Report & Presentation	EDEL 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 774-776 Professors and ELAP Faculty
Strengths	2015	PAR Portfolio and Presentation	EDEL 740 A/B, 729 A/B, 724, & 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 740 A/B, 729 A/B, 724, & 774-776 Professors
Building Capacity	2015	PAR Portfolio and Presentation	EDEL 740 A/B, 729 A/B, 700 A/B, 724, & 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 740 A/B, 729 A/B, 700 A/B, 724, & 774-776 Professors
Community	2012	PAR Portfolio and Presentation	EDEL 700 A/B, 785, & 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 700 A/B, 785, & 774-776 Professors
Generate & Disseminate Research	2014	PAR Final Report and Presentation, Capstone Paper and Presentation, and Dissertation and Final Defense	EDEL 774-776, 730 A/B/C, 734 A/B, 787, & 791 Course Work	Academic Chair, PAR Professors, Capstone Professors, Dissertation Chairs and ELAP Faculty Committee	EDEL 774-776, 730 A/B/C, 734 A/B, 787, & 791 Professors
Interpret and Apply Data and Research	2011	PAR Final Report and Presentation, Capstone Paper and Presentation, and Dissertation and Final Defense	EDEL 774-776, 700 A/B, 730 A/B/C, 734 A/B, 787, & 791 Course Work	Academic Chair, PAR Professors, Capstone Professors, Dissertation Chairs and ELAP Faculty Committee	EDEL 774-776, 700 A/B, 730 A/B/C, 734 A/B, 787, & 791 Professors
Scholarly Writing and Presentation	2011	PAR Final Report and Presentation, Capstone Paper and Presentation, and Dissertation and Final Defense	All ELAP Course Papers and Presentations	Academic Chair, PAR Professors, Capstone Professors, and ELAP Faculty Committee	EDEL 729 A/B, 730A, 787 Professors and ELAP Faculty
Principled Leadership	2014	PAR Portfolio and Presentation	EDEL 740 A/B, 729 A/B, 724, & 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 740 A/B, 729 A/B, 724, & 774-776 Professors
Policy & Environments	2013	PAR Portfolio and Presentation	EDEL 741, 754, 762, & 774-776 Course Work	Academic Chair and ELAP Faculty Committee	EDEL 741, 754, 762, & 774-776 Professors
Technology	2013	PAR Portfolio and Presentation	All ELAP Course Work	Academic Chair and ELAP Faculty Committee	EDEL 729 A/B, 774-776 Professors and ELAP Faculty

Student profiles. The following charts depict ELAP student gender, ethnicity, professional position, and geographic origin over the past five years. Thirty percent of the ELAP students in Cohorts 5-9 are male and 70% are female (see ELAP Table 5). Slightly more than 50% of the ELAP students in Cohorts 5-9 are students of color and slightly less than 50% of the students are White (see ELAP Table 6). Of the students of color, 62% are African American, 28% are Latino/a, and 10% are Asian American or Pacific

**ELAP Table 5 Student Gender
2007-2011**

Cohort & Year	Male	Female
C5 2007	5	7
C6 2008	6	16
C7 2009	4	13
C8 2010	5	10
C9 2011	4	9
Total	24	55

ELAP Table 6: Student Ethnicity 2007-2011

Cohort & Year	African American	Latin o/a	Asian	Pacific Islander	White
C5 2007	1		1		10
C6 2008	9	1			12
C7 2009	8	4	1	1	3
C8 2010	5	3			7
C9 2011	2	3	1		7
Total	25	11	3	1	39

Islander. The majority of ELAP students in Cohorts 5-9 (56%) are K-12 site administrators. Ninety percent of the students work in K-12 education. Approximately 6 % of the students work in colleges, and approximately 3% of the students are self-employed or employed by educational businesses (see ELAP Table 7). The majority of ELAP students in Cohorts 5-9 are from California (85%). Approximately 13% are from states other than California and approximately 3 % are from international locations (see ELAP Table 8). The gender, ethnic, age, professional position, and geographic origin diversity of the ELAP cohorts creates vibrant cohort learning communities with multiple perspectives and experiences.

ELAP Table 7: Student Employment 2007-2011

Position	C5	C6	C7	C8	C9	Total
District Administrator	1	5	2	1		9
Site Administrator	8	9	8	11	8	44
Specialist		1	2		1	4
Teacher on Special Assignment		4	2	2		8
Classroom Teacher	1	2	1		2	6
College Administrator			2	1	1	4
Professor	1					1
Self-Employed Ed. Business	1	1				2
Employed by Publishing Company					1	1

The curriculum and learning environment. The ELAP program is current and offers sufficient depth and breadth of learning as related to the Ed.D. degree and Professional Clear Administrative Services Credential. Program improvement is continuous and ongoing. The most recent changes made to the ELAP program were implemented in 2010 and were informed by curriculum mapping efforts and

student feedback. These changes were designed to improve program relevance, course sequence, course/learning articulation, student research, and student writing. The Personal Leadership and Information and Communication Technology course curricula in the ELAP program were integrated and the courses were team-taught. The curricula expanded to include an introduction to scholarly writing. Personal leadership development was further weaved into the curricula of the six-term Participatory Action Research (PAR) strand.

Policy was given greater attention within the Participatory Action research strand, specifically the potential that PAR work has in terms of influencing policy and related practice. The Social, Political, Economic, Legal, Intercultural, and Technological (SPELIT) Environments course was moved from summer term of the first year to spring term of the first year to better align with national conference experience that supports SPELIT curriculum. Introduction to dissertation research was moved from spring to summer term of the first year to provide students with more PAR-focused foundation learning. The final PAR course was revised to culminate in a conference event in which students present their PAR study outcomes and learning and lead conversations around interesting aspects of their PAR work with faculty, second year colleagues, and first year students. In addition, Comps was replaced with the Research Capstone Seminar and the focus of the Seminar shifted to a presentation of students' expertise around their dissertation area of focus, specifically a paper and media presentation of their dissertation chapter two literature review. The Capstone course final session is now conducted in a conference format with faculty panels and second and first year student observers.

ELAP Table 8: Student Geographic Origin 2007-2011

Geographic Origin	California	States Other than California	Outside of United States
C5	7	4	1
C6	20	2	
C7	15	1	1
C8	15		
C9	10	3	
Total	67	10	2

Course sequence strands and availability. The ELAP curriculum is organized into six strands including: a) Personal/Culturally Proficient/Ethical Leadership and Building Leadership Capacity, b) Communication/Information Technology and Scholarly Writing, c) Participatory Action Research, d) Environments and Policy/Shaping and Transforming, e) Leading Learning and Mobilizing Community in Support of Learning, and f) Research, Data, and Dissertation Study. These strands of study thread throughout the two years of course work. Candidates enroll in ELAP as members of a cohort and continue with the same cohort colleagues throughout their ELAP program experience.

External review. ELAP participates in the California Commission on Teacher Education Credentialing Accreditation (CCTC) program. CCTC accreditation requires ELAP to collect data annually, engage in program improvement, report biennially, submit a program assessment report every 5 years, and participate in an external site review. ELAP is scheduled for a CCTC site review this academic year on April 1st- April 3rd, 2012. ELAP also participates in the WASC Accreditation Program. WASC requires ELAP to collect data annually, engage in program improvement, report annually, participate in a five year self-study, and participate in a WASC site visit. ELAP is scheduled for a WASC site visit in September, 2012.

ELAP is unique in comparison to other private and public EdD programs in California. ELAP provides an integrated degree and credential curriculum. The ELAP program model is blended with 60 percent of instruction face-to-face in an intense weekend format and 40 percent of instruction online, utilizing asynchronous and synchronous means of learning activities. This model provides for candidate participation from within and outside of California.

The ELAP curriculum engages candidates in five terms of Participatory Action Research (PAR) in which they plan, implement, evaluate a PAR study in collaboration with others at their respective work sites. While engaging in PAR study, candidates apply and reflect upon all of their ELAP course learning. Candidates are organized into Learning Circles within the cohort in order to serve as critical friends for one another. Learning Circles provide a forum for critical constructive reflection. The looping of the PAR courses provides a unique opportunity for students to study and develop their leadership capacity and the leadership capacity of their learning communities over time.

ELAP students are provided with explicit scholarly writing instruction and support workshops. They are introduced to dissertation study at the end of their first year of study. Candidates develop a draft of their first and second dissertation study chapters during their second year of course work and they present their literature review as a culminating Research Capstone Seminar project to a faculty panel. The research strand is quite comprehensive and includes: Introduction to Dissertation Research, Qualitative Research Methods, Qualitative Data Analysis and Interpretation, Quantitative Research Methods, Quantitative Data Analysis and Interpretation, and the aforementioned culminating Research Capstone Seminar.

Measures of effectiveness.

Mid-course formative evaluation. Mid-course formative evaluations are conducted for all new professors and for all professors who are teaching a course for the first time. The results of the mid-course evaluations are reviewed immediately by the ELAP Academic Chair and shared with the professors so that they can use the feedback to inform their planning and instruction for the remainder of the term.

Summative course evaluations. Summative course evaluations are conducted for all courses at the end of each term.

Faculty formative discussions. ELAP full-time faculty connect weekly and or bi-weekly to discuss ELAP student performance and well-being and to address program-related business. Formal meetings with full-time and part-time faculty are scheduled every two months. These meetings are held face-to-face

and virtually to provide access to everyone. An agenda is sent in advance with a request for any additional agenda items and minutes are provided as follow-up. Meeting records are archived in a SAKAI Course section for access anytime. Also archived in the same Sakai section are other ELAP communications, course syllabi, booklists, assignment lists, schedules, faculty assignments, and other resources. Faculty formative discussions of pedagogy serve to inform instructional planning and program improvement efforts. A recent example of such a discussion occurred at the ELAP November 16th, 2011 faculty meeting. At that meeting, the focus of the conversation related to strategies for differentiating the curriculum to meet students' diverse learning needs and interests.

Formative student feedback. The ELAP Academic Chair teaches in the ELAP program and regularly touches bases with students each term to see how they are doing and to provide an opportunity for sharing positive experiences, needs, concerns, ideas, and recommendations. This generally occurs during face-to-face sessions, but students are invited to communicate with the Academic Chair at any time.

ELAP program student survey. ELAP candidates are surveyed at the end of their two years of course work with regards to the quality of their academic experience and support services. This information is discussed by ELAP faculty and used to inform program improvement efforts. For example, survey findings from July 2011 identified school finance as an area that candidates would like more in-depth information. This topic is currently under discussion and faculty members are exploring ways in which they might provide candidates with more in-depth learning.

Thirteen ELAP students responded to the ELAP Program Evaluation Survey (See ELAP Appendix A) upon completing their core course work in 2010 and ten ELAP students responded in 2011. Table 9 summarizes the mean ratings for each of the 17 survey categories.

The survey rating scale ranged from 1-5. 1=inadequate, 2=adequate, 3=good, 4=very good, and 5=outstanding. Mean ratings in 14 of the 17 categories improved from 2010-2011. Mean ratings in 2 of the 17 categories remained the same and the mean rating for one category decreased. Personal leadership was identified as a program strength as noted by mean ratings in categories 1, 2, 5, and 14. Developing partnerships with families and community members in support of student learning was identified as an area for improvement. We have addressed this need by designating a two unit course specifically for this purpose. This course, EDEL 770B will be enacted spring term 2012.

Other experiences. ELAP students attend the American Association of School Administrators' national conference during their first year of the ELAP program in concert with their Social, Political, Economic, Legal, Information, and Technology Environments course. Guest speakers are invited to present within courses and across cohorts on key topics of interest and relevance. ELAP students are also afforded the opportunity to join Organizational Leadership students for international trips.

Student Learning and Success. ELAP students are achieving desired learning outcomes at expected levels of learning as determined by assessment of ELAP Program Student Learning Objectives. Seventy-nine of the 82 students (96%) who have participated in ELAP between 2007 and 2011 have been successfully retained in the ELAP program. Ninety-six percent of the ELAP students who have

participated in two years of core course work and attempted the Capstone Seminar have completed successfully. Forty-one percent of ELAP students who have participated in dissertation study for more than one full year have completed their final defenses and have graduated or are completing their manuscript review process and will graduate soon thereafter. Approximately 39% of the ELAP students who have completed their course work and Capstone Seminar have advanced in their careers. One hundred percent of the students who enrolled in the Clear Credential program completed the Clear



Credential course work.

Evidence. Following is evidence related to ELAP student course work and dissertation completion rates, Student Learning Objective assessment data, ELAP Program Quality Indicator findings, Noel-Levitz Adult Satisfaction Survey findings and response, and Clear Credential Candidate completion rates.

ELAP course work and dissertation/Ed.D. completion rates. Three of the five cohorts enrolled from 2007-2011 have completed ELAP core course work and are engaged in dissertation study. Two of the five cohorts are in their first or second year of course work. Table 12 depicts the number of ELAP course work completers and the number of dissertation/degree completers for Cohorts 5-9.

It was anticipated that more C5 students would have completed their dissertation and degree requirements at this point in time. However, eleven of the students in this cohort changed positions/advanced during course work or during dissertation study. This has been exciting but has also

influenced their pace in terms of completion. Also it is interesting to note that students in C6 and C7 are progressing more quickly than students in prior cohorts and it is believed that this is due to the pre-dissertation instruction and support that has been built into the course work. Students now complete a rough draft of Chapters 1 and 2 by the time they complete their ELAP course work and formally enroll in dissertation study. This is an important advance in the structure of the ELAP Program

ELAP Table 11: SLO #6 Evidence for Cohorts 5-7

ELAP SLO #6 Participatory Action Research Rubric	Progress is Directed Towards Expectations 1			Approaches Expectations 2			Meets Expectations 3			Exemplary 4		
Grade/G.P.A.	D			C			B			A		
Cohort	C5	C6	C7	C5	C6	C7	C5	C6	C7	C5	C6	C7
EDEL 774-776 Course Work	1						1	3	2	10	19	15
PAR Portfolio	1						6	10	2	5	12	15
PAR Final Report	1				3		6	3	1	5	16	16
PAR Presentation	1						5	3	3	6	19	14
PAR Defense	1						5	3	3	6	19	14

ELAP Program Focus PSLOs for 2009-2011

ELAP Focus PSLOs for 2009-2011 were PSLO # 6, PSLO #11, and PSLO #12:

PSLO 6-ELAP students, as educational leaders will plan, implement, and interpret the outcomes of a Participatory Action Research project in which they lead a compelling, research-based, and results-oriented change initiative in collaboration with others and for the purposes of addressing a compelling problem, need, and or opportunity within and/or related to their learning community.

- PSLO 11-ELAP students will interpret, generate, and utilize data and research to inform leadership decisions and practices; and
- PSLO 12-ELAP students will generate and disseminate doctoral program level scholarly writing.

**ELAP Table 10: Course Work and Dissertation/Ed.D. Degree Completion Rates
for Cohorts 5-9**

Cohort	N = Cohort Members	N = Course Work Completers	Course Work Completer Notes	N = Dissertatio n/Ed.D.	Dissertation/Ed.D. Notes
C5	12	11	1 student is on a leave of absence	3	In third year of dissertation study. 5 students passed Prelim Orals.
C6	22	22		11	In second year of dissertation study. 17 students have passed Prelim Orals
C7	17	15**	2 students are in the process of completing final capstone project	0	In first year of dissertation study. 6 students have passed Prelim Orals.
C8	15	In Progress		0	In second year of course

ELAP Table 12: SLO #6 Evidence by Ethnic Group for Cohorts 5-7

Cohort & Year	African American			Latino/a			Asian			Pacific Islander			White		
	D	M	E	D	M	E	D	M	E	D	M	E	D	M	E
SLO #6 Expectations															
C5 2007		1							1				1	5	4
C6 2008		7	2			1								5	7
C7 2009		3	5		1	3			1		1			1	2

Note: E = Exceeded Expectations, M=Met Expectations, and D=Did Not Meet Expectations

					work
C9	13	0		0	In first year of course work

The following 3 tables reflect indirect evidence and direct evidence for Cohorts 5, 6, and 7 (51 total students). Forty-eight of the 51 students have completed course work. Three of the 51 students have completed course work with the exception of the Capstone Paper. These three students did not pass their Capstone Seminar upon their first attempt. One of the three students has withdrawn from the program due to personal and financial challenges. It is hoped that she will return sometime to finish in the future. It is anticipated that the other two students will enroll in Capstone Seminar again summer term 2012 for a second and final attempt. Cohorts 8 and 9 are still engaged in course work and are therefore not reflected in this data.

Indirect evidence consisted of course work and was measured by letter grades associated with assignment rubrics that reflect SLO proficiencies. The cut-off point is 3.0 or B grade which is equivalent to meeting expectations. Direct evidence consisted of evaluated products and performances. Again, products and performances were rubric-rated. Three is the cut-off score and indicates that student met expectations. A score of four indicates that student exceeded expectations. In PSLO #6 Composite Rubric

Table 13: SLO #11 Evidence for Cohorts 5-7

ELAP SLO #11 Interpret and Apply Data and Research	Progress is Directed Towards Expectations			Approaches Expectations			Meets Expectations			Exemplary		
	D	C	B	C	B	A	B	A	A	A	A	
Grade/G.P.A.												
Cohort	C5	C6	C7	C5	C6	C7	C5	C6	C7	C5	C6	C7
PAR Portfolio	1						6	10	2	5	12	15
PAR Final Report	1				3		6	3	1	5	16	16
PAR Presentation	1						5	3	3	6	19	14
PAR Defense	1						5	3	3	6	19	14
Capstone Paper	1		2				6	13	10	5	9	5
Capstone Defense	1		2				5	11	10	6	11	5
Dissertation Final Defense									7		3	5

below (Table 11), the products/performances included a portfolio, a final report, a presentation to a panel, and a panel interview/oral defense. Xxx insert Table 11 here

Fifty of the 51 C5-C7 students (98%) earned a grade of B or better for their EDEL 774-776 course work. Forty-four students (86%) achieved an A grade. Six students earned a B grade (12%) and one student (2%) has not completed their course work. This student maintained an A G.P.A. up until the final course, EDEL 776, at which time they were unable to finish and meet expectations.

Fifty of the 51 C5-C7 students (98%) earned a grade of B or better for their PAR Portfolio. Thirty-two students (63%) earned an A grade. Eighteen students (35%) earned a B grade, and one student (2%) was unable to complete PAR Portfolio.

Forty-seven of the 51 C5-C7 students (92%) earned a grade of B or better for their PAR Final Report. Thirty-seven students (73%) earned an A grade. Ten students (19%) earned a B grade. Three students (6%) earned a C grade and one student (2%) did not complete their PAR Final Report.

Fifty of the 51 C5-C7 students (98%) earned a grade of B or better for their PAR presentation and defense. Thirty-nine students (76%) earned an A grade. Eleven students (22%) earned a B grade and one student (2%) did not pass the presentation and defense.

Table 12 disaggregates SLO #6 performance data by ethnic groups of C5-C7 students.

Eighteen of the C5-C7 students are African-American. All eighteen students met or exceeded SLO #6 expectations. Seven of the 18 students (39%) exceeded PSLO #6 expectations and eleven of the students (61%) met expectations. Five of the C5-C7 students are Latino/a. Four of the five Latino/a students (80%) exceeded PSLO#6 expectations and one student (20%) met expectations. Two of the C5-C7 students are Asian. Both students (100%) exceeded expectations for PSLO #6. One student in this cluster of cohorts is Pacific Islander and this student met expectations. Twenty-five of the students in C5-C7 are White. Thirteen of these students (52%) exceeded expectations for SLO #6. Eleven (44%) met expectations and one student (4%) did not meet expectations for PSLO #6.

Here are some key data points on PSLO #11:

- Forty-five of 51 C5-C7 students (88%) have met or exceeded all expectations for PSLO #11 with the exception of completing their dissertation study.
- Fifty of the 51 C5-C7 students (98%) earned a grade of B or better for their rubric-based PAR Portfolio. Thirty-two students (63%) earned an A grade. Eighteen students (35%) earned a B grade, and one student (2%) was unable to complete PAR Portfolio.
- Forty-seven of the 51 C5-C7 students (92%) earned a grade of B or better for their PAR Final Report. Thirty-seven students (73%) earned an A grade. Ten students (19%) earned a B grade. Three students (6%) earned a C grade and one student (2%) did not complete their PAR Final Report.
- Fifty of the 51 C5-C7 students (98%) earned a grade of B or better for their PAR presentation and defense. Thirty-nine students (76%) earned an A grade. Eleven students (22%) earned a B grade and one student (2%) did not pass the presentation and defense.

ELAP Table 14: SSLO #11 Evidence by Ethnic Group for Cohorts 5-7

Cohort & Year	African American			Latino/a			Asian			Pacific Islander			White		
	D	M	E	D	M	E	D	M	E	D	M	E	D	M	E
SLO #11 Expectations															
C5 2007		1							1				1	5	4
C6 2008		7	2			1								5	7
C7 2009	2	2	4		1	3			1		1			1	2

Note: E = Exceeded Expectations, M=Met Expectations, and D=Did Not Meet Expectations

- Forty-eight of the 51 students (94%) have met or exceeded rubric expectations for the Capstone Paper. Nineteen of the students (37%) exceeded expectations. Twenty-nine students (57%) met expectations and three students (6%) did not pass their first attempt.
- Fifteen of the 51 students (29%) have completed their dissertation study. Eight (16%) of the studies have exceeded expectations and seven (14%) of the studies have met expectations. C7 students just finished course work summer term 2011 and would not be expected to have completed dissertation study. C6 students are one year beyond completing course work and it is anticipated that 5-7 more of the 10 students yet-to-complete dissertation study will complete by summer term 2012. C5 students are two years beyond completing course work. It is anticipated that 2 or 3 more of the 9 student yet-to-complete dissertation study will complete by summer term 2012. It was anticipated that more of these students would have completed by this point in time. However it is important to note that all but one student in this cohort transitioned to a new and more responsible educational leadership position sometime during course work or dissertation study which may have required them to slow down their dissertation study pace in order to balance responsibilities.

Table 14 disaggregates Cohort 5-7 PSLO #11 performance data, excluding dissertation final defense, by ethnic groups.

Here are some key data points from PSLO#11 when organized by ethnic groups:

- Eighteen of the C5-C7 students are African-American. Six of the 18 students (33%) exceeded PSLO #11 expectations.
- Ten of the students (55%) met expectations and two (11%) did not meet expectations. Five of the C5-C7 students are Latino/a.
- Four of the five Latino/a students (80%) exceeded PSLO #11 expectations and one student (20%) met expectations.
- Two of the C5-C7 students are Asian. Both students (100%) exceeded expectations for PSLO #11. One of the students is a Pacific Islander and this student met expectations.
- Twenty-five of the students in C5-C7 are White. Thirteen of these students (52%) exceeded expectations for PSLO #11. Eleven (44%) met expectations and one student (4%) did not meet expectations for PSLO #11.

Table 15 Dissertation Study Completion by Ethnic Group for Cohorts 5-6

Cohort & Year	African American		Latino/a		Asian		Pacific Islander		White	
	M	E	M	E	M	E	M	E	M	E
Completed Dissertation Study										
Cohort 5						1				2
Cohort 6	1	2		1					4	4

Note: E=Exceeded Expectations and M=Met Expectations

Table 16: SLO #12 Evidence for Cohorts 5-7

ELAP SLO #12 Scholarly Writing and Presentation	Progress is Directed Towards Expectations 1			Approaches Expectations 2			Meets Expectations 3			Exemplary 4		
	C5	C6	C7	C5	C6	C7	C5	C6	C7	C5	C6	C7
Cohort												
PAR Final Report	1				3		6	3	1	5	16	16
PAR Presentation	1						5	3	3	6	19	14
PAR Defense	1						5	3	3	6	19	14
Capstone Paper	1		2				6	13	10	5	9	5
Capstone Defense	1		2				5	11	10	6	11	5
Dissertation Final Defense								7		3	5	

The following Table 15 represents the number of Cohort 5-6 students who have completed dissertation study by ethnicity.

Three (30%) of the ten African-American students in Cohorts 5-6 have completed dissertation study. Two of these students exceeded dissertation expectations and one met expectations. The one Latino/a student in Cohorts 5-6 exceeded dissertation expectations. The one Asian student in Cohorts 5-6 exceeded dissertation expectations. Ten (45%) of the 22 White students in Cohorts 5-6 have completed dissertation study. Six (60%) of the ten students exceeded expectations and four (40%) of the students met expectations.

Here are some key data points for PSLO #12:

- Forty-five of 51 C5-C7 students (88%) have met or exceeded all expectations for PSLO #12 with the exception of completing their dissertation study.
- Forty-seven of the 51 C5-C7 students (92%) earned a grade of B or better for their PAR Final Report. Thirty-seven students (73%) earned an A grade. Ten students (19%) earned a B grade. Three students (6%) earned a C grade and one student (2%) did not complete their PAR Final Report.
- Fifty of the 51 C5-C7 students (98%) earned a grade of B or better for their PAR presentation and defense. Thirty-nine students (76%) earned an A grade. Eleven students (22%) earned a B grade and one student (2%) did not pass the presentation and defense.

- Forty-eight of the 51 students (94%) have met or exceeded expectations for the Capstone Paper. Nineteen of the students (37%) exceeded expectations. Twenty-nine students (57%) met expectations and three students (6%) did not pass their first attempt.
- Fifteen of the 51 students (29%) have completed their dissertation study. Eight (16%) of the studies have exceeded expectations and seven (14%) of the studies have met expectations. C7 students just finished course work summer term 2011 and would not be expected to have completed dissertation study. C6 students are one year beyond completing course work and it is anticipated that 5-7 more of the 10 students yet-to-complete dissertation study will complete by summer term 2012. C5 students are two years beyond completing course work. It is anticipated that 2 or 3 more of the 9 student yet-to-complete dissertation study will complete by summer term 2012. It was anticipated that more of these students would have completed by this point in time. However it is important to note that all but one student in this cohort transitioned to a new and more responsible educational leadership position sometime during course work or dissertation study which may have required them to slow down their dissertation study pace in order to balance responsibilities.

Table 17 represents Cohorts 5-7 PSLO #12 expectation performance, excluding dissertation study, by ethnicity.

Eighteen of the C5-C7 students are African-American. Six of the 18 students (33%) exceeded PSLO #12 expectations. Ten of the students (55%) met expectations and two (11%) did not meet expectations. Five of the C5-C7 students are Latino/a. Four of the five Latino/a students (80%) exceeded PSLO #12 expectations and one student (20%) met expectations. Two of the C5-C7 students are Asian. Both students (100%) exceeded expectations for PSLO #12. One of the students is a Pacific Islander and this student met expectations. Twenty-five of the students in C5-C7 are White. Thirteen of these students (52%) exceeded expectations for PSLO #12. Eleven (44%) met expectations and one student (4%) did not meet expectations for PSLO #12.

Table 17: SLO #12 Evidence by Ethnic Group for Cohorts 5-7

Cohort & Year SLO #12 Expectations	African American			Latino/a			Asian			Pacific Islander			White		
	D	M	E	D	M	E	D	M	E	D	M	E	D	M	E
C5 2007		1							1				1	5	4
C6 2008		7	2			1								5	7
C7 2009	2	2	4		1	3			1		1			1	2

Note: E = Exceeded Expectations, M=Met Expectations, and D=Did Not Meet Expectations

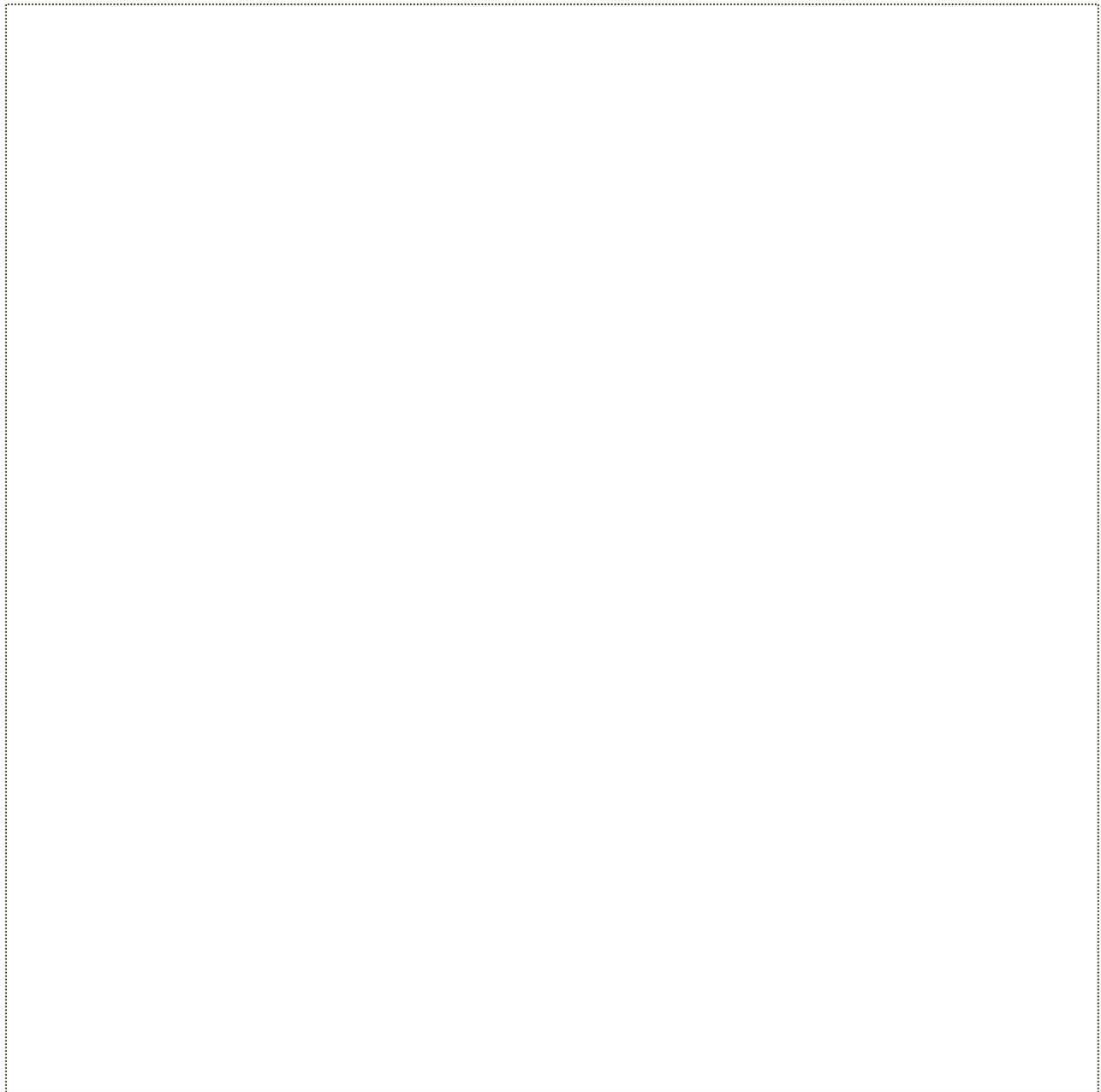
Table 18: Dissertation Study Completion by Ethnic Group for Cohorts 5-6

Cohort & Year	African American		Latino/a		Asian		Pacific Islander		White	
	M	E	M	E	M	E	M	E	M	E
Completed Dissertation Study										
Cohort 5						1				2
Cohort 6	1	2		1					4	4

Note: F=Exceeded Expectations and M=Met Expectations

Table 18 represents the number of Cohort 5-6 students who have completed dissertation study by ethnicity. (only shows Cohorts 5 and 6) Three (30%) of the ten African-American students in Cohorts 5-6 have completed dissertation study. Two of these students exceeded dissertation expectations and one met expectations. The one Latino/a student in Cohorts 5-6 exceeded dissertation expectations. The one Asian student in Cohorts 5-6 exceeded dissertation expectations. Ten (45%) of the 22 White students in Cohorts 5-6 have completed dissertation study. Six (60%) of the ten students exceeded expectations and four (40%) of the students met expectations.

ELAP program educational quality indicator assessment findings. The following table (table 20??) represents the program quality indicators for ELAP Cohorts 5-7 who have completed course work and have completed or are enrolled in dissertation study, evidence/outcomes for each indicator, and changes/proposed changes based on evidence/outcomes.



Challenges –Importance scores of 6.0+ w/low satisfaction (gap of 2.00 or greater)

Item	Importance	Satisfaction	Gap
1. Financial aid counselors are helpful.	6.82	4.67	2.15

Inquiry related to the reported challenge revealed that students had experienced some difficulty accessing financial aid counselors for service/support, particularly during registration and add/drop windows, and they did not consistently receive timely responses. In response to these findings, the ELAP Academic Chair interacted with the administrator who oversees the financial aid counselors and discussed the situation. It was discerned that the student needs are greatest at the beginning of the

ELAP Table 21: Professional Credential Course Work Completion Rates

Cohort	N = Clear Credential Candidates	N = Clear Credential Course work Completers
C5	1	1
C6	8	8
C7	6	6
C8	1	In Progress
C9	0	0

ELAP Table 22: ELAP Faculty Full Time and Part-Time Status

Full-Time	Part-Time Emeritus	Part-Time Adjunct
4	1	9

academic year. The administrator worked with staff, schedules, and resources to increase access and responsiveness. No concerns/complaints were reported by students related to fall term 2011.

Professional clear credential course work completion rates. The majority of students who enroll in ELAP already have their Professional Clear Credentials. Of the 15

students who dual-enrolled in the ELAP degree and credential programs, 100% have successfully completed their credential course work. Table 21 depicts the number of Professional Clear Credential

ELAP Table 23: Faculty Rank

Tenured	Tenure Track	Lecturer	Visiting	Part-Time Adjunct
2	1	1	1	9

students enrolled in ELAP from 2007-2011 and their credential course work completion rates.

Faculty/ Staff. Four full-time professors, one part-time professor emeritus, and nine part-time professors teach in the ELAP program. Two of the four full-time professors have California Professional Clear Administrative Services Credentials and have worked in K-12 education in site, district, and county level administrative positions. All nine of the part-time professors have Professional Clear Administrative Credentials and have worked in K-12 site, district, and county administrative positions. Thirteen of the 14 professors have worked with diverse learning community populations. All of the 14 professors have doctoral degrees. Eight of the professors are female and 6 are male. Two of the professors are African American and 12 are White. See Tables 23 – 27.

Faculty/staff workload. All full-time faculty fulfill a minimum academic load of 24 units a year and a maximum academic load not-to-exceed 30 units a year. Part-time faculty range in academic loads from 1 unit to 7 units. One program administrator directly

Insert Table 24: ELAP Faculty Gender

Female	Male
8	6

ELAP Table 25: ELAP Faculty Ethnicity

African-American	White
2	12

ELAP Table 26: Part-Time Faculty Current Professional Roles

Assistant Superintendent	School Principal	Associate Dean	County Office Coordinator	Educational Consultant	Vice President Private School Company	Retired From District/Admin Role & Teaching Part-Time
1	1	1	1	1	1	3

supports ELAP, in addition to supporting two other programs ELA and MAETC.

Faculty/staff review and evaluation processes. All full-time faculty and full-time staff are reviewed one-time annually by the Associate Dean. The Associate Dean and Program Academic Chair review the course evaluations of all faculty members each term and discuss results with professors as appropriate. The Program Academic Chair reviews the mid-term course evaluations for all new professors and for all professors teaching a course for the first time and communicates and discusses the results with professors.

ELAP Table 27: Faculty numbers and Faculty:Student Ratios

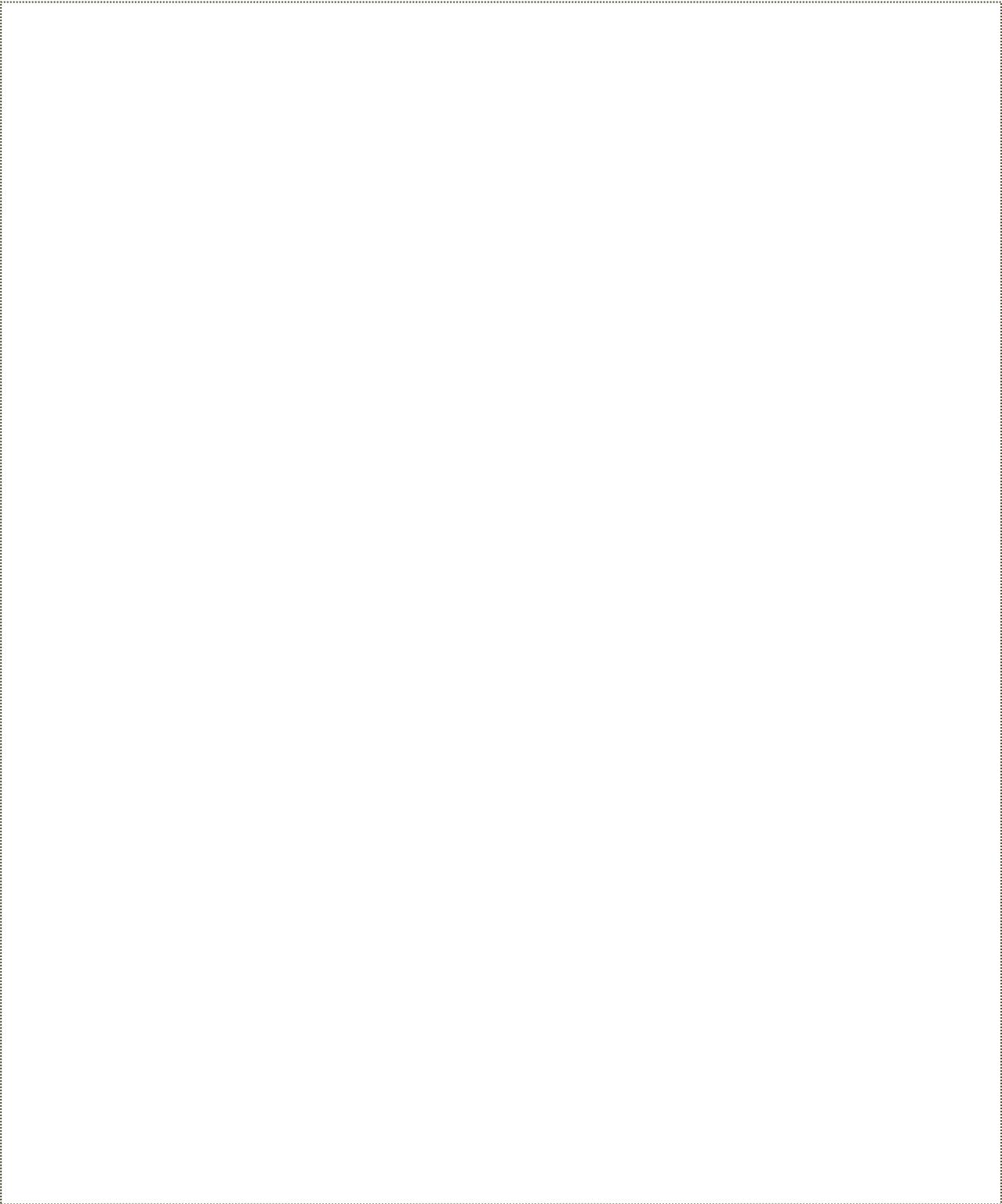
% Full Time Faculty	% Part-Time Faculty
29	71
Current # ELAP Students in Year 1 and Year 2 Course Work	Current # of ELAP Faculty
28	14

Mentoring processes/program. Academic chair is responsible for academic mentoring of faculty who are new to ELAP and to Pepperdine University. Academic chair works with the support of Program Administrator and other experienced ELAP faculty to provide new faculty with ELAP program overview materials, course syllabi, access to technology support, and opportunities to discuss course curriculum

ELAP Summary and Reflections

- The ELAP student learning objectives are aligned with the Graduate School of Education student learning objectives which are also aligned with the University student learning objectives (Evidence: Pepperdine University, GSEP, and ELAP Student Learning Objective Charts).
- The ELAP curriculum, practices, processes, and resources are aligned with the goals of the ELAP students (Evidence: Course Evaluations, ELAP Program Student Evaluations, Graduate Satisfaction Survey Findings).
- The level of ELAP program quality is aligned with GSEPs and the University's acceptable level of program quality.

The ELAP program is scheduled to assess three of the 15 ELAP program SLOs every year. The 2010-2011 academic year was the first year of the new five year PSLO assessment cycle for the ELAP program. PSLOs 6, 11 and 12 were assessed, as described earlier in this summary, and it was concluded that students are meeting and/or exceeding expectations for these objectives. This year ELAP is targeting PSLOs 3, 5, and 9. The Academic Chair is currently working with ELAP faculty to develop assessment measures for these three focus objectives. Outcomes for these focus objectives will be analyzed and reported in August 2012.



Xxx reference Table 28 in text, not sure where?

ELAP Goals, Action, and Quality Improvement Plan (QIP).

ELAP Program Quality Improvement goals, proposed actions, and ways in which action outcomes will be used to inform program changes are depicted in Tables 29 - 30. Column one reflects proposed ELAP

program improvement goals as related to: support for scholarly writing, dissertation development, differentiating instruction, engaging learners, ensuring challenging and reasonable student academic loads, and support for student scholarly publication and presentation. Column two reflects proposed actions and column three describes out action outcomes will be used to inform program changes. Target dates for accomplishing goals are indicated in column three.

ELAP Table 29: Outcome Evidence and Application of Findings

Formal learning outcomes?	Where are these outcomes published?	Evidence of outcome achievement?	Who interprets evidence?	How are findings used?
Fifteen (15) ELAP Program Student Learning Objectives (SLOs)	<ul style="list-style-type: none"> • SAKAI Courses Section for Each ELAP Cohort. • New Student Orientation Packet. • ELAP Faculty SAKAI Courses Section. 	<ul style="list-style-type: none"> • PAR Portfolio Rubric Assessments • PAR Final Report Rubric Assessments • PAR Presentation Rubric Assessments • Capstone Paper Rubric Assessments • Capstone Presentation Assessments • Dissertation Preliminary Oral and Final Defense Completion Records 	<ul style="list-style-type: none"> • Academic Chair • PAR Professors • PAR Panel Members • ELAP Faculty • Academic Chair • Capstone Professors • Capstone Panel Members • ELAP Faculty • Academic Chair • Dissertation Chairs • ELAP Faculty 	<ul style="list-style-type: none"> • Findings related to formal learning outcomes are used to inform program improvement and development, to improve program/course curriculum, to inform faculty development efforts in support of student learning, and to identify resources needed to better support student learning.
Course SLOs	<ul style="list-style-type: none"> • Course Syllabi in SAKAI Courses Sections and in ELAP Faculty Course Section. 	<ul style="list-style-type: none"> • Student Observation Notes • Student Paper Reviews/Assessments • Student Performances Reviews/Assessments • Student Online Posting Reviews/Assessment • Other Student Product Reviews/Assessments 	<ul style="list-style-type: none"> • Academic Chair • ELAP Faculty 	<ul style="list-style-type: none"> • Course SLO outcome findings are used to inform course descriptions, course objectives, course curriculum, instructional assignments, instructional strategies, and assessments of assignments.

The ELAP curriculum, practices, processes, and resources are properly aligned with the goals and student learning objectives of the ELAP program (Evidence: ELAP SLOs, SLO Curriculum Matrix, SLO 5 Year Assessment Plan, ELAP Program Quality Indicators, ELAP Course Syllabi, ELAP CCTC Biennial Reports, ELAP CCTC Program Assessment Report, and ELAP WASC Annual Reports).

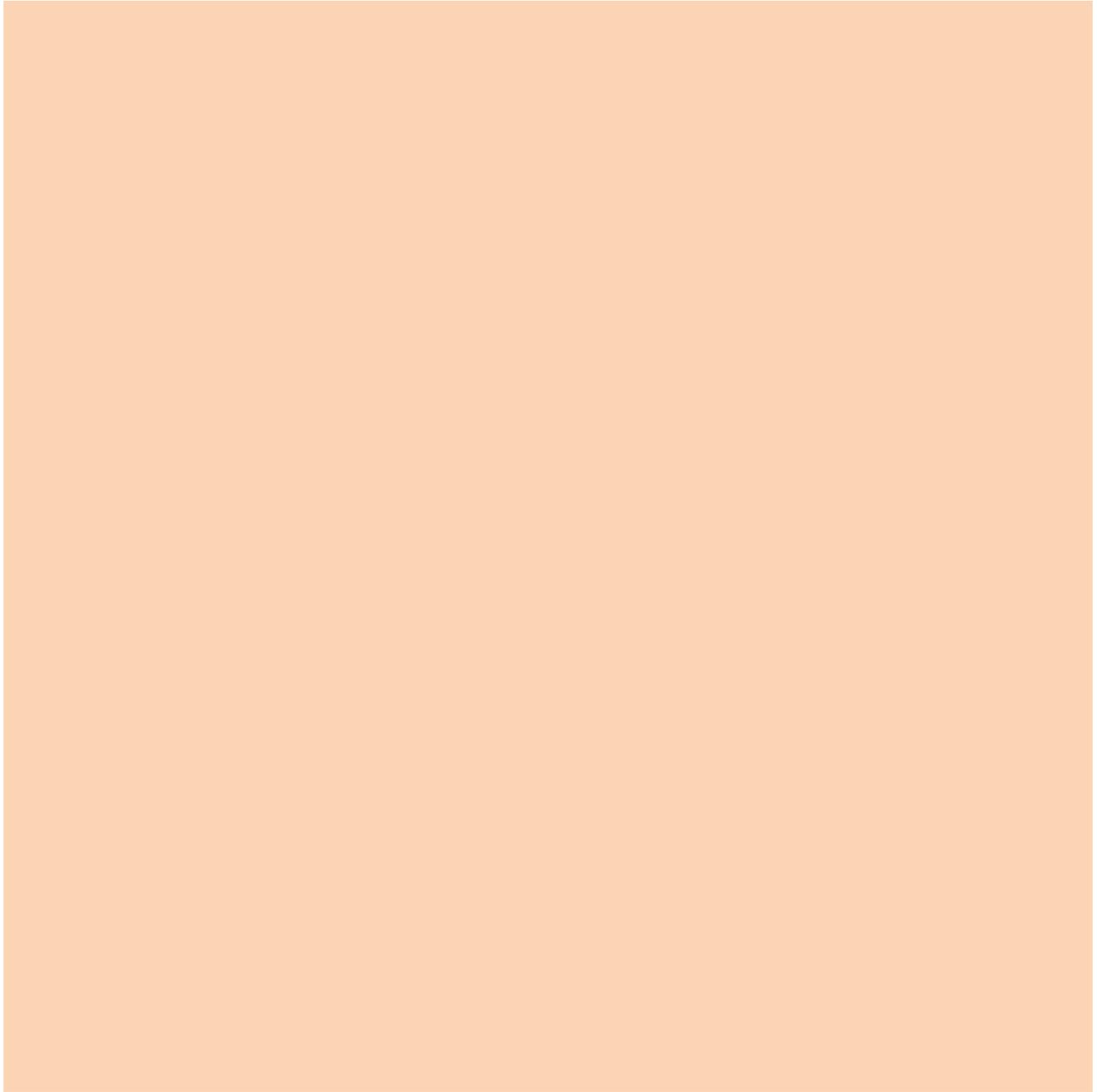
ELAP Table 30 (Part 1): ELAP Quality Improvement Plan

<p>To continue to improve and support student scholarly writing.</p>	<ul style="list-style-type: none"> • Identify, share, and utilize a common scholarly writing assessment rubric across courses throughout the ELAP program. • Identify benchmark writing assignments throughout first four terms of ELAP program and assess student work 	<ul style="list-style-type: none"> • Discuss benchmark writing assessment findings with faculty to identify student strengths, areas for further growth and development, and to inform areas for faculty focus.
<p>To continue to improve and support student dissertation research, writing, and presentation.</p>	<ul style="list-style-type: none"> • Identify, share, and utilize a common dissertation assessment rubric to guide student manuscript development and to evaluate manuscript at Preliminary Oral and Final Defense stages. • Continue working with GSEP Education Doctoral Committee in support of new Dissertation Success website for students and Dissertation Chair Support Site for Chairs. • After introducing literature review summer term first year, follow with lit review support workshop fall and spring terms second year and require for all students as part of program expectations. 	<ul style="list-style-type: none"> • Discuss dissertation rubric outcomes with faculty/chairs to inform areas of strength and areas for further growth and development.
<p>To better differentiate instruction to meet the needs and interests of students.</p>	<ul style="list-style-type: none"> • Create and share a cohort student profile with all ELAP faculty at the beginning of each academic year and post in ELAP Faculty SAKAI Course Section for faculty access. • Identify those ELAP courses that require specific differentiation. • Engage faculty in discussion related to strategies for differentiating instruction for specific courses. For example, K12 student learning assessment/accountability is different than community college, four year college/university learning assessment/accountability, preK learning assessment/accountability etc. When we have students from levels of schooling other than K12 and other than traditional K12, we need to be more intentional and effective in meeting their needs and interests. • Assess student satisfaction related to differentiated instruction by including question(s) on ELAP Program Survey. • Explore possibility of soliciting student feedback as part of course evaluations. 	<ul style="list-style-type: none"> • Use differentiated instruction responses from ELAP Program Survey to identify strengths and areas for further improvement.

ELAP Table 30 (Part 2): ELAP Quality Improvement Plan

<p>To continue to improve student engagement in ftf sessions.</p>	<ul style="list-style-type: none"> • Survey and interview students regarding ftf learning activities they find most engaging and effective. Share this information with faculty. Invite faculty who lead these activities to share with other ELAP faculty. • Explore other resources related to graduate student engagement to share with faculty. • Assess student satisfaction related to ftf engagement by including question(s) on ELAP Program Survey. • Explore possibility of soliciting student feedback related to engagement as part of course evaluation. 	<ul style="list-style-type: none"> • Use student engagement responses from ELAP Program Survey to identify strengths and areas for further improvement.
<p>To continue to improve student engagement in online learning environments.</p>	<ul style="list-style-type: none"> • Survey and interview students regarding online learning activities they find most engaging and effective. Share this information with faculty. Invite faculty who lead these activities to share with other ELAP faculty. • Explore other resources related to graduate student engagement to share with faculty. • Assess student satisfaction related to online engagement by including question(s) on ELAP Program Survey. • Explore possibility of soliciting student feedback related to online engagement as part of course evaluation. 	<ul style="list-style-type: none"> • Use student engagement responses from ELAP Program Survey to identify strengths and areas for further improvement.
<p>To study student academic load for each term to ensure that overall academic expectations are manageable and articulated.</p>	<ul style="list-style-type: none"> • Create matrix of course assignments and assignment deadlines for each term. • Review matrix with faculty to identify any changes that may be necessary to ensure that academic load is reasonable and designed to get the very best performances from students. 	<ul style="list-style-type: none"> • Make changes to student academic load as appropriate.
<p>To promote and support student presentation and publication efforts.</p>	<ul style="list-style-type: none"> • Explore the possibility of providing student presentation and publication workshops as means of disseminating ELAP student PAR and dissertation study work. 	<ul style="list-style-type: none"> • Connect with Writing Support and Doctoral Committee to pursue this idea for ELAP and all doctoral students.

ELAP Appendices



ELAP Appendix 1: Program Quality Indicators

What are the indicators used by the Program?	What is the method for evaluating the evidence and who evaluates the evidence?	How are findings used?
<p>ELAP student ability to plan, implement, and evaluate a meaningful learning community improvement change initiative that: identifies and addresses a compelling need, is research-based, results-oriented, collaborative in nature, and aligned with student’s personal vision.</p> <p>ELAP student publication/presentation of PAR work and related learning to professional audiences.</p>	<p>ELAP students develop a comprehensive PAR Final Report in which they communicate their PAR Project Work, PAR Project Outcomes, PAR related learning, learning connections with course work across the ELAP program curriculum, and their personal leadership learning.</p> <p>ELAP students submit their PAR/Comprehensive Papers to their PAR course professor for review two weeks prior to their scheduled presentation date. An analytic rubric is used to assess the PAR Final Reports. (See EDEL 776 PAR Final Report Rubric)</p> <p>Students must receive a rating of 3 or 4 to demonstrate that they have met or exceeded the descriptors of practice.</p> <p>In addition to a formal faculty rating, students use the same rubric to self-assess their own paper and to provide their cohort colleagues with “critical friend” feedback for their respective papers.</p> <p>ELAP students develop and share a media presentation in which they provide a faculty and graduate student panel, ELAP first and second year students, and invited guests with an overview of their PAR/Comprehensive Paper. Following each presentation, students entertain questions from the panel and audience. The presentations and post-presentation conversations take place in a public conference forum and are observed by the student’s current cohort peers, by first year ELAP students who will be engaged in same process the following year, and by other members and guests of the GSEP community.</p> <p>ELAP students’ presentations are assessed by a faculty and graduate panel. Panel members use an analytical rubric to assess the presentations. (See EDEL 776 PAR Presentation Rubric)</p> <p>Students must receive a rating of 3 or 4 to demonstrate that they have met or exceeded the specific SLO objectives.</p> <p>Student peers are present during presentations and provide “critical friend”</p>	<p>ELAP faculty share and discuss the evaluations of the students’ PAR final reports, PAR Portfolios, PAR Presentations, and PAR Poster Sessions. The findings are used to assess course and program SLOs and to inform program improvement efforts. Areas targeted for improvement are addressed through curriculum mapping.</p> <p>ELAP faculty members are in the process of exploring more opportunities for students to publish and present. There is a need to better capture student accomplishments in this regard.</p>

	<p>feedback. Students self-assess their own presentations using same analytical rubric (See EDEL 776 Self and Peer Assessment Rubric.</p> <p>Related to their media presentations, ELAP students also create a poster board and portfolio display of their PAR work. The poster board represents PAR highlights and the portfolio contains students’ formative PAR work and artifacts representing their 5 terms of PAR course work. Students share their poster boards and portfolios in a gallery poster session on the same day of the conference event in which they present their media presentations. They interact with presentation event attendees 1:1 in a session at the end of the presentation event. The EDEL 776 PAR course professor evaluates the poster boards and portfolios. An analytic rubric is used to assess the poster boards and portfolios. (See EDEL 776 PAR Portfolio Rubric)</p> <p>At the conclusion of the ELAP program, students develop a journal article or conference presentation related to their PAR work and learning as part of their EDEL 776 course requirements. The professor for this course guides this process and evaluates students’ work.</p>	
<p>ELAP student ability to identify and communicate professionally and in a scholarly manner, orally and in writing, theory-practice connections across the ELAP program curriculum.</p>	<p>Same as described above.</p>	<p>Same as described above. More specifically, faculty members are in the process of mapping a more strategic plan for developing and supporting student scholarly writing across the curriculum. With regards to theory-practice connections, students are developing executive summaries for their core course readings in some courses. These summaries serve as a resource for student reflection related to identifying and communicating theory-practice connections across the curriculum. The practice of creating executive summaries will be expanded to include all faculty/courses this next year.</p>
<p>ELAP student ability to describe their personal leadership learning and transformation and to identify future goals and commitments for further growth and development</p>	<p>ELAP students identify their personal leadership talents, strengths, practices, habits, and desired leadership legacy in the first terms of the ELAP program. They develop goals for personal leadership learning, growth, and development. Students re-visit their goals and accomplishments after the first year in ELAP. They re-visit their goals and accomplishments again at the end of their course work. In a new practice to being this year and as a program concluding activity, students will be asked to write a reflection in which they</p>	<p>Student reflections will be shared with the ELAP faculty committee and discussed. The outcomes of the discussion are used to generate ideas and propose actions for how faculty can further support the personal leadership growth and development (triple loop learning and transformative learning) of</p>

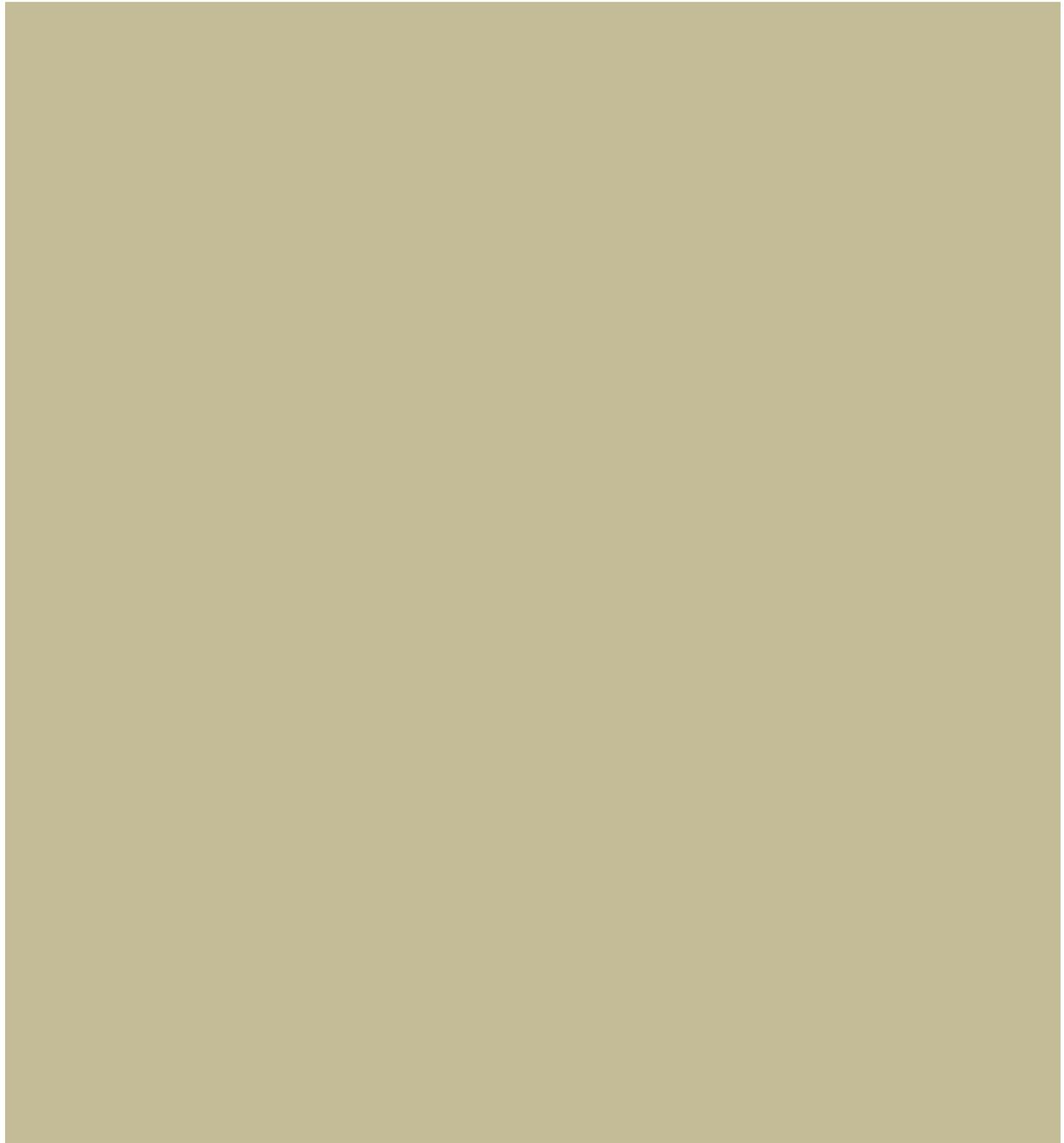
	<p>describe the highlights of their personal leadership journey in ELAP and propose next steps in their personal leadership growth and development. Students will also be provided an opportunity to share their reflections in small groups and with the cohort as a whole as appropriate.</p>	<p>all students.</p>
<p>ELAP student ability to conduct meaningful dissertation research as related to a compelling area of study and to publish and present their work in a number of professional forums.</p>	<p>ELAP students develop a draft of the first two chapters of their dissertation manuscript while they are enrolled in course work. They present these preliminary chapters to a faculty panel and to their peers in their final Capstone course. The faculty panel uses a set of 2 analytic rubrics (Capstone Paper Rubric and Capstone Oral Defense Rubric) to assess the students' papers, presentations, and ability to defend their work.</p> <p>Dissertation committees currently review student dissertations through a preliminary and final defense process. Dissertation chairs and committee members encourage students to publish and present their work by introducing them to a number of opportunities.</p>	<p>A formal debrief is conducted with panel members following the Capstone presentations. Each student's performance is discussed and then ideas are shared and discussed as to how student Capstone work can be strengthened and better supported in the future.</p> <p>In a new practice to begin this year, the ELAP faculty will review the body of student dissertation work for the academic year and assess the quality of the dissertations. Outcomes of the review will be used to guide dissertation instruction and support efforts.</p>

ELAP Appendix 2 (Formerly Table 19): Educational Quality Indicator Assessment Findings

Educational Quality Indicator ³	What was found?	What programmatic changes might result based on what was found?
<p>ELAP student ability to plan, implement, and evaluate a meaningful learning community improvement change initiative that: identifies and addresses a compelling need, is research-based, results-oriented, collaborative in nature, and aligned with student's personal vision.</p>	<p>Ninety-eight % of ELAP students in Cohorts 5-7 were able to plan and implement meaningful PAR studies. The studies differed in terms of scope and depth of implementation as influenced by each student's position, sphere of influence, and understanding of PAR study. A few students were challenged by changes in position and work/locations which required them to re-think their PAR study direction mid-program. With coaching, they were able to re-direct and proceed.</p> <p>One area for further growth relates to student development and support of PAR study conclusions. Several students struggled with distinguishing conclusions from findings. A second area of growth relates to student understanding and application of qualitative data collection strategies and PAR study trustworthiness.</p>	<p>PAR professors will provide more time and attention to student understanding of conclusions and the distinction between findings and conclusions. This will be accomplished through direct instruction, experience reviewing existing sample papers and analyzing the relationship between findings and conclusions, analyzing the quality of stated conclusions, and greater opportunity for students to collaborate relative to their study overall conclusions prior to submitting and presenting PAR Final Reports.</p> <p>The two PAR professors, currently teaching year one and year 2 PAR courses will give even greater attention to course experiences that help students to better understand qualitative research methods/strategies as related to PAR study. A new course, specifically addressing qualitative methods has been added to the ELAP curriculum and greater emphasis will be given to qualitative data analysis in the data analysis course strand.</p>
<p>ELAP student publication/presentation of PAR work and related learning to professional audiences.</p>	<p>Ninety-eight % of ELAP students in cohorts C 5-7 met or exemplified presentation expectations. Opportunity exists for students to share their PAR work with a broader audience.</p>	<p>A new expectation for the final course of the PAR course strand will be for students to translate their PAR Final Reports into journal articles or conference proposals and to submit them to a publication or conference/professional event of their choosing that they have researched. Students will be encouraged to co-author and they will be guided to critique each other's drafts as critical friends.</p> <p>One of the sources to which students may submit their work for review and possible publication will be the Pepperdine sponsored online Center for Collaborative Action Research (CCAR). Pepperdine professor, Dr. Margaret Riel, currently leads CCAR and has introduced the CCAR publication opportunity to ELAP PAR Professors who will in turn introduce</p>

³ These indicators are other methods for observing the effectiveness of student learning besides the capacity indicators referred to in Item 6. Examples of educational quality indicators may include performance on capstone experiences, the quality of dissertations, number of publications and presentations made by students/alumni, licensure success, employer reports, etc.

		<p>to ELAP students.</p> <p>A proposal was submitted to AASA for February 2011 for faculty and ELAP student team to present PAR work, but proposal was not selected. More efforts in this regard will be attempted.</p>
<p>ELAP student ability to identify and communicate professionally and in a scholarly manner, orally and in writing, theory-practice connections across the ELAP program curriculum.</p>	<p>Students differed in their ability to fully develop theory-practice connections across the ELAP program curriculum in their PAR Final Reports. The connections that students made were meaningful but opportunity exists for students to expand discussion related to each connection and to more fully reflect the breadth of the ELAP curriculum</p>	<p>Students will be better guided by PAR professors to use executive summaries and journals as means by which to capture important ideas and relate to their PAR work. The executive summaries and journals will serve as a resource for student writing of final reports, particularly the identification of important connections and the synthesis of literature. The reports will then serve as the “storyboards” for student presentations. It is anticipated that stronger papers will result in stronger presentations.</p>
<p>ELAP student ability to describe their personal leadership learning and transformation and to identify future goals and commitments for further growth and development</p>	<p>The majority of ELAP students excelled at describing their personal leadership learning. This truly was a strength evidenced in student PAR Final Reports and Presentations.</p>	<p>PAR professors will continue to emphasize personal leadership learning throughout the series of PAR courses across the 5 terms of ELAP course work. Mid-program will provide an opportunity for students to reflect upon the personal leadership work that they began in LATTE (program beginning) and that they continued throughout PAR and other course work. This mid-program reflection will occur in PAR EDEL 775 courses.</p>
<p>ELAP student ability to conduct meaningful dissertation research as related to a compelling area of study and to publish and present their work in a number of professional forums.</p>	<p>This is the second year that ELAP students have begun developing their preliminary dissertation chapters at the end of the first year of course work. It is also the second year that students presented their draft Chapter 2 Literature Reviews in lieu of the traditional Comps Paper. The new process provided greater guidance and support for students to identify compelling areas of focus and to get a solid start on the development of their dissertation proposals while still engaged in course work and while working with course professors and colleagues as critical friends. Students presented 30-40 page draft literature reviews for panel review in 2010 and 2011. Of the 39 students who presented, 37 met or exceeded expectations. Two students did not meet expectations and will re-enroll in Capstone Seminar and attempt a second time in summer term 2012.</p>	<p>Although dissertation study is introduced at the end of year one and students begin to draft their first two chapters, there is an opportunity to continue coaching in this regard through the fall and spring terms of the second year and prior to the summer Capstone Research Seminar course to give students greater support between when they first develop their chapters and when they are finalizing draft for panel review during final term. This will be accomplished by introducing Capstone expectations sooner at the end of the first year in the Introduction to Dissertation Study course, by scheduling Literature Review workshops fall and spring term of year two in the program so that students have scheduled opportunities to share and critique their work, and by investigating the possibility of reducing the number of student: Capstone Coach ratio so that students have more substantive and more timely feedback. Current ratio is difficult to manage. Also, more time will be allocated for Capstone course meeting time, fff, and online.</p>



Social Entrepreneurship and Change (SEC, MA Degree)

SEC Introduction

The Social Entrepreneurship and Change program (SEC) began in Fall 2010. This review analyzes the data that has been collected to date on the acquisition of student learning outcomes, program quality, and faculty/staff support. The program is responsive to the field of Social Entrepreneurship and it is uniquely positioned. No other Social Entrepreneurship program is in a school of education. This Social Entrepreneurship and Change program is one of only a few programs located in a faith-based institution. Many social entrepreneurs are people of faith and this program is well-situated to prepare students to develop solutions to social issues, explore the role of faith in that endeavor, and develop sustainable models for new organizations. SEC seeks to empower students to effect change at local and global levels. The program encourages students to explore the root causes of pressing problems affecting individuals, communities, and nations, and to develop models for sustainable solutions. SEC hopes students will develop sustainable solutions to pressing local and global social problems while preparing them for lives of purpose, service, and leadership. It values the roles education and faith can and do play in the development of such solutions.

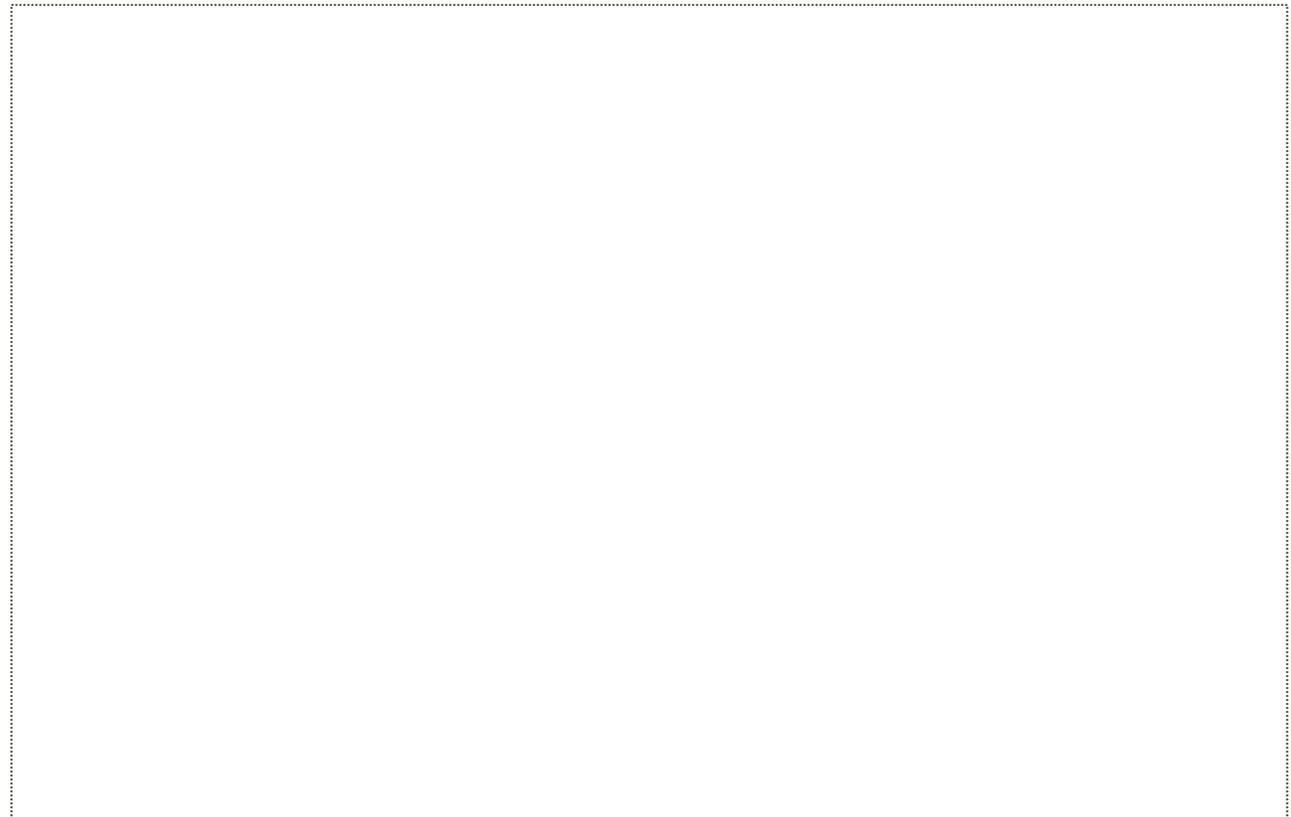
SEC Analysis of Evidence

Program evidence category 1. Social Entrepreneurship and Change students are passionate, practical, and principled. They want to change the world and have a harder time limiting their ambitions than they do generating them. That said, what follows is a list of the demographic information traditionally collected about students. 61% are Christian, 35% choose not to share information about their faith. The remainder are Buddhist and Jewish. Four SEC students, 8% of SEC students overall, are members of the Church of Christ. 82% are female and 18% are male. 53% of students are in their twenties. 35% of students are in their thirties. 8% of students are in their forties and 4% are in their fifties. 37% of SEC students are White, 22% are Black, 10% are Asian, 8% are Hispanic, 2% are Pacific Islanders, and 2% are American Indian or Alaskan Natives. The remainder chose not to indicate their ethnicity. SEC started in Fall 2010. The curriculum is current.

Program Student Learning Outcomes

How well does it (curriculum) align with learning outcomes? The program student learning outcomes are listed in Table 1. These program student learning outcomes were designed to prepare social entrepreneurs in the GSEP's unique setting. Table 3, the curriculum matrix, articulates which courses introduce, develop and help students master the program learning outcomes. All of the program student learning outcomes are addressed in more than one course in order to give students opportunities to engage the content over time. Each of the program learning outcomes is also aligned to the university goals in Table 2. This alignment ensures that students are meeting university, program and course goals. Curriculum and learning outcomes are well-aligned. Please see alignment chart. *Are the components of the curriculum well sequenced and reliably available in sequence?* All components are available in sequence. This program is offered in a cohort model and students are pre-registered. All

courses are available to students in sequence. Some students have taken a leave of absence and have easily resumed their coursework upon their return. *Has the program been reviewed by external stakeholders, such as practitioners in the field, or compared with other similar programs?* SEC has an advisory board that meets regularly in order to evaluate and review the program. The advisory board makes recommendations and has been invited to provide feedback about the delivery of the program. Advisory board members are successful social entrepreneurs who are interested in assisting future social entrepreneurs.



A comparison of the program's curriculum with curricula at selected other institutions is found in Table 5. The comparison illustrates that there is great diversity in social entrepreneurship programs. This diversity means that students who choose to pursue the Master of Arts in Social Entrepreneurship and Change, choose to engage a wholly unique course of study. *Please furnish: 3) Measures of effectiveness (e.g., course evaluations, peer evaluations of teaching or implementing, scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty, survey measures, participation rates, and student satisfaction* Course evaluations, formative discussions of pedagogy and retention rates are all measures of effectiveness collected by the Social Entrepreneurship and Change program. *Please furnish: 4) A description of other learning experiences that are relevant to program goals.* SEC students have experiences in every course that help students meet program student learning outcomes. Overall, the program goals are intended to prepare aspiring social entrepreneurs for lives of purpose, service and leadership. To this end, students are engaged in the following learning activities: Students participate in a new social action project, they interview philanthropic and enterprise leaders, they work in social enterprises abroad during their global change experiences, they participate in conferences about social

enterprise, they have participated in a Social Change Incubator course, and they develop projects to affect change during their program. All of these experiences help students meet program learning outcomes.

Table 2: Program Student Learning Outcomes and University Student Learning Outcomes		
Knowledge and Scholarship	Faith and Heritage	Community and Global Understanding
Purpose		
K1. Explain how social entrepreneurs creatively solve social problems K2. Assess leadership with the intent to serve others K6. Differentiates the relationship between executives, boards, stakeholders and the community S2. Design innovative and effective public relations and marketing campaigns for organizations and use appropriate research S3. Critique, design, and implement evaluation plans that measure effective organizations along with desired outcomes	A2. Create powerful visions for change which has transforming solutions for individuals	K5. Explains sound management practices at tactical and strategic levels A2. Create powerful visions for change which has transforming solutions for individuals
Service		
K5. Explains sound management practices at tactical and strategic levels	A1. Articulate their own approach for impactful leadership	S1. Apply the process of change to the social enterprise entity A1. Articulate their own approach for impactful leadership A4. Appreciate the role of philanthropy in creating change locally and globally
Leadership		
K4. Describe local and global social issues such as hunger, poverty, homelessness, human trafficking, etc. K5. Explains sound management practices at tactical and strategic levels K6. Differentiates the relationship between executives, boards, stakeholders and the community K7. Interpret the role of personal faith in service and philanthropy A3. Appreciates cultures from a local and global perspective and how the cultures influence individual lives through opportunities and challenges for a just and fair society	K3. Outline how to create change locally and globally	K2. Assess leadership with the intent to serve others A4. Appreciate the role of philanthropy in creating change locally and globally

Table 3: Curriculum Matrix

Student Learning Objectives	ESEC 600	ESEC 610	ESEC 620	ESEC 630	ESEC 640	ESEC 650	ESEC 660	ESEC 670	ESEC 680	ESEC 690	ESEC 699
Knowledge students will demonstrate											
K1. Explain how social entrepreneurs creatively solve social problems			ID		D			P			P
K2. Assess leadership with the intent to serve others	ID	I	D						I		P
K3. Outline how to create change locally and globally					ID			P			P
K4. Describe local and global social issues such as hunger, poverty, homelessness, human trafficking, etc.	ID	D	D		DP			P			P
K5. Explains sound management practices at tactical and strategic levels				I			I			DP	P
K6. Differentiates the relationship between executives, boards, stakeholders and the community						ID	D		D	D	P
K7. Interpret the role of personal faith in service and philanthropy		ID						P			P
Skills students will demonstrate											
S1. Apply the process of change to the social enterprise entity	I	I	ID	I		D		P			P
S2. Design innovative and effective public relations and marketing campaigns for organizations and use appropriate research			I	I			DP				P
S3. Critique, design, and implement evaluation plans that measure effective organizations along with desired outcomes				I				P	DP		P
Attitudes students will demonstrate											
A1. Articulate their own approach for impactful leadership	IDP		D					P			P
A2. Create powerful visions for change which has transforming solutions for individuals	I	ID	DP	DP	P	DP					P
A3. Appreciates cultures from a local and global perspective and how the cultures influence individual lives through opportunities and challenges for a just and fair society	I	ID	D	D	DP	DP	D	P	D		P
A4. Appreciate the role of philanthropy in creating change locally and globally		ID		D	DP	DP	D	P	D	DP	P

Student Learning and Success

Are students achieving the desired learning outcomes for the program? Yes. Students are advancing through the program and successfully completing courses. The first cohort graduated in May of 2012. In the spring of 2012, students created an eportfolio showcasing their work, reflecting on their learning, and evaluating mastery of student learning outcomes. – *Are students achieving those outcomes at the expected*

level of learning, and how is the expected level determined? Students are achieving at the expected levels. The expected level is at least proficient. A rubric is used to evaluate eportfolios. In each eportfolio, students provide evidence of having achieved student learning outcomes. Eportfolios are evaluated by a panel comprised of faculty members and practitioners. The panel uses a rubric which describes what the evidence will show if students are proficient or exemplary. Lower levels of achievement are also described on the rubric. – Are students prepared for advanced study or the world of work? Yes. Students begin making career changes during their program. Students have been hired by TOM’s shoes, TreePeople, Pancreatic Cancer Association and World Vision. Some students have been promoted within the organizations where they are currently employed. They have started change efforts in Nicaragua and Los Angeles . The Sankofa Group is an example of a local effort started by one of our students. Students are launching organizations, internet companies and producing social documentaries. Students write academic papers that prepare them for advanced study while engaging in projects that prepare them to work and serve in a variety of organizations.

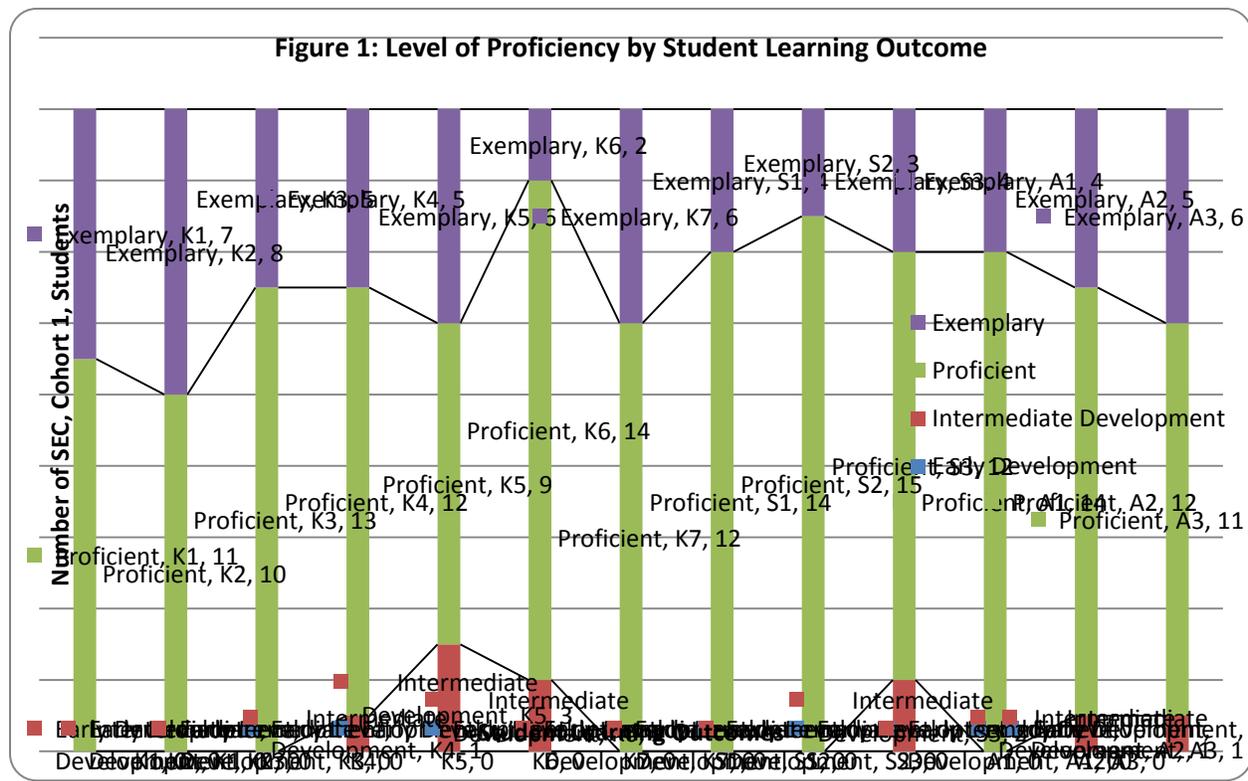


Figure 1 shows the number of students achieving each level of the rubric for each of the program student learning outcomes. It illustrates that most students are achieving at proficient levels and that a few are still in intermediate development. Program student learning outcomes are points of interest. These have the greatest number of students achieving at the intermediate development level and the fewest achieving the at the exemplary level respectively. Mastery of these outcomes is expected in the final term of the program. This is the same term in which the eportfolio is created. It is reasonable that fewer students would have mastered these learning outcomes given that they have not completed the program content at the point at which this evaluation is taking place.

Table 4: Assessment Plan and Responsibilities

SLO#	Year Assessed	Direct Evidence	Indirect Evidence	Who is Responsible for Analysis and Report?	Who is Responsible for Closing the Loop?
K1	2012	e-Portfolio	Response by employers and venture capitalists, along with supervisors of leadership experience serving within organization	Faculty	Acad. Chair
K2	2012	e-Portfolio	Pitch to social entrepreneurs of social problem.	Faculty	Acad. Chair
K3	2013	e-Portfolio	Involvement with social issues.	Faculty	Acad. Chair
K4	2012	e-Portfolio	Supervisors evaluation of student leadership experience	Faculty	Acad. Chair
K5	2013	e-Portfolio	Involvement with social issues	Faculty	Acad. Chair
K6	2013	e-Portfolio	Employment	Faculty	Acad. Chair
K7	2012	e-Portfolio	Employment	Faculty	Acad. Chair
S1	2013	e-Portfolio	Supervisors evaluation of student leadership experience	Faculty	Acad. Chair
S2	2013	e-Portfolio	Pitch to social entrepreneurs of social problem	Faculty	Acad. Chair
S3	2013	e-Portfolio	Pitch to social entrepreneurs of social problem	Faculty	Acad. Chair
A1	2012	e-Portfolio		Faculty	Acad. Chair
A2	2013	e-Portfolio	Involvement with social issues	Faculty	Acad. Chair
A3	2012	e-Portfolio	Employment	Faculty	Acad. Chair
A4	2012	e-Portfolio	Pitch to social entrepreneurs of social problem and involvement with social issues	Faculty	Acad. Chair

Demand for the Program

What is happening within the profession, local community, or society generally that identifies an anticipated need for this program in the future (including market research)? Social entrepreneurship is a growing field. Globally, the field has been in existence for a number of years. It is in recent years that more emphasis on this field has developed in the US. This may be in response to the younger students that want to make a difference and look to sustainable change. The economic down turn of 2008 increased the need for non-profits to engage in social enterprise because it has become increasingly difficult to sustain social

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endeavors on donations alone. Social Entrepreneurship and Change meets the increasing demand for sustainable models of social change efforts.

Table 5: Peer and Aspirational Institution Comparison

	Pepperdine University, Graduate School of Education and Psychology, Social Entrepreneurship and Change Los Angeles, California	Loyola Marymount (Peer) Los Angeles, California	Stanford (Aspirational) Stanford, California
Required Courses	<ol style="list-style-type: none"> 1. Leadership and Service 2. Faith, Ethics, Diversity, and Philanthropy 3. Social Entrepreneurship 4. Creating a Compelling Vision for Change 5. Globalization and Social Change 6. Mobilizing the Diverse Citizen Sector 7. Marketing and PR for Social Change 8. Global Change Experience 9. Program Evaluation and Information Management 10. Managing the Philanthropic Enterprise 11. Portfolio Presentations/Exhibitions 	<ol style="list-style-type: none"> 1. Entrepreneurship 2. Performance Management in the Small and Medium Enterprise 3. Intrapreneurship and New Venture Practices 4. Project and Program Management for the Firm 5. Creativity and Innovation Management 6. Small Business Management and the Law 7. New Product Design and Development 8. Legal and Tax Considerations for New Venture Managers 9. Management Consulting for Entrepreneurial Companies 10. Mergers and Acquisitions 11. Real Estate Investment and Entrepreneurship 12. New Venture Simulation and Applications 13. Strategies for Technology Ventures 14. Entrepreneurial Finance 15. Special Studies 16. Small Business Strategy 17. Independent Studies 	<ol style="list-style-type: none"> 1. The Power of Social Technology 2. Social Entrepreneurship 3. Social Enterprise 4. The Business World: Moral and Spiritual Inquiry through Literature 5. Entrepreneurial Design for Extreme Affordability 6. Leadership in Diverse Organizations 7. The Paths to Power 8. Leadership Perspectives 9. Ethical Issues in Biotech Industry 10. Work and Family 11. Environmental Entrepreneurship 12. Health Care Technology: From Innovators to Providers to Patients 13. Entrepreneurship from the Perspective of Women 14. Strategic Issues in Philanthropy 15. Social Entrepreneurship and Social Innovation 16. The International Economy Policies and Theory 17. Poverty, Entrepreneurship and Development 18. Introduction to the Politics of Education 19. Strategic Management of Nonprofits 20. Environmental Science for Managers and Policy Makers 21. Leading Strategic Change in the Health Care Industry
Notes	Pepperdine's Social Entrepreneurship and Change Program, is a program offered through the Graduate School of Education and Psychology.	Loyola Marymount's entrepreneurship through the business school. Social entrepreneurship is embedded as part of the larger goal of the business school and the university at large.	Stanford University offers social entrepreneurship electives to students seeking a Master's degree. Some of the offerings are listed above.
Comments	Each institution, including our own, offers a very different program than the other. Pepperdine's program shares some important values with Stanford's. Both institutions value, leadership, diversity, ethics, spiritual inquiry and philanthropy. The differences between Loyola Marymount's program and Pepperdine's program, exist primarily because of where the programs are situated. Loyola Marymount's program is embedded in its business school while Pepperdine's program is embedded in its school of education.		

Faculty/Staff

What are the qualifications and achievements of the faculty/staff in the program in relation to the program mission and goals? How do faculty/staff members' background, expertise, research, and other professional work contribute to the quality of the program?

All faculty are qualified by either degree or training to teach the courses that they are assigned. Several have direct experience in the topical area. For example, Susan Rice works in the area of philanthropy and is teaching that course. Steve Kirnon works in marketing and is teaching PR and marketing. Melvin Musick works in evaluation and is teaching the assessment class. Amanda Antico-Majkowski did her doctorate in the area of social entrepreneurship and is teaching in that area.

Do program faculty/staff have the support they need to do their work?

Yes. One source of support for faculty is consultation services from Sungard Higher Education. Faculty also have support for their work through collaboration with information technology.

- Ratio of full-time to part-time faculty: Two full-time and five part-time faculty
- Student /faculty ratio: 14/1

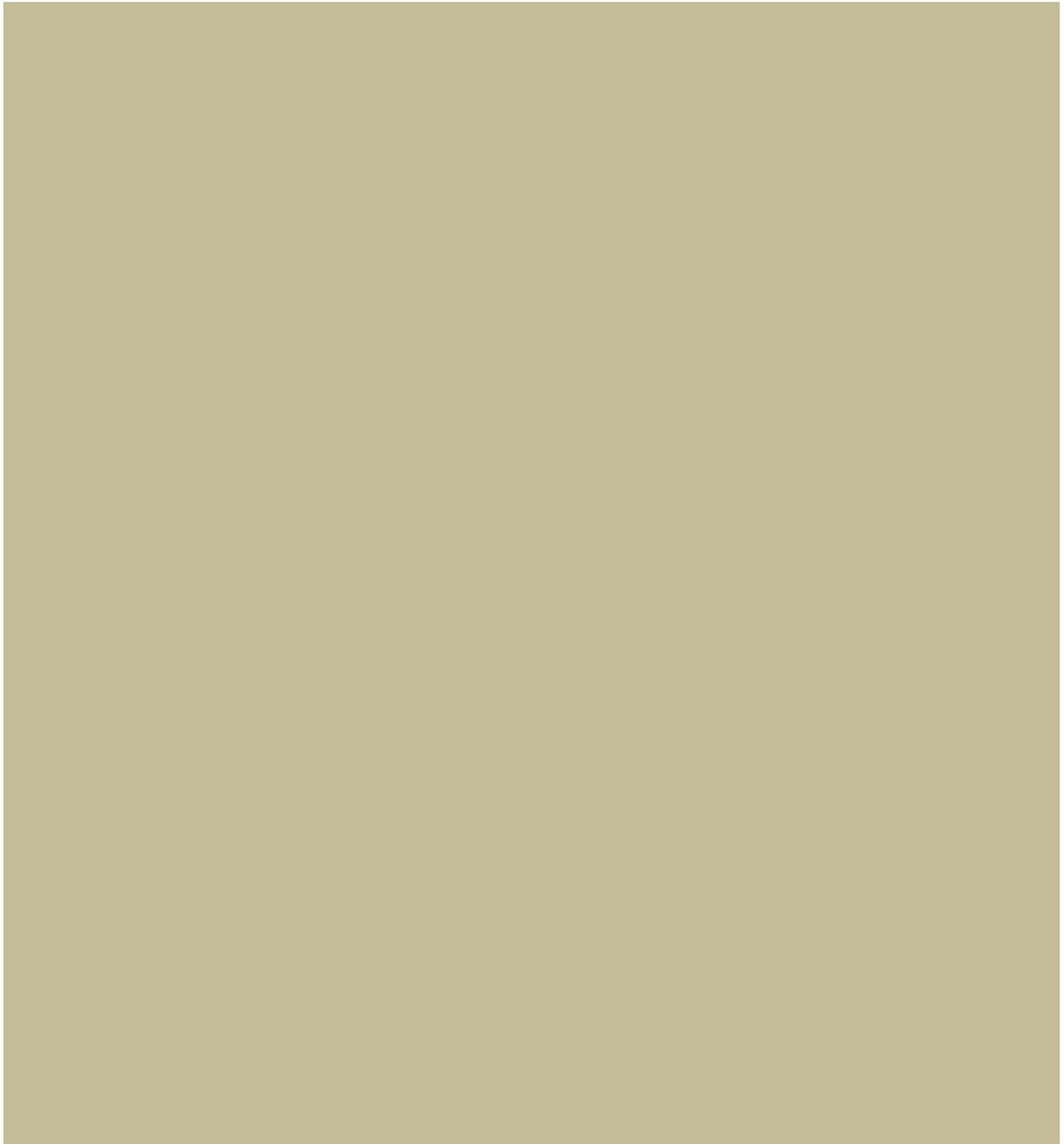
SEC Summary and Reflections

Social Entrepreneurship and Change is a new program and will be able to answer a full slate of self-study questions in the future. The initial intakes of the program have been accompanied by close observation of student experience and reflection on the viability and clarity of the SLOs for the program. Based on the data SEC has collected so far, we have already made both instructional and programmatic adjustments that frame the SEC programs directions for the future.

SEC Quality Improvement Plan (QIP)

First, the global change experience will encourage small group trips. We have found that students need to have opportunities for reflection in groups for more powerful global experiences. Those experiences need to be followed by debriefing and support as students return to the United States. In response to these needs students will travel in well-supported groups and will need to petition to travel independently. We have also learned that students benefit most from the portfolio process when portfolio compilation begins earlier in the program, so we will be looking for ways to integrate the portfolio into more of the final coursework. Students have expressed concern about the depth of their learning in the area of business planning. It is also our intent to ensure that the depth of learning in the business skills students hope to gain is at a level appropriate for the degree and for the Division.

This plan will be reviewed and updated annually. Revisions to the program and its curriculum will continue to be made based on the feedback of students, faculty, and collaborative partners.



Organizational Leadership Program (EDOL, EdD Degree)⁴

EDOL Introduction

A program review is a process that is conducted on a cyclical basis and is used to evaluate and enhance educational programs. The Organizational Leadership Program is an innovative, applied doctoral degree program that utilizes a multi-disciplinary approach to bring unique perspectives to leadership theory. The Organizational Leadership concentration is designed to develop mid-career professionals who have established expertise in their field, to seek and take on leadership roles in a variety of settings. It was created to provide an environment where educators can advance their leadership skills while sharing ideas and experiences with business and academic professionals. The program has applications to community colleges, liberal arts colleges, and comprehensive universities, as well as business, aerospace, and other organizations engaged in training and development, life-span learning, healthcare, and adult occupational education. Many graduates serve as community college presidents, college instructors, university deans and business professionals.

The OL program has an average annual intake of three cohorts per year: Two face to face and one known as the GAP or Global Access program. The GAP program is a hybrid program which utilizes the same curriculum with a 60% ftf and 40% online component. In order to provide students with tools to function effectively as leaders in the next century, computer-based technology is utilized throughout the curriculum. Faculty and students work cooperatively in small groups both face-to-face and via electronic media. The classes are located in Irvine, California, West Los Angeles and globally, (GAP). In the fall of 2011 approximately 200 applicants were considered and 65 students accepted for admission to the program.

The Internal/historical Context: Approximately 40 – 50 students have graduated each of the past five years. In 1976 the educational doctoral degree was introduced. In 1995 the Institutional Management doctoral degree was initiated at Pepperdine University and divided into four distinct concentrations, namely: Organizational Leadership, Organizational Change, Administration and Policy, and Educational Technology. Since that inception, each program has operated independently. Since the last report, there has been more emphasis on:

- a) Writing, presenting and publication by students in the program.

Faculty sponsor students as well as provide incentives for them to publish in scholarly journals. Formation of a dissertation support website (on Sakai site) hosted by one of the Education Division Faculty. Efforts are supported for faculty to help students through IRB (Institutional Research Board). Each faculty in the OL Program is required to select a research themed group so that students can join for joint publications and research. For example, one group is higher education and global themes. In addition, papers are collected which are of high quality for an archive of OL publications which will be turned into an online journal called: *Organizational Leadership Journal*.

⁴ Compiled by June Schmieder-Ramirez, Program Chair

EDOL Table 1: Curriculum Map and SLOs

SLOs ↓	EDOL Courses →																	C M P	D S S	
	700	714	724	734	753	754A	754B	755	757	758A	759	763	764	765	766	767	785			
Knowledge (K)																				
K1: Understand and be able to articulate classical and contemporary writings on the theory and practice of organizational leadership.	I D M	I D M	I			M								M			M	M		
K2: Demonstrate the ability to synthesize approaches to addressing problems, issues or dilemmas.	I																	M		
K3[8]: Understand how to analyze the organization from a social, political, economic, legal, intercultural and technological point of view.					D	D	M	M						D				M		
K4[9]: Understand one’s own leadership style and intercultural development level and be able to understand and articulate the cultural environment and views of others.	I	I				D	D										D	M		
K5[12]: Understand and be able to articulate the differences between leadership models and be able to apply leadership models to challenges within the organization and disseminate the results of the scholarship involved in these actions.	I D	D	D															M		
K6[13]: Understand the changing nature of the Internet and information literacy as applicable in today’s scholarly and practice-oriented environments; expand concept of “mobile learning.”	I D	I D	I D	I D	I D	I D	I D	D	D	D	D	D	D	D	D	D	M	M	M	
Skills and Applied Knowledge (S)																				
S1: Apply an appropriate model of change to an issue or problem and be able to design and execute a strategic management plan from beginning to end.																			M	
S2[3]: Demonstrate proficiency in oral and written scholarly communication; perhaps in connection with a leadership journal published by the OL Program.	I D	I D	I D	I D	I D	I D	I D	I D	I D	I D	I D	I D	I D	I D	I D	I D	M	M	M	
S3[4]: Be able to apply theory and research to real-world settings.	I	D	D			I								D			M	M		
S4[6]: Be able to articulate and apply the top interpersonal, conceptual and technical skills of an effective leader.	I	D																		
S5[7]: Utilize creativity and innovative skills to select a topic for research and find new information as an outcome of the dissertation process.																			M	
Attitudes (A)																				
A1[5]: Value the cultural differences between countries that lead to different solutions to economic, political, legal and social problems; expand one’s perspective from a European/North American view.	I D	D	D			D	D												M	
A2[6]: Provide a powerful vision for the role of education, technology and training in dealing with various organizational and societal challenges.	I													D					M	M
A3[8]: Value an enhanced rating on the Intercultural Development Inventory (IDI); be able to articulate what the inventory shows and its value to knowing oneself.	I	I				I D M	I D M												M	
A4[10]: Be able to demonstrate service to others within a faith - based organization by developing a service leadership plan that integrates theory and practice.										D										

EDOL Table 2: Oral Comprehensive Evaluation Form

Comprehensive Exam - Oral Interview Evaluation															
Candidate's name:					ID number										
Category	Below Standards			Meets Standards			Exceeds Standards								
Candidate demonstrated mastery of the paper and command of the practice in the field.	1	3	5	10	12	14	16	18	20						
Candidate elaborated on applications of theories cited	1	3	5	10	12	14	16	18	20						
Candidate elaborated on theories that supports their applications	1	3	5	10	12	14	16	18	20						
All relevant coursework were applied and candidate demonstrated the ability to incorporate relevant components of the coursework into an complete and integrated solution	1	7	10	13	18	22	24	27	30						
Responses were clear and concise and directly address questions asked	1	2	3	5	6	7	8	9	10						
Total															
Comments:	<table border="1"> <tr> <td></td> <td>Interview was below passing standards for the comprehensive exam (below 80 pts)</td> </tr> <tr> <td></td> <td>Interview met passing standards for the comprehensive exam (80 to 90 pts)</td> </tr> <tr> <td></td> <td>Interview exceeded passing standards for the comprehensive exam (over 90 pts)</td> </tr> </table>										Interview was below passing standards for the comprehensive exam (below 80 pts)		Interview met passing standards for the comprehensive exam (80 to 90 pts)		Interview exceeded passing standards for the comprehensive exam (over 90 pts)
										Interview was below passing standards for the comprehensive exam (below 80 pts)					
										Interview met passing standards for the comprehensive exam (80 to 90 pts)					
	Interview exceeded passing standards for the comprehensive exam (over 90 pts)														
Evaluators Name:															
Date:															

b) Strong diversity theme is emphasized. (See Appendix B) The GSEP diversity committee in its report dated 2011, commended the Organizational Leadership program for its attention to the themes of diversity. (As part of this program, students participate in a study trip to Argentina, India or China) The OL program is one of the few programs which utilizes pre and post test results to look at its program, (Intercultural Developmental Inventory).

c) More emphasis on the comprehensive exam results. The comprehensive examination is a synthesis of the program courses, (capstone event) where students write an extensive paper and are queried by a panel on the paper. The OL committee discusses the results in depth and determines changes in the program resulting from their analysis.

d) Stronger support of student effort to support the program. (See Journeys site on Sakai). Information for incoming as well as continuing students that is kept up to date. Graduate assistant in each cohort to maintain communication on needs of the cohort.

e) Emphasizing the theme of being multicultural. The use of the IDI inventory has been key to this issue.(Appendix A)

f) Deeper exploration into what are the key knowledge, skills and attitudes necessary for the leader today.

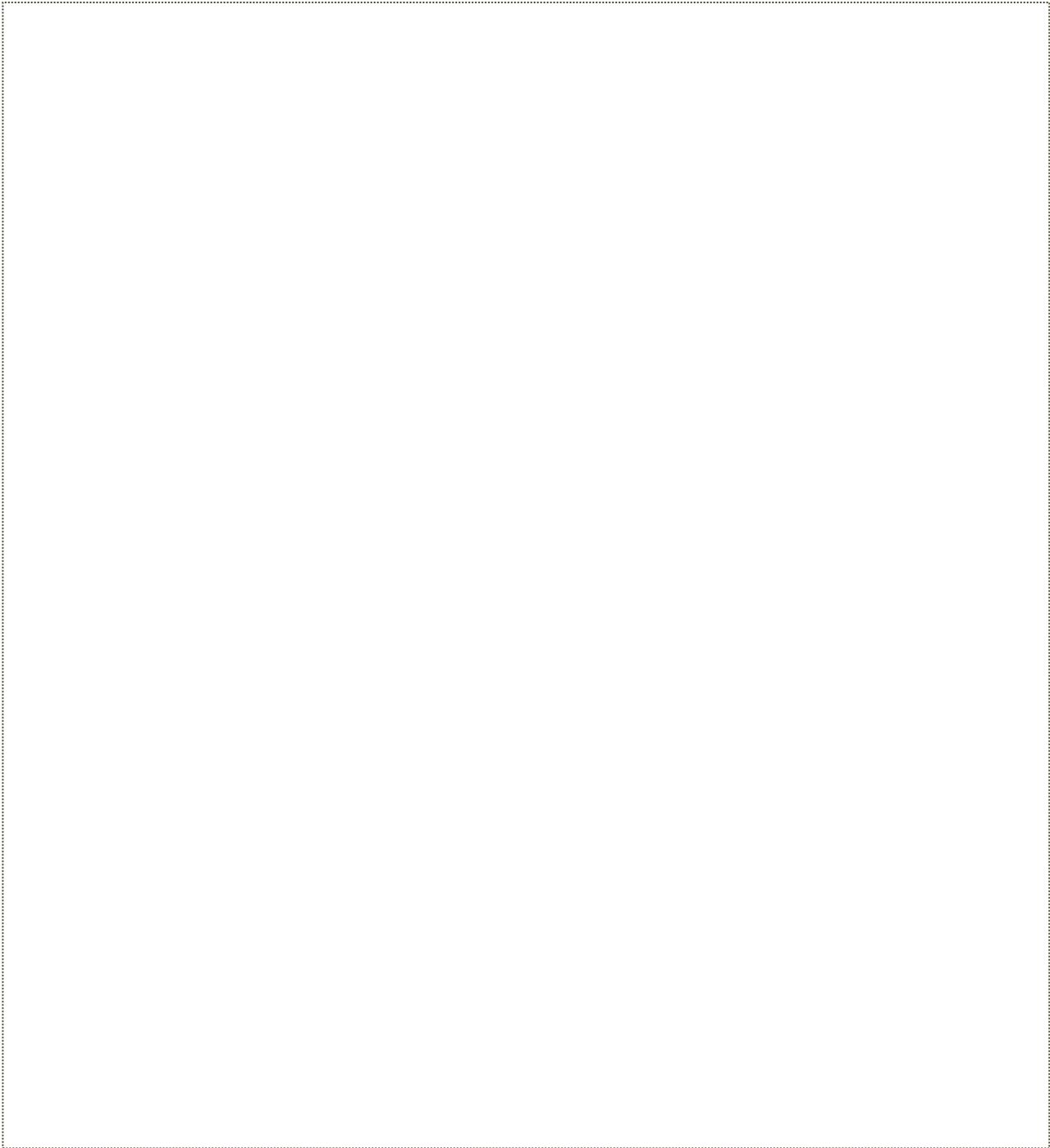
EDOL Table 3: Oral Comprehensive Summary Form

Program mission, goals and outcomes: When examining the alignment with the OL programs’s internal clients, the University, and GSEP, we began as a program community by identifying the congruency of objectives of the OL program with the purpose and mission of the University to GSEP. The goal was to identify several key elements in the mission statements of both the university and GSEP with the intent of ascertaining the alignment of OL objectives to these mission statements. The mission statement of the university is:

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service and leadership.

The mission of GSEP is:

As a graduate school within a Christian university, Pepperdine’s Graduate School of Education and Psychology endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families and communities.



The mission of GSEP is to nurture academic excellence with concern for spiritual growth among students in the professional disciplines of Education and Psychology through rigorous academic programs, faculty scholarship and service.

The two missions were analyzed and discussed by the organizational leadership committee which meets once per month. The common themes between the GSEP and university mission includes commitment to Christian values/spiritual growth of students, emphasis on excellence, highest standards of academic quality and purpose, leadership and service. The review indicated that in many ways the OL program is

central to the mission of the university. By its essence, a doctorate in leadership, the OL program directly contributes to strengthening purpose, service, and leadership among its students. In most of its course offerings, the OL program examines the topics of leadership, ethics, values, service and contribution which promote the spiritual growth of its students. All the revisions of the past five years, and any future revisions will include elements that would continue to substantially promote and maintain these themes. Considering that the OL program will maintain these themes, it remains congruent and central to the mission of the university and the mission of GSEP. Operationally, OL is committed to maintaining its accreditation through the Western Association of Schools and Colleges and of meeting and exceeding the expectations of its external clients.

EDOL Table 5: Student Learning Outcomes x Program Learning Outcomes x Course

Student learning Outcomes from IEOs	Program Learning Outcomes (PLOs)	Courses
Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	Students demonstrate proficiency in the dissertation process and defense.	EDOL 791 Dissertation Research
Explore the complex relationship between faith, learning and practice.	Students demonstrate faith learning and practice in student papers.	EDOL 714 Organizational behavior EDOL 724 Ethics and Personal leadership As examples
Develop and enact a compelling personal and professional vision that values diversity.	Students demonstrate compelling personal and professional vision that values diversity	EDOL 754 A Economic and Policy Systems
Apply knowledge to real-world challenges	Students demonstrate the ability to apply coursework to a real issue.	EDOL 787 Comprehensive Exam
Recognize the responsibility and call to use one's talents in the service of others rather than merely for material gain.	Students demonstrate service to others in class discussions	EDOL 724 Ethics and Personal Leadership
	Students demonstrate the ability to serve as a consultant to a non-profit organization	EDOL 758A Consultancy Project
Read widely, think critically, and communicate clearly	Students demonstrate in all classes that they read widely, think critically and communicate clearly	EDOL 765 Strategic Leadership and Management for Global Change for example
Engage in responsible conduct and allow decisions and directions to be informed by a value-centered life.	Student demonstrate in their class discussions that they understand how actions are informed by a value-centered life	EDOL 724 Ethics and Personal leadership Student class discussions and written papers.
Use global and local leadership opportunities in p SLO pursuit of justice	Students demonstrate an interest in global leadership in pursuit of justice	EDOL 754a Economic and Political systems

Accordingly, SLOs are regularly identified and discussed, student issues are discussed, the business community is in regular communication with OL faculty, and alumni and admissions data is regularly reviewed by the OL faculty. The themes which are regularly reviewed during the OL meetings include: knowledge and scholarship, faith and heritage, and community and global understanding.

Insert EDOL Table 6: Student Learning Success Factors and Responsibility

Student Learning and Success Factors	Who Responsible for Data
Student outcome rubrics	Faculty
Student profile including student gender, ethnicity, age, GPA from previous institution, standardized test scores. Type of previous institution, and employment status	Assoc. Dean/Student Services
Annual results of direct and indirect assessments of student learning in the program (could be combination of quantitative and qualitative measures), including the degree to which students achieve the program's desired standards	Program Director and OL faculty analysis of comprehensive exam. Analysis of grading patterns student services.
Ongoing efforts by the program to "close the loop" by responding to assessment results	Program Director and OL faculty interaction and ongoing discussion
Student Retention and graduation rate trends	Student Services/Admin
Placement of graduates into graduate schools or jobs	Student Services/Alumni Office
Graduating Student Satisfaction Surveys	Student Services
Students/Alumni Achievements	Student Services/Alumni Office
Faculty/Staff Qualifications	Assoc. Dean
Proportion of faculty with terminal degrees	Assoc. Dean
Staff with advanced training	Assoc. Dean
List of faculty/staff specialties within discipline and how these specialties align with the program curriculum	Assoc. Dean
Teaching/program implementation (evaluations, faculty review)	Assoc. Dean
Faculty/staff participation in development issues	Assoc. Dean
External funding awarded to faculty/staff (bonuses, provost award)	Assoc. Dean
Distribution of faculty across ranks	Assoc. Dean
Diversity of faculty/staff	Assoc. Dean

The Curriculum Matrix appears in Table 1. All faculty are required to include SLOs in their course syllabi. These syllabi are on file in the Organizational Leadership program Office.

The mission of the OL program is to develop individuals who have established their expertise in a professional field take on leadership roles in a variety of settings through rigorous academic study, faculty excellence and attention to service.

EDOL Analysis of Evidence

This report indicates how the quality and viability/sustainability of the program is maintained. The major program goals are being met by using evidence to answer key questions related to these goals. The SLOs are included below as well as the curriculum map and assessment plan.

EDOL Indirect and Direct Evidence

In the OL Program there are very clear analyses of learning. The analysis of learning begins with SLOs which are divided into knowledge, skills and attitudes. These are divided by year assessed, direct and indirect evidence. Major questions that are continually addressed by the organizational leadership include:

EDOL Table 8: SLOs and Assessment Year

Academic Chair responsible for Analysis and Report/Academic Chair and Program Faculty Responsible for Closing the Loop

SLO#	Year	Direct Evidence
K 1: Understand and be able to articulate classical and contemporary writings on the theory and practice of organizational leadership.	2010 - 2011	SWS/CE/Dissertation
K2: Demonstrate the ability to synthesize approaches to addressing problems, issues or dilemmas.	2010 - 2011	SWS/CE
K3[8]: Understand how to analyze the organization from a social, political, economic, legal, intercultural and technological point of view.	2013 - 2014	SWS/CE
K4[9]: Understand one's own leadership style and intercultural development level and be able to understand and articulate the cultural environment and views of others.	2012 - 2013	SWS/CE
K5[12]: Understand and be able to articulate the differences between leadership models and be able to apply leadership models to challenges within the organization and disseminate the results of the scholarship involved in these actions.	2011 - 2012	SWS/CE
K6[13]: Understand the changing nature of computer and information literacy as applicable in today's scholarly and practice environments.	2014 - 2015	SWS/CE/Dissertation
S1: Apply an appropriate model of change to an issue or problem and be able to design and execute a strategic management plan from beginning to end.	2011 - 2012	SWS/CE
S2[3]: Demonstrate proficiency in oral and written scholarly communication.	2014 - 2015	SWS/CE/Dissertation
S3[4]: Be able to apply theory and research to real-world settings.	2011 - 2012	SWS/CE
S4[6] : Be able to articulate and apply the top interpersonal skills of an effective leader.	2011 - 2012	SWS/CE
S5[7]: Utilize creativity and innovative skills to select a topic for research and find new information as an outcome of the dissertation process.	2014 - 2015	Dissertation
A1[5]: Value the cultural differences between countries that lead to different solutions to economic, political, and social problems.	2012 - 2013	SWS/CE
A2[6]: Provide a powerful vision for the role of education and training in dealing with various organizational and societal problems.	2013 - 2014	SWS/CE/Dissertation
A3[8]: Value an enhanced rating on the Intercultural Development Inventory (IDI); be able to articulate what the inventory shows and its value to knowing oneself.	2012 - 2013	SWS/CE
A4[10]: Be able to demonstrate service to others within a faith-based organization by developing a service leadership plan that integrates theory and practice.	2013 - 2014	SWS

1. How current is the program curriculum? Does it offer sufficient breadth and depth of learning for the Ed.D.? How well does it align with learning outcomes? Are the components well sequenced?

These questions are addressed on a regular basis. Comparisons are made with other programs and the course offerings are constantly reviewed. EDOL 755 E-Learning: Theory and Practice was the last course that was added to the program.

Data which is reviewed and analyzed and used to support the success of the program is divided into student work samples and the comprehensive examination rubrics.

2. What are the best strategies that ensure that all of our students enhance their writing, presenting and publication skills with faculty sponsorship?

We need to ensure that our students keep publishing and presenting. We require that each OL faculty member state that they have a research interest and would be welcoming of students should they wish to pursue this same interest. We maintain honors paper for possible publication in the Organizational Leadership Journal.

3. How can we continue to support diversity and globalization throughout our program?

We are intentional in our view that students should be exposed to other countries and require an international study group to three different countries for this purpose. We have been recognized by our peers for this intentional action. We need to continually support our students in this area.

4. How do we utilize the comprehensive examination to enhance the depth of the program?

We utilize the entire faculty to review each comprehensive exam. Students are required to submit a capstone paper that is reviewed on a written, oral and ability to synthesize the coursework in studying a practical issue.

5. How do we continually determine the most important aspects of scholarship regarding leadership?

Our faculty publish in the field so that we know and discuss the most recent literature on what knowledge/skills, attitudes and technical skills necessary to be a leader.

EDOL Summary and Reflections

The curriculum, practices, and processes are aligned with the goals of the program. Even with the number of adjunct professors in the program, the monthly discussions at the program level are key to maintaining a cohesive working group. Students are developing their leadership abilities and skills based upon a blend of theory and application. Graduates are especially skilled in utilizing internal and external scans and needs assessment models to analyze an organization. They then determine the gap in “what is” versus “what should be.” They are then skilled in developing a change model that includes theory on adult learning and evaluation to address a practical challenge.

Program goals are aligned with the needs of the students who are accepted to the program. A profile of students is continually analyzed so that the courses are changed if needed.

EDOL Table 9: Direct and Indirect Evidence

Indirect Evidence Perceptions and Input	Direct Evidence Products of Student Learning
Student Satisfaction Surveys (SS) Student exit surveys (SS) Alumni Surveys (SS and Alumni office) Employer surveys (Alumni Office) Exit Interviews with Graduates (SS)	Student Work Samples (OL Office) Comprehensive Exam Samples (OL Office)

The quality of the program is at a level of “best practices” of Ed.D. organizational leadership programs throughout the United States. The contents of these programs are constantly scanned. The program goals are being achieved within the constraints of resources being provided.

The measurement of academic success is determined by course grades, successful completion of comprehensive exams and completion of the dissertation research. In reviewing the data collected on the program and looking toward the future of the OL program, there are six major directions that we intend to pursue:

1. More emphasis on PSLO alignment:

Each OL course syllabus now has a listing of the PSLOs on the first page. With a template being utilized, each faculty member and new adjunct faculty will have the same system of relating the program student learning outcomes to the evaluation strategies that they are employing. This makes it easier to develop appropriate matrices for rigorous academic evaluation. For example for the 2012-13 academic year, the three learning outcomes for the program are (S2) Proficiency in oral and written communication, (A3) Enhanced ratings on the Intercultural Developmental Inventory and (S3) Enhancing the ability to apply theory and research to real world settings.

2. Recognition of Global Emphasis

To continue the Organizational Leadership’s nationally and internationally recognized emphasis on creating the “New Global Leader for the 21st Century.” The On-demand students in our Global Access Program as well as our face-to-face students have recognized that this is one of the major strengths of the program. It is clearly aligned with the University’s mission of service, purpose and leadership as we address important issues of homelessness, trafficking and economic inequalities throughout the world. In the academic year 2011-12 the OL program was recognized by a university group looking at “high impact activities,” as being exemplary in its attention to measuring the intercultural sensitivity of students entering the program and carefully tracking their development. After two years they can compare their progress on the validated Intercultural Developmental Inventory. Faculty have been certified in administering both the pre and post test. Results for this past year indicated that even though students did not move from one major range to the next, they did move higher within their codified range taken at the OL Orientation. It is central to the program that the study abroad program be maintained and enhanced. The rigor of the program is enhanced because of study

3. More Consistent Attention to Data Results/Greater Purposeful Alacrity in data collection and immediate review for program change

Our observations this year indicated that as a program we needed to be more purposeful in our data collection and more nimble in reviewing it and acting on it. Therefore during the 2011-12 academic year, we collected more targeted data and acted upon the reflections associated with reviewing this information. A partial list of the data collected included:

- An analysis of the time to complete the doctorate after finishing the comprehensive examination. Student time is tracked carefully and any obstacles to finishing in a timely manner is addressed by the organizational leadership doctoral committee.
- Each January of the academic year, the organizational leadership committee addresses the “gaps” on the rubrics of the comprehensive exam. In this way they are able to determine if for example sufficient models of change are reviewed during the change course or the student was able to tie ethics to his or her organizational transformation in the comprehensive exam paper. In addition, honors papers are reviewed to determine the strategies honors students used to address the coursework and how this might help all students.
- Each faculty member reviews his or her student evaluations. A plan to address issues related to the evaluation is reviewed by both the program director and the associate dean.
- The program director teaches primarily in the program so is able to solicit student feedback and utilize that feedback instantaneously to improve the program.
- The QIP plan is more deliberately reviewed at each organizational leadership program committee. In this way, all faculty are moving toward rigorous program enhancement.

4. The Program Director has completed a published paper on 18 organizational leadership programs of excellence-this is utilized as a “beacon” for the program’s direction.

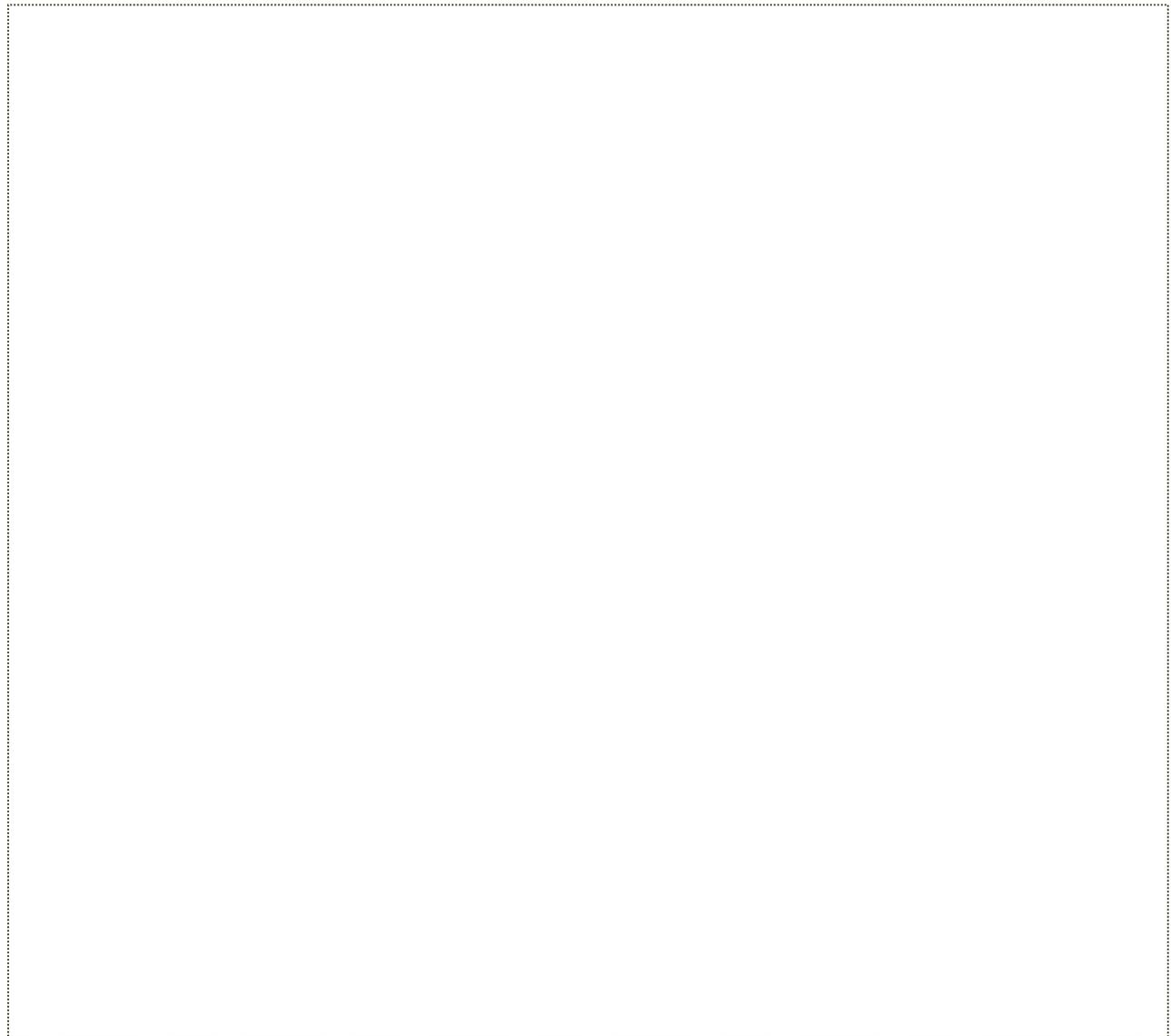
The organizational leadership program director has recently published a meta-analytic paper entitled: “Developing the Global Leader: The New Ed.D. Organizational Leadership Program Model of the Future.” The paper examines over 130 journal articles, surveys from hiring agents and other Ed.D. faculty for their opinions on the best practices of an organizational leadership program. This provides direction for thinking about the future of the program. The major findings of the study indicate that ...”The study of leadership has evolved into a new paradigm. There is greater attention on the integrative consideration of leadership, viewing cultural issues, actions of followers, and servant behavior of the leader as part of the fabric of leadership. Leadership is becoming viewed as part of a complex web of interactions within an organization, which includes the followers and the complexity of the issue or organization. Many authors believe that the future of innovation may include knowing social network theory, creating the conditions of creativity, and being cognizant of the system where leaders operate...”

5. Continued Emphasis on Writing and Oral Communication

One goal that was discussed by the OL Committee was to continue to provide dissertation support for students including access to chairs. Several students this past year were published in peer-reviewed journals. Many more students would have presented at national conferences if they were assured of adequate funding to help defray expenses. We hope that more opportunities for professional development and student conference attendance will be possible in the future. The OL committee is pleased that they successfully instituted EDOL 785 which provides students the opportunity to write the first three chapters of their dissertation.

6. Importance to limit goals each year.

It is important to try to limit goals for this coming year. With limited faculty it is best to focus on the three goals as mentioned earlier. We need to spend time in training adjunct faculty, provide authentic,



meaningful, theory-rich experiences for both face to face and on-demand students as well as consider spiritual growth within an atmosphere for rigorous academic programs. Furthermore, the work of the doctoral committee in addition to the OL committee is key to maintaining program excellence for all programs.

EDOL Goals, Actions and Quality Improvement Plan (QIP)ⁱ

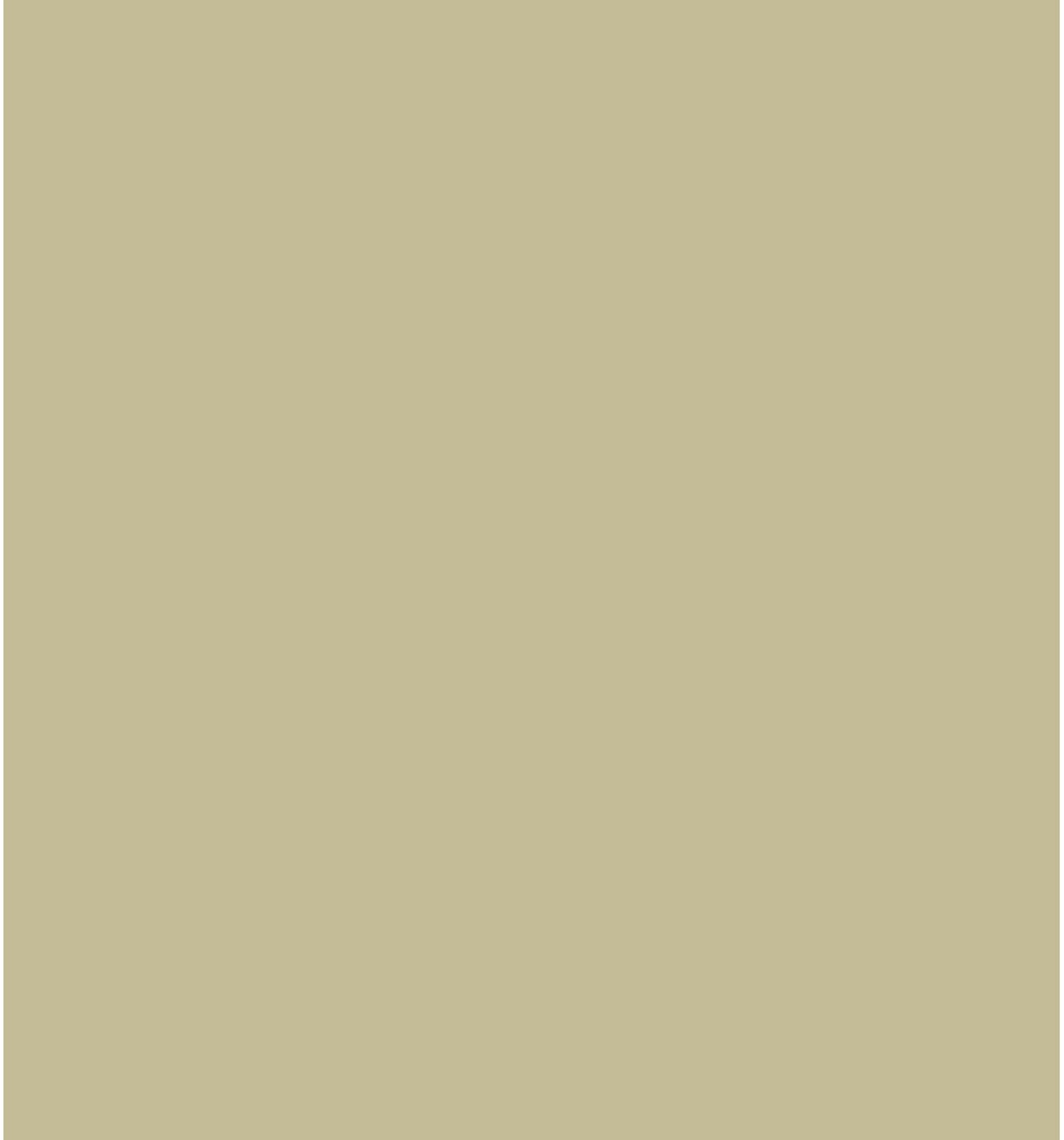
EDOL's Quality Improvement Plan is a joint conversation based upon moving to the next level and resources available. The plan for goals, actions and responsibility is included in Table 10:

EDLT Table 6: Course Matrix

YEAR ONE				
EDLT 2010-12 courses	Knowledge (undertand how/that)	Skills (be able to)	Attitudes & Values (develop appreciation of)	Evaluation/Methods (as measured by)
EDLT 770A –Cognition, Learning, & Technology	Understand contemporary and classical theories of cognition	Apply cognitive principles to the design of teaching/learning activities, materials, and tools	Appreciate and account for cultural, economic, gender, linguistic, and other differences in cognitive designs	Plan, design, try out, and assess a learning strategy based on cognitive principles
EDLT 750 – Introduction to Social Science Research	Understand contemporary and classical designs for social science inquiry	Choose and defend the best design for a particular inquiry	Appreciate the limitations and assumptions of various designs	
EDLT 725 – New Media Literacy	Understand classical and contemporary theory and emergent propositions regarding the role of “new media” and media literacy in learning			
Spring Year One				
EDLT 770B – Social Learning Theory & Technology	Understand the main theories and models associated with sociocultural historical theory	Apply sociocultural principles to the design of teaching/learning activities, materials, and tools	Appreciate and account for cultural, economic, gender, linguistic, and other differences in sociocultural designs	Plan, design, try out, and assess a learning strategy based on sociocultural principles
EDLT 751 – Quantitative Research Methods	Understand main data collection methods and measures for quantitative research	Build, describe, and defend a variety of measures to gather data to answer a research question	Appreciate the advantages and limitations of qualitative methods; Appreciate and commit to examining the descriptive data	Construct structured interviews/observations and survey; Exam
EDLT 762 – Innovation & Change	Understand contemporary and classical theories on innovation and change; Understand the major concepts and analyses associated with the numeric description of populations and samples	Anticipate and engage with problems in diffusion of innovation or change efforts in the workplace	Appreciate and commit to examining cultural, economic, gender, linguistic, and other differences in perspectives on change and proposed innovation	Study, plan, and initiate an innovation or change in the workplace or community Exam
Summer Year One				
EDLT 760 – Global Perspectives on Learning & Technology	Understand a global variety of goals, developments, and designs the use of technology at the formal government and grass roots levels.	Identify innovative approaches to learning and technology outside the United States	Appreciate creative, divergent, alternative applications of technology to “work around” barriers and support community needs	Prepare and share a national or regional case study of technology use in a country other than the United States

EDLT 728 – Games, Simulations, and Virtual Worlds for Learning	Understand the history of games, simulations, and virtual worlds in education, and in current educational research;	Acquire principles for designing, selecting adapting, and using games, simulations, and virtual worlds to accomplish learning	Know and know how to respond to the issues and concerns surrounding the use of games, simulations, and virtual worlds for learning	Develop and test prototypes
YEAR TWO				
EDLT 727 – Knowledge Creation & Collaborative Learning	Understand contemporary and classical theories on knowledge creation and collaboration	Identify sources of and resources for knowledge in the workplace	Appreciate open-source, community ‘commons’, gift-economies, and other low threshold communities structures for knowledge sharing	Project: Improve peer-to-peer learning and collaboration in your workplace or community
EDLT 735 – Inferential Statistics	Understand major statistical tests and their assumptions associated with sample-based research	Create analysis plans for mixed methods designs; calculate common inferential statistics for a given data set	Appreciate the limitations of statistical analyses and commit to examining the impact of cultural, economic, gender, linguistic, and other differences on statistical assumptions	Exam
Spring Year Two				
EDLT – 721 – Policy Development				
EDLT 724 – Ethics and Society EDLT 724 Personal Leadership and Ethics	Understand classic and contemporary principles of ethics and how to form and recognize personal ethical commitments	Increase effectiveness at taking action based on your ethical commitments; Increases your ability to connect you ethical commitments; Diagnose and act on leadership principles to self and others in the workplace	Value and respect ethical concerns of others; Appreciate diversity in culture, gender, and race on the dynamics of leadership	Analyze and develop a case involving an ethical dilemma Analyze feedback on self-assessment inventory for leadership and interpersonal strengths and weaknesses
EDLT 752 – Qualitative Methods & Analyses	Understand main data collection methods and analyses for qualitative research	Describe, conduct, and analyze a variety of methods to gather qualitative data to answer a research question or purpose	Appreciate the advantages and limitations of qualitative methods	
Summer Year Two				
EDLT 726 – Emerging	Understand current trends and the	Extrapolate from trends and		

Technologies and Research	work of thought leaders in technology and media	emerging technologies to anticipate opportunities and issues in learning and technology		
EDLT 780 – Imagining Futures Capstone	This is a course dedicated to the production of the capstone project. The project assesses major program goals, listed below.			
Learning & Knowledge	Articulate a theory of learning and knowledge that guides your work	Apply theory to design structures, activities, and tools for learning	Mediate design work by taking into account diverse perspectives on the meaning and impact of your work	Capstone project
Technology & Media	Articulate a theory of media literacy that guides your work	Apply theory to design structures, activities, and tools for learning	Mediate design work by taking into account diverse perspectives on the meaning and impact of your work	
Change & Leadership	Articulate a theory of leadership that guides your work	Apply theory to design participation structures, activities, and tools for engaging others in a shared mission	Mediate your leadership efforts by taking into account diverse perspectives on the meaning and impact of your efforts	
YEAR THREE				
EDLT 787 – Preliminary Proposal Preparation workshop	Articulate the symbiotic relationship between theory, research, and practice	Plan and conduct reliable and valid research within a mixed methods design	Engage with formal knowledge and practice organizations in your field; mediate your research efforts and your consumption of research by considering the perspectives of and impact on diverse populations affected by the work.	Dissertation:
ED 687 – Academic Writing	Know how academic writing differs from other forms of writing; Understand how to develop a conceptual framework, make a research-based argument, and discuss data as evidence	Improve syntax, mechanics, organization, and cohesion in prose; learn to edit and revise; to conduct peer reviews of academic writing	Learn to manage your writing process; appreciate constructive feedback; and value publication as the best final destination for academic work	Writing samples



Master of Arts Learning Technologies Program (MALT, MA Degree)

MALT Introduction

Master of Arts Learning Technologies Program (MALT is a blended program offered by the Graduate School of Education and Psychology (GSEP) at Pepperdine University. It is a one-year program (85% online and 15% classroom based) that prepares education technology leaders. The program is unique in its use of authentic problems for both design and action research. During the course of the year, the students engage in a rigorous process of action research to improve their practice and gain deeper understandings of how to leverage technology for organizational or educational change. They also engage in a team problem-solving process using design thinking to create a product that addresses an important societal problem. In both of these efforts, students develop a deep understanding of how to leverage technology to create learning contexts, networks, and dynamic forms of leadership.

The program is in its fourteenth year and while the core of action research has remained central to the program, it has recently (2011) been redesigned to emphasize design thinking with technology. In the new design, we have created three year-long (10 unit) strands (Conceptual Tools, Design Studio, and Action Research) which each take place across the four sessions (summer 1, fall, spring and summer-2).

We use the layout on the next page depicting learning outcomes for the (1) the overall program, (2) each of the three program strands and, (3) and for each of the courses.

Learn: A description of the cognitive and metacognitive content of the strand or course

Act: The design activities that will take place at the strand or course level

Form: Transformative learning described as identity formation and community membership.

Perform: The action of sharing what students learning with others in a performance.

External Context

Another change that we have created over the past five years is a shift from program exhibitions to a conference structure for presenting final work. In the past, students presented their work to a faculty panel with classmates listening. Now we advertise a formal conference in action research and we invite a global audience by webcasting it. This makes our student work public and opens conversations with other institutions about the nature and quality of student work.

The MALT program is designed to prepare mid-career students with the knowledge, skills and professional leadership experiences use technology to address the challenges that schools, educational and corporate organizations face. Our cadre approach to learning brings together people with different expertise and experience (teachers, instructional designers and leaders, museums educators, online curriculum professors and designers, and instructional technology specialists in corporate, medical, military or other organizational settings) and diverse backgrounds to demonstrate the value of diversity as learning assets. Our mission is to prepare educational leaders who can build the capacity of others by designing effective collaborative learning experiences with technology.

The Learning Technologies program's key features:

Transformational learning in a one-year Practitioner-Scholar model

- Blended learning program with three 5-day workshop sessions
- Highly interactive e-learning and small class size

Innovative curriculum involves real world problem solving with technology

- Action-research in the workplace throughout the program
- Technology designs to solve problems

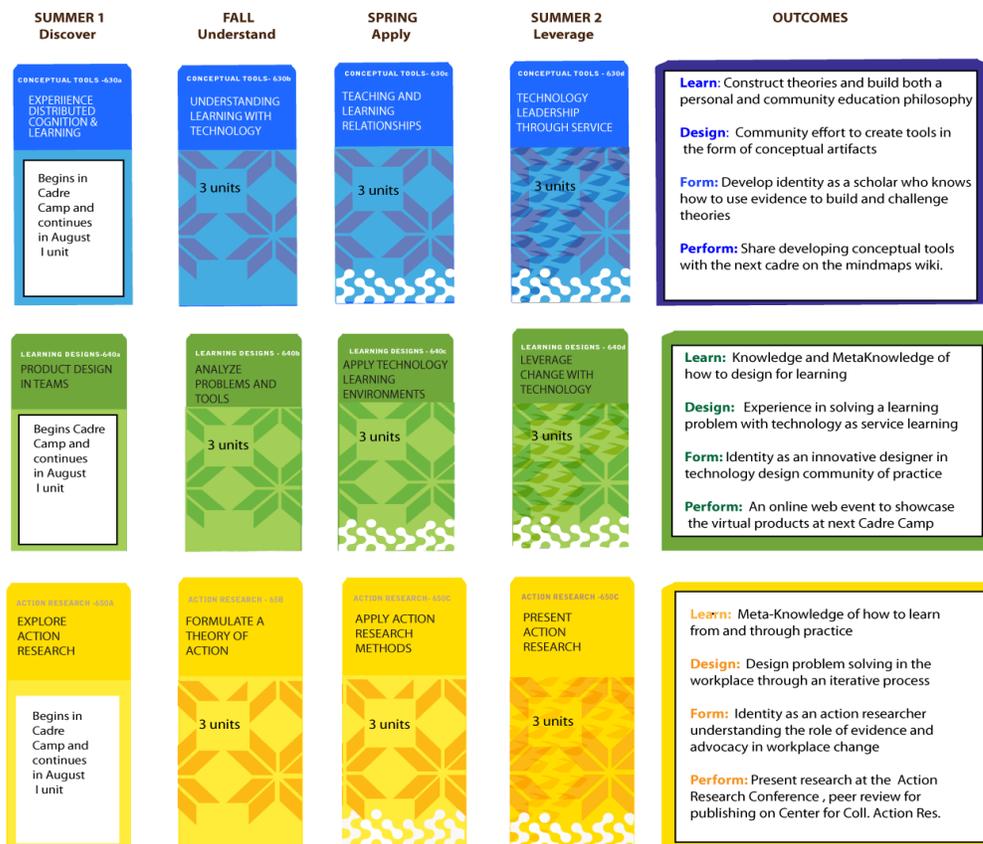
Intensive, collaborative work within a cadre model of learning

- Learning circles to support action research
- Participation in Innovative Design Studio Teams
- Use of student diversity as a learning resource

Focus on personal and professional growth

- Conceptual collaborative knowledge building experience
- Design of technology learning environments
- Understanding change in the workplace
- Development of research skills

We express the goals for the program in terms of the four types of learning outcomes in the opening



paragraphs of this section. First we expect that students will develop a deep understanding of learning, designing for change, and approaches and strategies for leadership. We expect that students will use this conceptual and technical knowledge to create engaging interactive learning environments with technology that address real needs in defined social contexts. We also help students to experiment with new identities as technology experts and community organizer/leader using digital tools. And a final goal that we have for our students is that they develop the necessary communication skills for sharing what they learn about theory informing practice and the collaborative skills for developing the capacity of others.

Direct Evidence by strand in the program

1) Conceptual Tools Strand: To assess the development of conceptual thinking, we use a six question survey administered at the start and end of the one-year online program. The entrance survey is completed during the first week of the program at CadreCamp, the in class orientation session. The final survey is administered in the last weeks of the program either during the final in class session or online. The survey is voluntary and while most of the students complete them at the beginning of the program, a smaller number complete them at the conclusion of the program. We collect and analyze the completed pairs of responses each year.

2) Design Learning Strand: Students engage in a process of self-evaluation and work with faculty to evolve a rubric to measure the effectiveness of the final product. This approach helps to determine whether the application produced the desired learning. Using the rubric students assess their product with a sample of the target population and reported their observations.

Additionally students presented their final products to peers just entering the program and posted their products to the Internet. Our assessment of the students and course was informed in part by the following:

- Final Product Presentations
- Learning Designs at Pepperdine
- Program Evaluation with Target Audience

3) Action Research Stand: Both student and faculty reviews of action research projects are uses. Students spend the year *developing* their action research project and preparing for the presentation during the action research conference. The first form of evidence is the peer review evaluation of each of the students by a panel of students. The students use the same rubric that will be used by the faculty review panel. The students presentations which are public and streamed over the internet are judged by a review panel that includes at least one program faculty member (other than their advisor), one program graduate, and one faculty member from outside of the program (and from other institutions). Together with faculty advisors evaluations, these provided the evidence for assessing the quality of the student presentations.

Indirect Evidence:

Student complete course evaluations each semester. In addition to these, students complete learning circles surveys which evaluate the degree to which they find the highly collaborative learning environment effective in their learning.

We also have students continue to share yearly updates with their cadres on their birthdays. These updates are useful as they provide the faculty and students a view of how different students have used the skills and abilities that they acquired in the program to advance their careers.

MALT Analysis of Evidence

Action research and design learning is a central part of the MALT program. The faculty model this by engaging in an ongoing process of improving their teaching practices and continual reshaping the program to meet the needs of the students. Learning technologies are evolving at a rapid pace and the faculty of this program have to ready and willing to try new environments for teaching online every year. Over the last five years we have shifted from Moodle to Blackboard to GOOGLE groups and sites, to SAKAI. For synchronous communication we have used Tapped in, Skype, Cisco, Elluminate and Google+. Our program requires a flexible implementation of new tools to reach more stable but also evolving student learning outcomes. These learning outcomes align both with GSEP and Pepperdine University.

Table1: Student Learning Outcomes aligned with Division and University Outcomes

Knowledge & Scholarship	Faith and Heritage	Community and Global Understanding
Purpose		
Develop students' skills in written and verbal academic dialogue around theories of learning, designing and leading. (K&S Purpose)	Examine the complex relationship of faith and personal values in professional practice to see opportunities for change.(F&H-purpose)	Understand that human diversity is a valuable resource in responding to pressing real-world problems. (C&G-Purpose)
Service		
Apply theory and research through service through action research linked to their workplace practices.(K&S Service)	Demonstrate values by listening to what others value and working collaboratively to change professional actions. (F&H-Service)	Demonstrate principles that embrace human diversity through leveraging initial changes with technology to promote community and global understandings (C&G- Service)
Leadership		
Build leadership capacity by sharing the process and outcomes of action research with local community and by sharing interactive learning environment product with a community as service- learning. (K&S Lead)	Help other to see the influence of personal and collective values on professional problem solving and design-making. (F&H- Lead)	Co-construct meaningful collaborations with diverse local, national and global communities of practice around learning technologies and action research. (C&G Lead)

Table 2: Learning Environment aligned with GSEP and University Outcomes

Knowledge and Scholarship	Faith and Heritage	Community and Global Understanding
---------------------------	--------------------	------------------------------------

Purpose		
Provide the help and support for midcareer students to engage research literature and apply this knowledge to current problems and opportunities in their workplace.	Promote the professional, personal, and spiritual development of students through interactions with the university community, and immersion in academic programs and co-curricular activities.	Foster a community by grouping students into online learning circles and design teams bringing students from diverse backgrounds to work closely and come to value multiple and global perspectives.
Service		
Promote an inclusive environment that supports personal reflection, discourse, and innovation in culturally-relevant scholarship and professional practice.	Foster learning experiences which transform practices, promote understanding, and offer opportunities to serve diverse communities.	Help students extend their work to communities beyond their local site through presentations that are broadcasted on the web and made available for the next cadre of students
Leadership		
Create diverse learning experiences that contribute to the advancement of the profession through collaborative leadership.	Provide a discussion format for students which welcomes all religious backgrounds and promotes respect for all beliefs.	Build leadership capacity by having students present to the incoming cadre and mentor and support others who work in similar settings.

Program Student Learning Outcomes by Strand

Learn: Develop deep understanding of theories and approaches to learning, designing for change, and approaches and strategies for leadership through the leveraging of technology

By Strand

- **Conceptual Tools: (CT1-Learn)** Compare and construct theories of learning, understand the role of social networks and processes in learning, and understand the role of technology in leveraging change
- **Design Learning: (DL1-Learn)** Develop knowledge and meta-knowledge of how to design for learning, understand the process of design thinking and how technology can be leveraged for change
- **Action Research: (AR1-Learn)** Identify the critical dimensions of action research, develop the knowledge to use logic models and prior research to frame this research, understand how to move from values to problems, data to evidence, and understand the role knowledge development in learning communities

Act: Identify real world problem and apply principles of design thinking, problem solving, and action research to leveraging changes through creative use of technology attending to community and global understandings and values.

By Strand

- **Conceptual Tools: (CT2-Act)** Create visual representation of critical concepts, design shared conceptual tools and facilitate the development of student's e-portfolio.

- Design Learning: (DL2- Act) Solve learning problems with technology to create an online environment as service learning
- Action Research: (AR2-Act) Manage problem solving in the workplace through an iterative process

Form: Transform identity by attending to complex relationships and respecting diversity, faith and personal values and increasing participation in local and global communities as organizers and leaders using digital tools.

By Strand

- Conceptual Tools: (CT3- Form) Develop an identity as a scholar who use evidence to build and challenge theories and participate in a community of practice to develop knowledge
- Design Learning: (DL3 Form) Identity as a member of a learning design community of practice through careful respect and development of listening skills
- Action Research: (AR3 Form) Examine as an action researcher the role of values, evidence and advocacy in workplace change

Perform: Develop professional communication skills by sharing action research, and design studio products at professional venues demonstrating their understanding of the process of change and strategies for developing the capacity of others.

By Strand

- Conceptual Tools: (CT4- Perform) Share writing through the on-going development of a wikisite on learning technologies
- Design Learning (DL4- Perform) Share work through a online web event which showcases the virtual products
- Action Research: (AR4- Perform) Present research online, at the at the Pepperdine Action Research Conference in Los Angeles, and, for those selected, as a publication on the Center for Collaborative Action Research

Table 3: Alignment of Student Learning Outcomes and Plans for Assessment.

University SLO Alignment	Program Student Learning Outcomes	What Students Do to Master the Learning Outcomes	Evidence of Student Learning
Develop students' skills in written and verbal academic dialogue around theories of learning, designing and leading. (K&S Purpose)	(CT1-Learn) Compare and construct theories of learning, understand the role of social networks and processes in learning, and understand the role of technology in leveraging change	Develop compare and contrast theories of learning, networking, leadership and change in the forums.	<ul style="list-style-type: none"> • Course grades and discussion forums • Pre and post essays (Year 1)
Examine the complex relationship of faith and personal values in professional practice to see opportunities for change.(F&H-purpose)	(DL1-Learn) Develop knowledge and meta-knowledge of how to design for learning, understand the process of design thinking and how technology can be leveraged for change	<ul style="list-style-type: none"> • Develop User Experience Storyboards • Research Vendors Learning Design 	<ul style="list-style-type: none"> • Course Grades • Course Activities • Discussion Forums (Year 1)
Apply theory and research through service through action research linked to their	(AR1-Learn) Identify the critical dimensions of action research, develop the knowledge to use logic	<ul style="list-style-type: none"> • Develop Logic Models, Write Literature review 	<ul style="list-style-type: none"> • Literature Review • Logic Model

workplace practices.(K&S Service)	models and prior research to frame this research, understand how to move from values to problems, data to evidence, and understand the role knowledge development in learning communities	around a problem, course discussions <ul style="list-style-type: none"> Complete Research Design tutorials 	<ul style="list-style-type: none"> Course Grades Discussion Forums Action Research Designs Capstone event
Develop students' skills in written and verbal academic dialogue around theories of learning, designing and leading. (K&S Purpose)	(CT2-Act) Create visual representation of critical concepts, design shared conceptual tools and facilitate the development of student's e-portfolio.	Create a video of community of practice, develop theory pages on wiki	<ul style="list-style-type: none"> Videos Theory Pages e-portfolios Course Grades
Demonstrate principles that embrace human diversity through leveraging initial changes with technology to promote community and global understandings (C&G- Service)	(DL2- Act) Solve learning problems with technology to create an online environment as service learning	Multi-semester development of a virtual learning environment	<ul style="list-style-type: none"> Capstone Product Course Grades
Help other to see the influence of personal and collective values on professional problem solving and design-making. (F&H- Lead)	(AR2-Act) Manage problem solving in the workplace through an iterative process	Develop at least three cycles of action research	<ul style="list-style-type: none"> Action Research Cycle reports
Demonstrate principles that embrace human diversity through leveraging initial changes with technology to promote community and global understandings (C&G-Service)	(CT3- Form) Develop an identity as a scholar who use evidence to build and challenge theories and participate in a community of practice to develop knowledge	Role playing in problem-based meetings	<ul style="list-style-type: none"> Forum discussion Role play Written work e-portfolio
Understand that human diversity is a valuable resource in responding to pressing real-world problems. (C&G- Purpose)	(DL3 Form) Identity as a member of a learning design community of practice through careful respect and development of listening skills	Discussion Forums, Group meetings, Gaant Project Planning	Team Productivity 180 Evaluations Goals Set
Demonstrate values by listening to what others value and working collaboratively to change professional actions. (F&H-Service)	(AR3 Form) Examine as an action researcher the role of values, evidence and advocacy in workplace change	<ul style="list-style-type: none"> Develop a force field analysis and description of the problem Complete Ethics Tutorial 	Action Research Report
Co-construct meaningful collaborations with diverse local, national and global communities of practice around learning technologies and action research.	(CT4- Perform) Share writing through the on-going development of a wikisite on learning technologies	Develop a grant for marketing or further development of their group designs	<ul style="list-style-type: none"> Written Grants Discussion Forums Wiki e-portfolio Grades
Help other to see the influence of personal and collective values on professional problem solving and design-making.	(DL4- Perform) Share work through a online web event which showcases the virtual products	Prepare their work for an online presentation to the next cadre of MALT students	<ul style="list-style-type: none"> Capstone event – Presentation Evaluation of online

			products
Build leadership capacity by sharing the process and outcomes of action research with local community and by sharing interactive learning environment product with a community as service-learning. (K&S Lead)	(AR4- Perform) Present research online, at the at the Pepperdine Action Research Conference in Los Angeles, and, for those selected, as a publication on the Center for Collaborative Action Research	Students each present their work and respond to questions for a review panel	Presentation of Action Research at Capstone Conference Review Panel Rubrics

MALT Table 4: Five-Year Assessment Plan for the MALT Program

SLO by STRAND	Summer 1	Fall	Spring	Summer 2	5- year Assessment Plan (years 1-5)
Conceptual Tools (CL)	630 640 650	631 641 651	632 642 653	633 643 653	1 2 3 4 5
CT1 (LEARN)	I	D	D	M	1
CT2 (ACT)	I	D	D	M	3
CT3 (FORM)	I	D	D	M	5
CT4 (PERFORM)	I	D	D	M	2 4
Design Learning (DL)					
DL1 (LEARN)	I	D	D	M	3
DL2 (ACT)	I	D	D	M	1
DL3 (FORM)	I	D	D	M	5
DL4 (PERFORM)	I	D	D	M	1 2 3 4 5
Action Research (AC)					
AC1(LEARN)	I	D	D	M	2
AC2 (Act)	I	D	D	M	4
AC3 (FORM)	I	D	D	M	3
AC4 (PERFORM)	I	D	D	M	1 2 3 4 5
Number of SLO assessed each year for years 1-5					4 4 5 4 4
I = Introductory (knowledge and skills introduced), P = Practice (skills developing with supervision), and D = Mastery Demonstration (graduation ready).					

Program Quality evidence

Students. Students for this program are mid-career professionals with at least three years of experience in their positions who want to increase their knowledge in the use of technology for learning and leadership. The students comes from different sectors of society including corporate, organizational, university and school settings. In the k-12 setting, there is a gender gap in favor of female teachers, but in the technology industry, there is more of a gender gap towards males. By drawing for both

populations, our student cadres are often balanced with respect to gender. Recruiting people of color in a technology where they are underrepresented can be challenge but we have increased our ethnic diversity over the years. Our strongest form of diversity in the program is in terms of professional experiences. One of our goals is to help students learn how to leverage technology to develop human learning potential. We help students experience the value diversity of workplace experiences by helping to “translate” ideas across settings with innovative outcomes.

MALT Table 5: Gender of MALT students over five years

Cadre	Male	Female	Total
13 (10-11)	7	9	16
12 (09-10)	13	9	23
11 (08-09)	11	14	25
10 (07-08)	5	12	17
9 (06-07)	15	17	32

MALT Table 6: Ethnicity of MALT students over five years

Cadre	White	African Amer.	Hispanic	Other (mostly Asian)	Total
13 (10-11)	7	1	5	3	16
12 (09-10)	15	1	5	2	23
11 (08-09)	15	3	4	3	25
10 (07-08)	12	2	1	2	17
9 (06-07)	27	0	2	4	32

MALT Table 7: Work Background of students over five years

Cadre	K-12	School/District	University	Organization	Corporate	Total
13 (10-11)	6	2	1	5	2	16
12 (09-10)	5	3	4	5	5	23
11 (08-09)	8	7	2	5	3	25
10 (07-08)	6	2	2	4	3	17
9 (06-07)	12	6	5	2	8	32
Total	37	20	14	21	21	113

MALT Table 8: Student Cadre for 2011-2012

MALRNTech (MALT) - Summer Start Only- Data for 2010-2011	
2011-2012 (Cadre 14)	
Total applications	45
Completed Applications	32
Admitted	24
AVE GRE Combined	1400

Average GRA Quantitative	770
Average GRA Verbal	630
Average GRE Written	5.5
Average Under Grad GPA	3.17
Average Masters GPA	3.48

External Validation

The MALT program was submitted to United States Distance Learning Association for evaluation of online programs. This required the development of a portfolio for the program describing its goals, curriculum, teaching methods and outcomes. The program was chosen for the highest award level-Platinum. This provided outside validation of the program. We also submitted one course in the online teaching category and this course received recognition at the Gold level. Both of these external validations by one of the leaders in online or distance learning provides a marker of program quality. This recognition provides a clear comparison of the program's curriculum with curricula at selected other institutions and with disciplinary/professional standards.

We also make the teaching process and student work public in each of the three strands. There is a website associated with each of the strands that is used for posting students work. Students are asked to contribute to the knowledge of students who have completed the program and those that might join it.

To further the development of faculty, we have authored a site on doing and supporting action research – The Center for Collaborative Action Research. It is both a website with resources and a wiki for collective development of resources. The website is used to collect the best examples of action research to use in teaching and learning exercises with the next cadre. The wiki is used as an online text for the supporting the learning and teaching of action research

Using Google Analytics, we can see that we have constant traffic to each of these sites. The Center for Collaborative Action Research is visited by about 20 people a day. And the wiki, which invites interaction is visited by 35 people a day. We include the site analytics for November 2011 for the wiki because this provides another form of external validation for the program. These are 80-90% new users which means with about 15% returning users. From 2009 when we started tracking visitors, we have had 22,006 visits by 22,150 unique visitors.

MALT Figure 2: Tracking Visitors to the Center for Collaborative Action Research Wiki Space for the month of November 2011 (<http://ccar.wikispaces.com>)



Our goal is to position Pepperdine as a center for action research, specifically action research with technology.

Program Revisions

Many of our students have recreated our innovative program at different institutions such as Full Sail in Orlando Florida, and at Azusa Pacific University and these programs are doing quite well. One of our goals is to continue to lead the way in terms of design of learning environments with technology which is what lead to the new stand. The design learning strand gives students the experience of working in the industry and with clients using technology to solve important problems. This strand provides an experience that takes education to many different contexts.

We also demonstrate distributed cognition and distributed leadership in our use of learning circles. This innovative practice gives students the opportunity to multiple their learning. They become teachers and learners in a collective that is much more powerful than the traditional student-professor relationship.

Our newly designed three-strand program helps students work across classes and across the years in integrated learning experiences. By extending the work across classes, students are able to accomplish

much more than they could in any single course. We have established four categories for student learning outcomes that we describe at the program level, at the strand level and for every course in the program. We describe the knowledge outcomes, the practice outcomes, the identity outcomes and the performance/communication outcomes. This four-part structure for learning outcomes helps us to align the curriculum with the learning outcomes.

We have a sequence across the year that is followed in each of the strands. The first session in the summer is the discovery session where students explore the work of the students who came before them and begin the process of learning the skills and begin thinking about the solutions that they will implement. The second session is the learning and planning session as students continue to explore the context of the problems they have identified. They explore the contextual issues in setting in which the problem is located, and they learn how to contextual the problem in the research literature. The third session is the period of iterative problem solving where they implement that solutions that they have designed in a series of iterative cycles. The final semester is focused on thinking about what it means to take leverage these changes into larger sustainable programs. This same sequence goes across the three courses that the students experience in the program providing an integrative experience. Faculty design reading lists to work across the course boundaries so that the different professors can draw examples or ask questions from reading that are a part of other courses taken at the same time.

The MALT program begins with three one-unit courses that are introduced in a face to face “cadre camp” and then are continued over a one month session taught online. This prepares students for the Fall semester where all of the course are taught online. In the beginning of the next Spring Semesters, the students participate in a second 5-day in person meeting at a national conference setting. The second summer session ends with an in person 5 day session which includes a presenting their work in an action research conference and graduation.

Each strand has a natural progression that moves from introduction to building personal knowledge, to designing change, to leadership in sustaining change.

- Conceptual Tools (edc 630 to 633) are developed around learning, design, and leadership theories.
- Learning Designs (edc 640 to 643) focuses on design, development, and product showcase and promotion.
- Action research (edc 650 to 653) unfolds over a process of planning, implementation cycles, data analysis and reflection.

Measure of Effectiveness

Conceptual Tools Stand: A marker of the program quality is students' ability to engage one another in dialogic inquiry leading to deep conceptual understanding leading to professional transformation. Establishing clear shifts in conceptual understanding in online learning environments is a challenge. Our program of study is arranged around three key concepts: learning, design, and leadership all infused with technology.

The student learning objectives not only include students engaging in dialogue across the courses but that at the end of the program this dialogue will have reshaped the way they think about learning, teaching and leading.

1) *Design Learning Products and Presentations:* The Design Thinking strand is a new approach implemented in 2011. Since it was a team experience with few individual components it is perhaps more effectively assessed that way. Students were asked to develop an actual learning product and were guided through the following stages/activities:

- *Explore:* Manage identity, design process, design heroes, new technologies
- *Design:* Analyze needs, find models/theories, strategize, rapid prototype
- *Develop:* Select tools, build community, project management, user experience
- *Deliver:* Deliver product, evaluate, evangelize, reflect, report

Students worked together in design teams of 3-5 students taking on specific roles (project manager, market researcher, quality assurance, etc.) to model experiences in the workplace. Emphasis was placed on clearly identifying the learning objectives and making sure the objectives were met by the target populations. In other words our assessment of their work was informed by the evaluations students received from their target populations.

Our student learning objective is that every student will be able to collaborate in designing and developing an effective learning application.

2) *Professional Presentation of Action Research:* The second way we assess the program is by a public presentation of their work and a peer review process for publication of the best examples. This process gives us a way of judging quality from year to year. In action research students develop leadership skills in effecting and studying change in their workplace. Our hypothesis from last year was to see if creating a open conference structure (instead of course evaluation presentations) and inviting more faculty, alumni and professional speakers for the larger community would result in students spending more effort in preparing for this process of showcasing their work. Evidence that we accomplished this goal from the program perspective is we had speakers with international reputations all of whom were authors of books that we relied on heavily for learning action research. The speakers, frequent keynote speakers at international conferences included Dr. Jack Whitehead from the United Kingdom, Dr. Marlene Scardamalia, from Canada and John David Smith, from the United States.

Our student learning objective is that every student will be able to skillfully communicate their year long action research in a conference format.

Evidence Used to Assess Student Learning Outcomes by Program Strand

Strand 1: Conceptual Learning

In comparing the student's entrance and exit surveys over the past three five years, we find that while in the early years the exit surveys were a bit longer in the early years but this difference is not consistent over time. We think this reflects the difference in student's motivation to write at the beginning of a program and at the end when they have completed all of their mandatory obligations.

We analyze the data in two ways, one based on word frequencies and the second by a conceptual coding. In this combined analysis we are only going to include the conceptual analysis. To compare the meaning of the responses we generated a unique set of codes for each question. Surveys were read by a team of program faculty and we developed a set of codes that could be used to compare the responses. Four major categories developed out of the concepts.

1. Interaction With Environment

Learning from and through sensory contact with the world
Learn from multi modalities

2. Cognitive Process

Learning as repetition
Learning from trial and error (failure)
Learning as an iterative, continuous process-problem solving
Learning as construction projects-
Learning as activity (learn by doing)

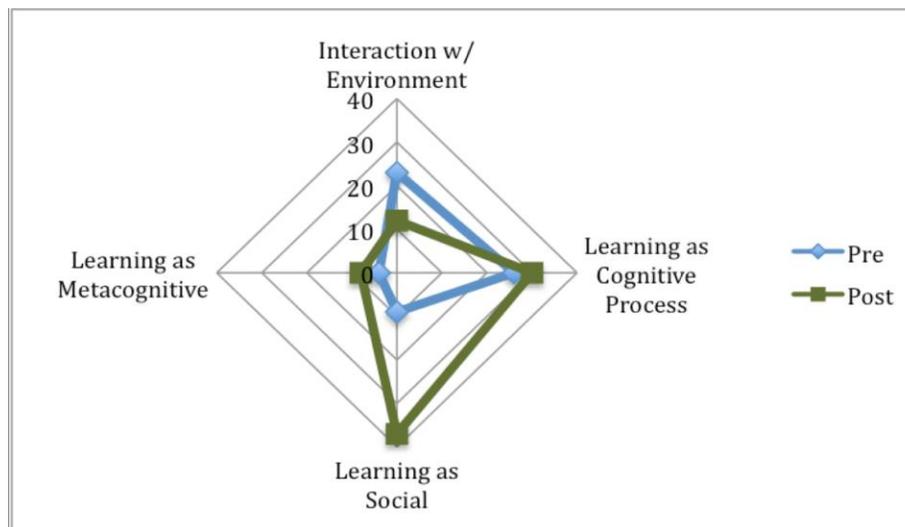
3. Social Or Technically Mediated

a. Social or Community based/sharing
b. Negotiations/ relationships/dialogue /guiding/teaching
c. Co-construction of objects or knowledge
d Role of technology in learning

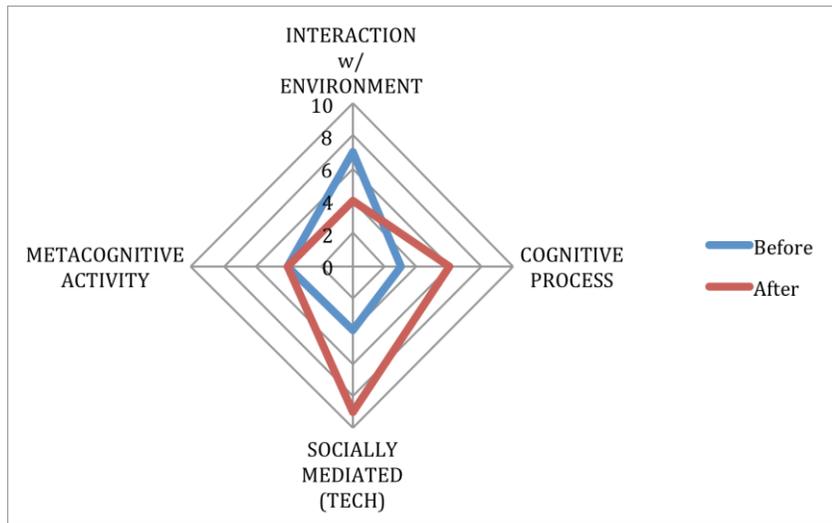
4. Metacognitive Activity

a. Learning as reflection
b. Motivation/Desire or other dispositions

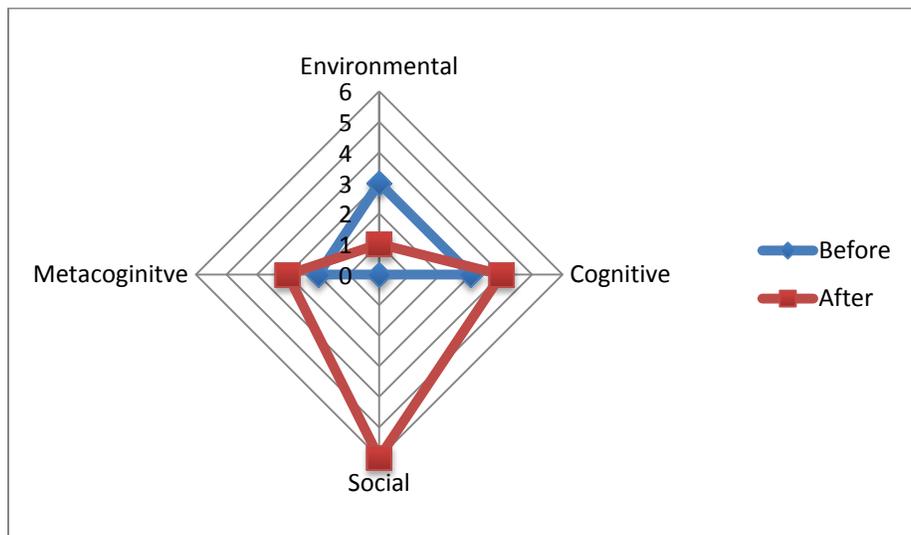
MALT Figure 3. 2007-2009 Conceptual Learning, before and after program.



MALT Figure 4: 2009-2010 Conceptions of learning before and after the program



MALT Figure 5: 2010-2011 conceptions of learning before and after the program



Charts 3-5 show show a remarkable similar shift for each cadre over a period of three years. This shift is from thinking about learning from a cognitive process in which a person makes sense of a physical environment, to one that focuses more on the social and metacognitive aspects of learning. This evidence suggests that the students have shifted their understanding of learning through collective knowledge building process.

Conceptions of Leadership

We have also tracked the conceptions of leadership in this way. We coded the comments about leadership into three categories: those that were focused on dispositions or qualities of the leader

(leader-centric), those focused on leadership practices that were more community-centric, and a third category for more general comments about leadership.

1. LEADER-CENTRIC STRATEGIES

- a. Direct -Take charge - guide, give direction, take hits, overcome fear
- b. Model - Be an example - be self, competence, attitude, knowledge
- c. Inspire - motivate, challenge, grow, coax talents, transform
- d. Serve - caring, teaching, promote learning, help

2. COMMUNITY-CENTRIC STRATEGIES

- a. Foster Shared Understanding - communicate, listen, co-vision, listen
- b. Build Social Capital - Relationships - build trust, mentoring
- c. Shared responsibility, community effort, collaborate, teamwork

3. LEADERSHIPS PROCESS/ COMMENTS

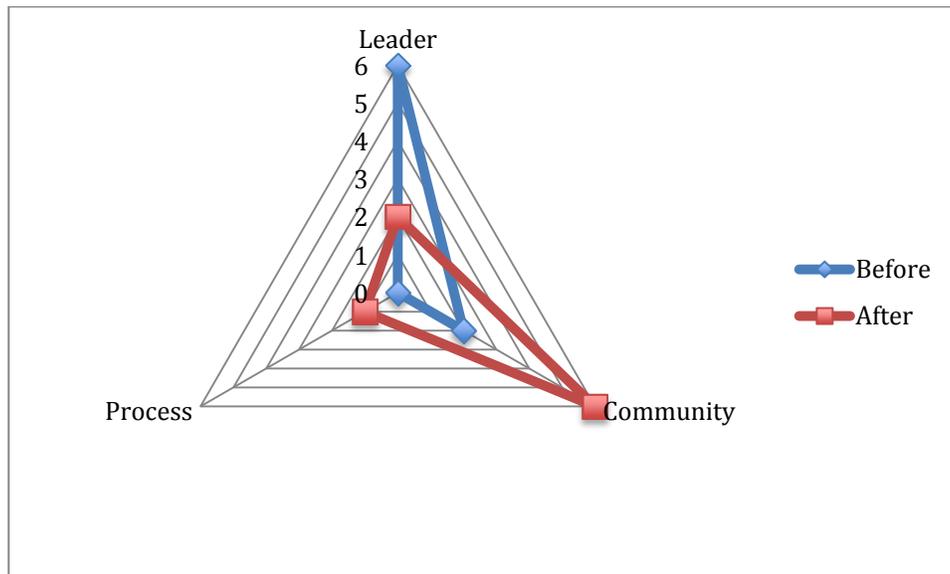
- a. Comments about the use of different types of leadership style
- b. Development of Leadership skills - improving self, growing, learning to use technology

MALT Figure 6: 2008-2009 Concept of Leadership before and after the program.



In 2009-2010, we completed the same comparison, but we found only minor changes in concepts of leadership away from leader-centric to community-centric views. The differences were some so small that we did not including the chart. This analysis prompted a review of the leadership courses that provided one of the many factors that lead to the redesign of the program.

MALT Figure 7: 2010-2011 Concept of Leadership before and after the program



In addition to this evidence, we have project artifacts that have been collected and presented on Mindmaps@wikispaces.com. This is a public wiki-website and MALT students provide a service as they build on the work that has been done by the previous cadre. It averages about 120 visitors a day providing value to the larger community.

MALT Figure 8: Screen shot of Mindworks, the wiki for the conceptual tools instructional strand.

mriell · My Wikis · 10 · My Account · Help · Sign Out · wikispaces

★ home Edit This Page page discussion (15) history

Welcome to MINDMAPS!

The Wikipedia of Learning Technologies from Pepperdine University

This wiki is one of three shared public spaces developed and used by students who complete the [Masters in Arts in Learning Technologies \(online\)](#) (MALT) at Pepperdine University.

Mindmaps is connected to the Conceptual Tools Strand for the Pepperdine Program
 The [Center for Collaborative Action Research](#) is where students work on Action Research is published
 And the newest, [Learning Designs@Pepperdine](#), will feature virtual learning designs from the newest strand

This intro page is a short description of the site contents and a place to post announcements. The wiki is an open space and you are also welcome to leave messages and add content. We just ask that you **sign in** so we know who is making the changes. It is good wiki practice to annotate the changes you made at the bottom of the page before saving.

Knowledge Building

We are currently revamping the site but our goal is to provide a space to talk about ideas that are important as we think about the ways in which technology can support learning.

Currently we have

- 1) A number of essays centered on the the promise and perils of using technology to enhance learning; distributed learning and cognition, and the role of wikis and other collaborative tools in learning
- 2) A set of videos that show examples of community of practice
- 3) Learning Theorists and [pencil Art](#) the way their model addresses a set of essential questions.

Please visit our visual [MINDMAP](#) representation of the resources created by Cadre 12.

We currently are working on moving to a more dynamic structure. This process is ongoing.

Social Capital: Sharing Collaborative Tools and Resources

We have created a place for current and past students to add links to [Collaborative Tools](#) that we are exploring. This is an open activity. Anyone finding this site can list collaborative tools. But please don't use this site to advertise your software. This is a wiki, not a sales forum. We also have a page for interesting tools and sites and other [Resources](#) that are not collaboration tools (including [Pepperdine student resources](#)). Most recently we have been adding design libraries created by the student cohorts. We also engage students in a mock interviews for which we have information about [career searching](#).

Actions
 Wiki Home
 Projects
 Pages and Files
 Members
 Recent Changes
 Manage Wiki
 Search Wiki

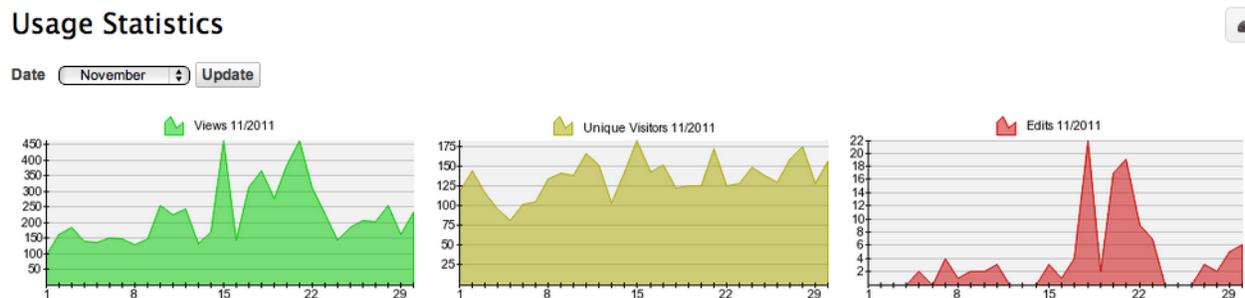
Navigation
 Home
 Knowledge Building
 Learning Theorists
 Community of Practice
 Snopes for Learning

SOCIAL CAPITAL
 Collaborative Tools
 iPhone/iPad Apps
 Resources
 Career Searching

PEPPERDINE STUDENT GROUPS
 Cadre 13 Home
 Cadre 8-12

CONFERENCES
 Action Research @ Pepperdine

Figure 9: Views, Visitors and Edits for Mindmaps during one month (November 2011).



Strand 2: Learning Designs

The second strand in our program is new so there is only data for one year. The students worked in consulting teams to identify clients and work with them to use technology to address a learning need.

Students were required to present their products at the end of the year during Cadre Camp for the new students. Given the online nature of the program presentations were designed to occur via online technology allowing all students to participate. In fact, there were enough local students to have a representative in person to interact with the new students.

Each team was given 6 minutes to present their product and 10 minutes to cover the following elements.

- Idea Design: Identifying the learning problem including audience
- Learning Design: What were the learning outcomes
- Prototyping: Describe how your team discovered the right tool/platform
- Product design: Show us the final product
- Evaluation: Share how the product worked w/ the target audience

All team members participated equally whether online or in person. Managing the technology for online presentations demonstrated the skills that students have developed with technology. That each team created a product and was able to successfully present the process and product is our first level of assessment. Students were motivated to perform well since presentations were seen by peers, faculty and incoming new students.

The teams and their products are listed below to give a sense of the scale of project work.

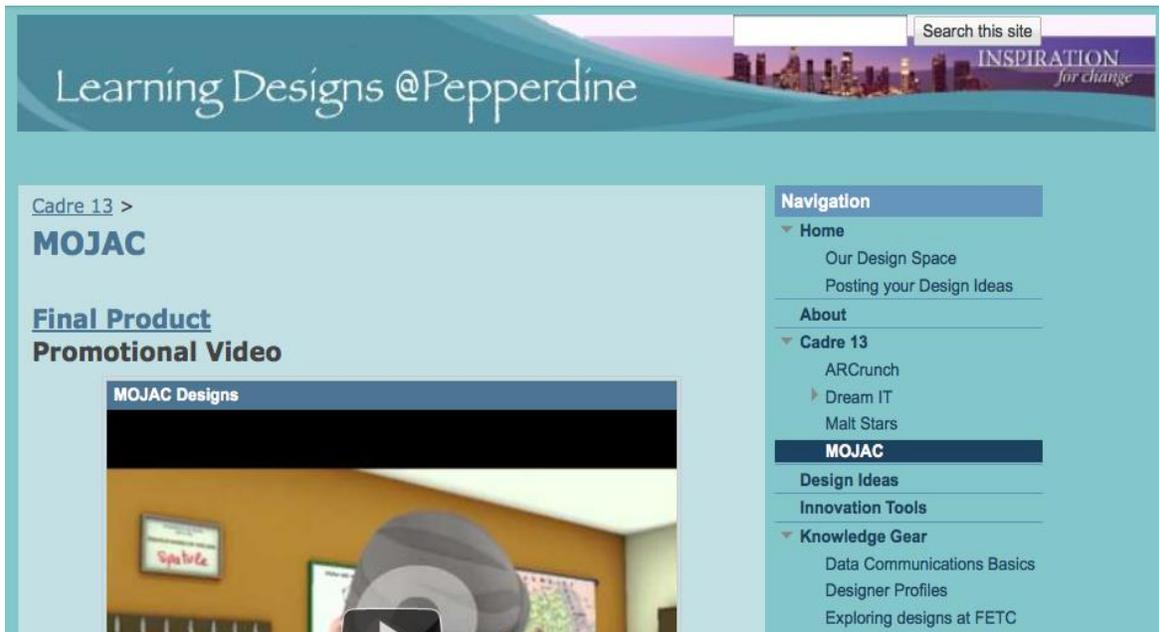
- [Dream IT](#) - SaintMate: A tool for connecting Catholic youth with Saints
- ARCrunch - Action Research Channel: A site devoted to educating beginner Action Researchers
- [Malt Stars](#) - Reading Spark: A site to facilitate reading across distances
- MOJAC – CantStalkThis: A site to promote positive online reputation for students

In addition to the presentations, Design teams posted their products and development sites (including activities from the whole year) in a publically accessible place online--*Learning Designs at Pepperdine*

Student final products were posted at the following location online.

<https://sites.google.com/site/learningdesignsatpepperdine/cs-department-1/te-1>

MALT Figure 10: Learning Design @ Pepperdine Website



These products are available on Learning Designs @Pepperdine for review. By making them public we encourage the wider community to review our work. .

Program Evaluations with Target Audience

Students were asked to develop a rubric to measure the effectiveness of the final product. The following rubric is presented as an example of their work.

MALT Table 9: An example of Student created rubrics for evaluation of learning product on Managing Digital Reputations ⁱⁱ

Rubric Items	Approaching Understanding of Digital Footprint	Has a working knowledge of reputation Management	Understands how to maintain online reputation and privacy issues
#1: know that digital reputation is an invaluable but fragile personal asset	<ul style="list-style-type: none"> * learned at least one new thing * verbal acknowledgement that digital reputation is somewhat important 	<ul style="list-style-type: none"> * learned at least two new things * important asset * some verbal acknowledgment of importance of DR 	<ul style="list-style-type: none"> * mindful of tools to protect self * impetus/motivation to make changes * plan to tell others

#2: know the steps to take to curtail negative digital reputation effects and encourage positive effects	* knows at least one step * can give a basic explanation on how to perform a suggested action	* name three of the suggested actions * can explain in some detail how to perform one suggested action	* knowledge of most of suggested actions * plans to research more * adds to the list of steps with own ideas
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Using the rubric students then tested their product with a sample of the target population and reported their observations.

MALT Table 10. An example of student team scores for one goal for one product

GOAL #1: know that digital reputation is an invaluable but fragile personal asset

Team Member	Respondent ID	Approaching	At	Above
Student 1	A		x	
	B			x
Student 2	C	x		
	D		x	
	E		x	
Student 3	F	x		
	G		x	
	H	x		
Student 4	I			x
	J		x	
Student 5	K	x		
	L			x

Students also wrote final reflections of their products. One team summarized their reflection around two themes, one focused on design and the other user interface. About design their comments centered on how difficult it was to find a single design that addressed the needs of all participants. While they believed that their design met their learning objectives, they felt that they needed to continue to make adjustments to meet the complexity of needs of the all participants. With respect to user design they had made a number of adjustments to make the navigation clear. They commented on the observation that users seem to move around the site without attending to the cues that they created and often did not watch the videos. This prompted them to think about how the site could be designed in a more intuitive way with fewer instructions.

The fact that each of the teams was able to create a product for a client group was a validation of the design of the strand. This was our first year and we are already using student informal feedback to refine the teaching, learning and design projects that support this accomplishment.

Strand 3: Action Research

We have been organizing action research projects for 13 years. This is the most fully developed strand in the program. We have evolved student exhibitions to a conference that is webcasted and has participation of over a hundred people online. This shift helps us provide a professional experience for our students.

The student presented their work twice, once in a practice session with their peers and then during a formal conference presentation. The practice session allows for self-correction but is also the final check by faculty advisor that students have completed the work for presentation. Using the students and faculty advisors comments, students are cleared for presenting at the public conference. Over the years, a small number of students were not permitted to present as their work was not complete enough. Most of these students were later able to present their work to a faculty review team and complete the program.

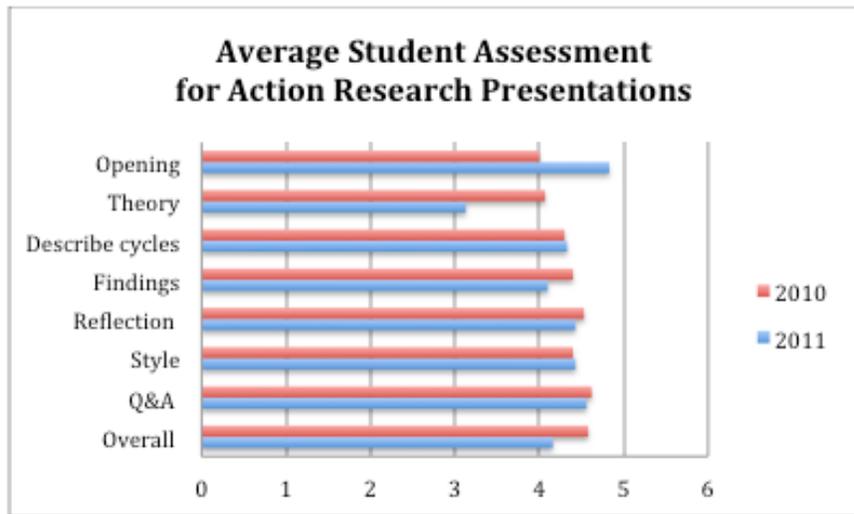
The conference presentations are arranged into a set of symposiums each beginning with a keynote presentation by leading authors in the field, followed by a discussion between the authors and the students and then the panels of presentations.

A three-person review panel was assigned to each of the symposiums and each panel member completed a review of the written web portfolio and thesis before the presentation. The panel also used a rubric to score the presentation. At the end of the presentation there was time for the reviewers to ask the students questions about their work. These reviewers turned in a scoring sheet on both the students' oral and written presentation of their work (see appendix A-C).

In the chart below we present the information for the conference presentation from 2009-2010 and 2010-2011. Before this time, we did collect the scores but we only used them for grading purposes and then passed the evaluation sheets to the students without making copies.

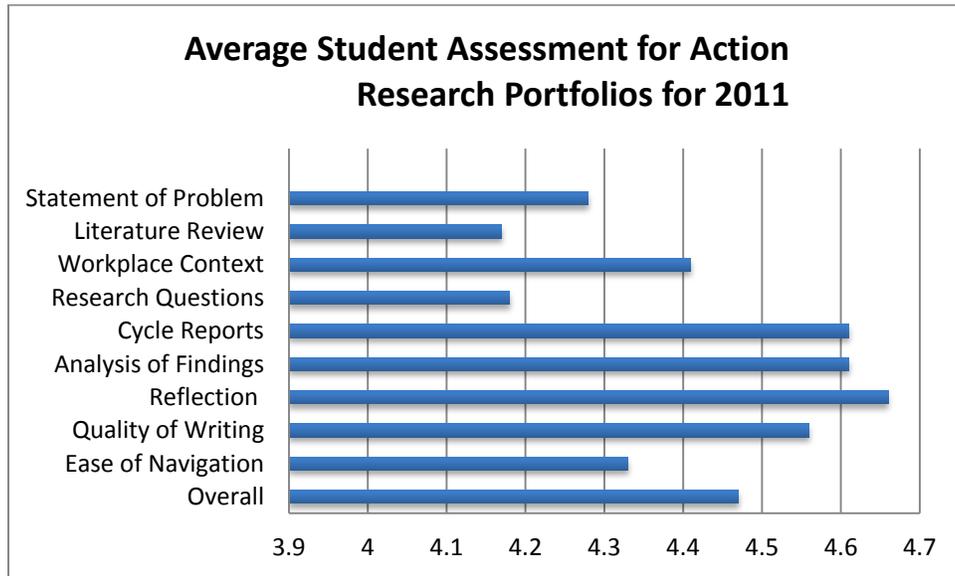
Overall the scores are consistent and relatively high across all students. Our efforts to help students work with metaphors and develop a strong opening was noted by the reviewers. However our efforts to work harder at having students develop a theory of action and refine their theories was not reflected in this evaluation. While it is difficult for students to do more than mention theory in these short ten minute presentations, these findings suggest that we need to review the way we approach the teaching of theory and our strategies for helping students integrate theory in their work. Otherwise, the overall scores were high. The highest scores were for the students handling of questions.

MALT Figure 11: The average score (1-5 with 5 being highest) received by Cadre 12 (2010) and 13 (2011) on each of the eight items in the rubric.



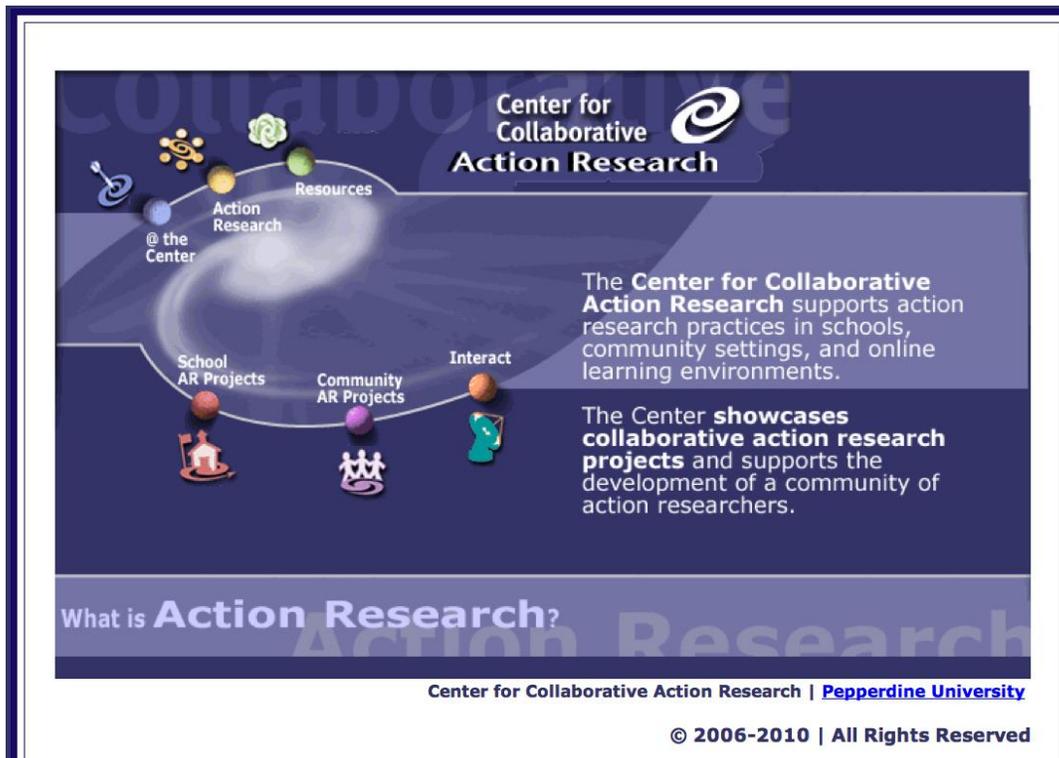
This year we also had the review team complete a separate rubric on the student's written work. The review team gave the students strong marks for analysis of data, an increase from previous years. In a one-year action research project, it is a challenge to support students in all aspects of action research. Collecting these evaluations suggest where we might want to put more resources. This year we are working harder on helping students to understand the value of well-written research questions. A strong command of the research literature is a more difficult challenge but one that we will continue to work on. Perhaps we can develop some ties with librarians to help students with their search strategies in the Fall.

Figure 12: The average score (1-5; 5 high) received by Cadre 13 (2011) for their web portfolios on action research.



The faculty review of student work is accomplished by a ranking of students based on scores from peers, from the review panel and from their faculty advisors. A subset of students are identified for potential publication on the Center for Collaborative Action Research. A panel of published action researchers provide a “peer review” and this determines which projects are finally be published on this site.

MALT Figure 13: Collaborative Action Research Website



MALT Table 11: Action Research Projects Published on CCAR by year

Cadre	Published on CCAR
13 (10-11)	1 (more in process)
12 (09-10)	3
11 (08-09)	2
10 (07-08)	4
9 (06-07)	4

Finally, we made contact with CPsquare, the group started by Eteine Wenger and set up a yearly award to be given to students' who action research demonstrates a clear and effective use of technology to leverage a community of practice. They created a review panel and reviewed our student work in the 2011 year. A mark of the quality of student work was seen in their decision to give two awards as the top two entries had tied scores. This award includes an invitation to present their work to the CPsquare community.

Indirect Indicators of Quality

The students work in a collaborative structure called learning circles (onlinelearningcircles.org). This collaboration structure is designed to help them understand distributed cognition, distributed leadership and the social dimensions of learning. Students work in different learning circles across the

three semesters. We collect evidence in the form of a learning circle survey at the end of each semester. This data helps us track the value students place on the collaborative structure of the program. The survey was optional. For each cadre there is at least one session in which almost all students completed the surveys with an overall 86% completion rate. This provides a fair representation of the group of students who participated in learning circles. Surveys were missing from two of the sessions. Over the five years, we have collected 161 surveys from 55 students evaluating the dimensions of learning circles.

MALT Table 12: Number of Surveys completed by Learning Circles Participants

Students in Learning Circle by Cadre	Fall Number of surveys	Spring Number of surveys	Summer Number of surveys	Total Number of surveys
Cadre 9 (N=15)	14	15	10	39
Cadre 10 (N=19)	18	14	11	43
Cadre 11 (N=13)		10	8	18
Cadre 12 (N=11)	7		11	18
Cadre 13 (N=16)	14	14	15	43
Totals	53	53	55	161

MALT Table 13: Student evaluation of the value of learning circles interactions

The value of Collaboration in Learning Circles (LC)	Strongly Agree % (N)	Agree % (N)	Disagree % (N)	Strongly Disagree % (N)	Total
Help from my LC was very valuable to my action research	43% (70)	42% (68)	13% (21)	1% (2)	99% (161)
I would have learned more working on my own.	2% (3)	12% (20)	61% (98)	25% (40)	100% (161)
I would have learned more if we worked in pairs.	4% (7)	14% (23)	63% (102)	18% (29)	100% (161)
Most of my ideas came from writing in my blogs.	3% (5)	36% (22)	60% (97)	14% (23)	100% (161)

MALT Table 14: Student assessment of trust and commitment in learning circles

Trust and Commitment in Learning Circles (LC)	Strongly Agree % (N)	Agree % (N)	Disagree % (N)	Strongly Disagree % (N)
I trust the people in my learning circle to give me the help I need.	41% (66)	48% (77)	11% (18)	0% (0)
My circle partners trust me to give them the help that they need.	61% (38)	53% (86)	9% (14)	0% (0)

The people in my circle have gone out of their way to help me think about my action research.	46% (28)	42% (67)	27% (44)	3% (5)
Action research is so time consuming that I did not have time to work in learning circles	4% (7)	32% (20)	60% (97)	16% (25)

MALT Table 15: Student assessment of the Learning Circle Structure

Structure of Learning Circles (LC)	Strongly Agree	Agree	Disagree	Strongly Disagree
	% (N)	% (N)	% (N)	% (N)
Assignments plus action research provide enough structure	44% (71)	50% (80)	6% (9)	1% (1)
Needed Leaders to be Assigned	8% (13)	11% (18)	62% (100)	19% (30)
LCs are best organized by participants	34% (54)	52% (83)	14% (23)	1% (1)
Structured Activities are needed organized by the professor	6% (9)	17% (28)	57% (92)	20% (32)

We collect course evaluations for each course and use these to help make decisions about who will teach each of the courses each year. Twice a year we hold focus groups with the students to talk about the design of the program. We involve our graduates in the design of the cadre camp for the next group and we have alumni return to be part of the review panels and to review work for publication in the Center for Collaborative Action Research. We also have a “check-in” site for students to share updates of their careers and personal lives on their birthdays. This process helps us see the trajectory of change that follows the completion of the program. We also forward alumni accomplishments from these message to the Director of Alumni Relations who contacts the students for more details to feature in stories or on the alumni website.

MALT Faculty and Staff

One full-time Associate Professor and one Visiting Professor (60%), and three part-time adjunct professors teach in the MALT program when there is one cadre. When cadre size increases, more adjunct professors are involved. All of the professors have doctorates or are in the last phase of earning their doctorate. The staff is relatively senior and there is a need for more permanent staff for both leadership and continuity of the program.

MALT Table 16: MALT Faculty and staff

Full-Time-Tenured	Part-time Visiting	Part-Time Adjunct	Program Administrator
1	1	3	1

MALT Table 17: MALT Faculty Specialties and Course Assignments

Faculty/Staff	Specialties	Course Assignments
Dr. Margaret Riel	<ul style="list-style-type: none"> • Action Research • Organizational • Change and Leadership • Social Capital • Expertise 	<ul style="list-style-type: none"> • ELT 650, ELT 651, ELT 652, ELT 653-Action Research Strand
Dr. Paul Sparks	<ul style="list-style-type: none"> • Design Science • Human • Computer Interface 	<ul style="list-style-type: none"> • ELT 640, ELT 641, ELT 642, ELT 643 -Conceptual Tools Strand • ELT 632, 633 -Design Tools Strand
Dr. Bill Moseley	<ul style="list-style-type: none"> • Education Theory • Technology Applications • Communities of Practice 	<ul style="list-style-type: none"> • ELT 630-Conceptual Tools Strand
Ms. Melissa Loble	<ul style="list-style-type: none"> • Curriculum and Instruction • Design Thinking • Organizational Leadership 	<ul style="list-style-type: none"> • ELT 642-Design Tools • ELT 632, 633-Conceptual Tools Strand
Dr. Jenith Minshe	<ul style="list-style-type: none"> • Instructional Reform • Technology and Pedagogy 	<ul style="list-style-type: none"> • ELT 650, ELT 651, ELT 652, ELT 653 -Action Research Strand

The comments are impressive and suggest that the bond between students and faculty are strong. .

Dr. Margaret Riel is Program Chair for Master of Arts in Learning Technologies at GSEP. Her early work involved the design of a model of cross-classroom communication -- Online Learning Circles -- in the K-12 context. She designed the program for thousands of teachers from schools around the world to engage their students in the work of learning circles. The Learning Circle model has become the structural design of her online teaching of Action Research at Pepperdine for which she received an award from the prestigious United States Distance Learning Association. She has designed and participated in workshops to provide professional development with technology to teachers at universities, at national conferences, and as a consultant for professional education organizations. She has written research reports and articles, designed computer programs, authored curriculum books and software documentation and developed websites, and consulted on television broadcasts. She serves as a fellow for the George Lucas Education Foundation.

Dr. Riel directs the Center for Collaborative Action Research Center. This online center has been visited by over 22, 000 people, with a daily average of about 35 visitors. The wiki developed has become an online resource for the support of doing and teaching action research. Dr. Riel is also on the board of Advisors for the Annual Action Research Conference held at University of San Diego. In this role, she helps organize the speakers and participates in discussions about the choice of keynotes. She presents regularly at this conference. Dr. Riel received her B.A at University of California, San Diego, M.A in Educational Psychology at the University of Chicago, and her PhD. in social sciences at University of California, Irvine.

Dr. Paul Sparks leads new media and learning design courses in the doctoral and master's programs at Pepperdine University. His diverse experience includes director of training at Epoch Internet, an

educational technologist and information systems specialist for aerospace and high school innovative science and math instruction. Dr. Sparks continues work and research in Nepal, helping youth and women in rural villages with technology and learning communities. He regularly attends the American Educational Research Association Meetings. He received his undergraduate degree from Brigham Young University, his MS from California State University, Los Angeles, and his PhD. from University of Southern California.

Dr. William Moseley has taught part time in the MA in Learning Technologies program for the last 11 years, leading the Learning Theory, Teaching Today's Learner, Distributed Learning Environments, Leadership and Technology, and Participatory Action Research courses. Dr. Moseley has also lead the planning and execution of VirtCamp/Cadre Camp for the last 11 years, shaping the week-long face to face learning experience.

Dr. Moseley also works as a faculty member for Bakersfield College, where he is the Department Chair for Business Management and Information Technology, chair of the curriculum Committee and a member of the Information Systems and Instructional Technology Committee. In previous years, Dr. Moseley has held numerous other leadership roles on campus in addition to teaching full time.

Dr. Moseley participates in a wide variety of research and practical activities, ranging from robotics to software development to the interaction of games and learning theory. Dr. Moseley's work with Pepperdine students in virtual worlds has been featured in both the New York Times and the Educational Technology Review. His MA is from Pepperdine University in Educational Technology, and his Ph.D. is from the University of Nebraska-Lincoln in Educational Leadership.

Melissa Loble is the Vice President of Client Strategy at GoingOn Networks, where she works closely with higher education institutions to leverage the most effective collaborative learning technologies to implement successful, engaging learning communities. Loble has spent the last 15 years working in higher education, K12 and corporate environments focused on improving the quality of education for students of all ages by implemented new uses of technology for instruction and administration.

Her early experience as the Director of Educational Technology first at the Stern School of Business at New York University and later for the Graduate School of Education and Psychology at Pepperdine University provided valued skills for teaching for the Learning Technologies program. Over the past 8 years, MALT students have benefited from her extensive experience in strategic planning with the use of technology and her management of technology teams which included network administrators, web managers and instructional technology specialists. Loble then worked as the Senior Director for Solutions Engineering at Blackboard, Inc, where she lead a team of individuals focused on helping higher education institutions & K12 districts manage and deploy highly effective learning technologies in order to maximize academic performance and minimize institutional costs. And she currently works with GoingON Networks where she tracks current industry trends in addition to conducting her own research on the impact of educational technologies on a variety of student and organizational outcomes. As a frequent speaker at national and international industry conferences, Loble presents the pedagogical advantages to using educational technologies within higher education & K12 institutions.

Loble has also worked in marketing, strategy and consulting at Warner Lambert and Kaplan Educational Services, as well as the Director of the Friends of the High School for Environmental Studies, a non-profit organization that provides urban education. Loble received her B.A. in Political Science from UCLA and her M.A. in Educational Policy and M.B.A in Leadership from Columbia University.

Dr. Jenith Mishne is the Director of Education Technology for Newport-Mesa Unified School District. She has taught in Learning Technologies program for a number of years. Dr. Mishne recently completed the doctorate program in Learning Technologies at Pepperdine University and has led the Tech Camp for the Doctoral camp three years in a row.

Dr. Mishne is also engaged in service work within the larger educational community. She serves as the Vice President of the Down Syndrome Foundation of Orange County as well as an Advisory Board Member for the Down Syndrome Foundation's Learning Program. She is a member of the International Society for Technology in Education, Computer-Using Educators, Inc., Association for Computing Machinery, EdTech Action Network and American Education Research Association. Dr. Mishne received her B.A. from State University of New York College at Cortland and her EdD. in Learning Technologies from Pepperdine University.

Evidence of program viability and sustainability

Demand for the program: Trends/Market Research

Each program that the Division offers is the subject of continuous comparison with professional, local, and broader social needs. Additionally, Pepperdine has carried out an extensive marketing study with a highly regarded firm in order to assure that programs recognize and respond to the felt needs or market in the the broader community. In a mission-centric organization such as the Education Division, this question is posed relative to the needs that students in the program can help to meet in their local and professional contexts. The cross-cutting emphasis in the Division on action and design research assures that students and faculty respond to real-world problems that lend themselves to scrutiny and iterative intervention and testing. Additionally, the fact that each program has undergone significant upgrades and revisions in response to developments in the field and in the marketplace establishes a pattern of responsiveness to such developments.

MALT Table 18: Faculty numbers and Faculty:Student Ratios

% Full Time Faculty	% Part-Time Faculty	Current number of Students
1	4	22

Faculty/staff workload

All full-time faculty fulfill a minimum academic load of 24 units a year and a maximum academic load not-to-exceed 30 units a year. Part-time faculty range in academic loads with most teaching one 3 unit course. One program administrator directly supports MALT, in addition to supporting other programs.

Faculty/staff review and evaluation

All full-time faculty and full-time staff are reviewed one-time annually by the Associate Dean. The Associate Dean and Program Academic Chair review the course evaluations of all faculty members each term and discuss results with professors as appropriate. The Program Academic Chair reviews the mid-term course evaluations for all new professors and for all professors teaching a course for the first time and communicates and discusses the results with professors.

Mentoring processes/program.

The Academic chair is responsible for academic mentoring of faculty who are new to MALT and to Pepperdine University. Academic chair works with the support of Program Administrator and other experienced MALT faculty. New adjunct professors team teach as a way to mentor them for online teaching in the MALT program.

The tenured professor receives a stipend of \$1500 from GSEP for professional development when presenting a paper at a conference. The Academic Program Chair (visiting professor) receives \$900 for professional development from GSEP. The university instructional technology program has provided resources for learning technologies faculty to attend conferences focused on the use of SAKAI course management program and occasionally supports faculty to attend other technology linked conferences.

Facilities & Classroom Space

The MALT program meets in classrooms for three sessions, an orientation workshop at the beginning of the program on the Malibu Pepperdine campus, during a professional conference in Orlando, Florida, and for a final conference presentation on the West Los Angeles GSEP campus. For each of these 4-day sessions, classrooms and field trip experiences are arranged. For the first session, we use a range of activities that make use of cameras, computers, and lego robotics and range of instructional supplies. In Orlando, we need to set up classrooms arrange for learning materials in a conference and hotel format. For the final conference, we need a conference venue including podium, and Pepperdine banners to identify the webcasting of the conference.

The rest of the program takes place online and requires the use of a range of technology tools. Currently we share access to some of these tools with the Business school. We need access to range of production, instructional and web based tools to make our work more effective. We are looking forward to new funds to upgrade our robotic technology but as an online program, we need a continual technology fund to help faculty make use of the new tools in the design of learning environments.

It would also be helpful for our students to have access to technology instruction as needed. There are many online tutorials available for learning new forms of technology that students could elect to take as part of their online program.

MALT Summary and Reflections

Curriculum, Practice, Process, and Resource Alignment with the goals of the program

For the last three years, the faculty of the MALT program have been engaged in a process to align the curriculum, practices, processes and resources to set of program wide goals. Backward design is one of the conceptual tools that we teach and we use this process to better align the classes, across the year and with courses that occur at the same time. We created three strands that each progress through four academic sessions. We think this process has created an exceptionally well designed program. Each course fits into a larger framework that is clear to the students. The faculty are working to understand not only the courses that they teach, but the other courses that both a part of their strand and that occur at the same time as there teaching.

This had taken more work and we are aware that this integrate program might result in a problem of a learning curve for any new faculty. We help new faculty by providing a set of instructional practices, reading lists, possible assignments and course activities that make design of a single course less difficult. However we do ask that they coordinate with teachers in the same strand and across strands at the same time as their course. We feel that this support for the course design makes it possible for more cross-course learning and design. We value a faculty that can work as a team.

Program Goals Alignment with Needs of the Students

Attracting a diverse set of students from different work sections increases the challenge of meeting the needs of all students. We have changed the program over the years in response to the needs of community. There is a tendency in a learning technologies program to center the learning experiences in the K-12 context. Instead we have worked to create a program that addresses the needs of all those who teach or lead with technology. Over the years, we have heard from our students that one experience, activity or instructor neglects the needs of one of the different sectors that we service. We have used these focus group discussion as a time to learn, as a faculty, how to better serve the needs of each of the groups. And as technology shifts, as leaders in the innovative use of technology, the tools we use need to evolve each year. This high level of change has the benefit of modeling for student the value of life-long learning. Each student cadre benefits from the intellectual footsteps of the students who came before and accepts the responsibility to serve those that will follow them. By enlisting the intellectual capital of our students in productive ways, we demonstrate the principals of learning organizations.

Reflections on Each of the Program Strands

Conceptual Tools:

We renamed this strand to emphasize the work of theories, concepts and models in moving our learning forward. We think that the multi-year access of the entrance and exit surveys validate to some degree the claims frequently made by our students on the transformational aspects of the program. We think that students experience many of the theories that are central in the courses. They engage in different forms of distributed cognition, they join communities of practice and participate in knowledge building communities. They employ leadership practices in their group projects finding ways to make their partners more effective in their shared work.

We seek more integrative ways to connect theory reading with theory building so that students will understand both the value of prior research and importance of ongoing theory development.

Design Thinking

This is the newest strand and so we only have one year of practice in helping students develop design thinking and a sense of agency in their ability to use technology to address the learning needs of clients. We have had 14 years to develop action research strand and our current level of work in this area reflects the years of shared learning. We look forward to a similar process of learning among faculty and with students as we find increasingly better ways to support learning in this new area. We are pleased with the first year of experience. All of the students completed their designs and could address theory and design issues in their presentations. But we know that we have just begun to develop the student resources that will help us move forward in this new area.

Action Research:

Action research outcomes operate on three levels, understanding and experiences personal change, organizational change and scholarly change. At the personal level, we monitor the development of new ideas, new practices, new identities, and willing to share these changes with others. At the organizational level we want students to develop a deeper understanding of workplace practices, rules, roles, technology use and community development. At the scholarly level, we want students to acquire a sense of themselves as knowledge creators who are eager to engage with others in the process of online evolution of collective knowledge. Recently we did a qualitative analysis of the students final reflections to see what was learned at each of these levels. There was evidence of transformational changes at each of these levels. The strong findings were for knowledge shifts but there was sufficient evidence in all of the areas to suggest that we are making good progress in reaching our goals.

External Validation of Program Quality

One of the ways that we hold ourselves accountable is by sharing the work of our students over the internet. This makes it possible for others to see and judge the quality of our work. We also invited other universities to do the same. We invited scholars from other universities and associations to review our student work. Share student work and talking about the relative quality is one of the best practices for increasing professional practices. The MALT program has served as leaders in opening up their practices to evaluation by others. We have submitted the prior design of our program and after a year or so of our new design, we will also submit this external validation. This process helps us see how our efforts as instruction design compare to those at other universities.

MALT Goals, Action, and Quality Improvement Plan (QIP).ⁱⁱⁱ

Our direct and indirect measures provide some level of confidence that we have been meeting and often exceeding the expectations of our students for learning. However this does not mean that as a faculty and program we believe we have solved the many academic challenges that we set for ourselves. We discuss our goals from improvement by program strand.

Conceptual Tools Strand:

Our evidence suggests that we still have work to find better ways to integrate research theories with theory development within practical applications. This is a hard goal to accomplish in a one-year program as understanding the history of educational theories is a multi-year activity. While it is challenging to meet our goals in the time frame of a single year, we work to establish habits of mind that encourage life long learning processes.

Conceptual Tools Goal 1: Develop Strategies for better integration of theory and practice. As a faculty we are developing a cross-course evaluation activity to be scheduled for our face to face meeting at the midpoint. Our specific plan involves using the exhibition hall of the Florida Education Technology Conference as context to evaluate the students ability to connect theory to practice in the educational products that are displayed. The students are asked to engage the presenters in a discussion of theoretical approaches embedded in their products. We will then use student reports of these discussions to help students make the connections. This activity will help the continuing faculty (Spring) evaluate what was learned during the Fall semester and where review of learning concepts might be necessary.

Conceptual Tool Goal 2: Foster a deeper understanding of support strategies for building strong Communities of Practice. To accomplish this goal we are developing relationships with the CPSquare, the Community of Practice dedicated to studying Communities of Practice develop by Wenger. By creating links with this community, we offer our students additional learning resources. We have created an award process with them where one student will receive the Community of Practice Action Research Award at our Graduation Celebration.

Design Strand:

Our newest challenge is helping students be skillful designers of learning. Each cadre comes with new skills that are shared both with their current cadre and with future cadres. We place a very high value on the social capital of our students. We recognize that students present and past are critically important in developing the overall quality of the program.

Design Studio Goal 1: Develop practices and knowledge building tools that draw past students as mentors for the current students. We are developing the newest of our program websites- Learning Designs @ Pepperdine as a way to invited sharing of ideas across the MALT community of past, current and future students. We are planning a 15 year reunion to help initiate some of the ties that we believe will help our students learn more effectively .

Design Studio Goal 2: Experiment with different methods for grouping students. The students work together for the whole year as a design company. They have to agree on a problem, decide who their clients will be and develop a product to address their needs. It is not clear if the students should be formed into groups to maximize talents or if students should self-select their groups based on interest in possible design challenges. We will experiment with both ways on alternative years until we find the sorting process that gives the best results.

Design Studio Goal 3: Develop the best forms of evaluation for group work. We have been developing a version of the professional 380 evaluation process. Since this is used in business settings we feel that it is an appropriate technique for the design strand.

Action Research

This is our most developed strand but we continue to address new challenges each year. The focus of this year has been to help students develop as writers and presenters.

Action Research Goal 1: Increase the skill and fluency of student's academic voice in both writing and presenting. We are working on developing a set of strategies for helping students who have never written a literature review master this form of writing. We have been developing a set of guides on the Center for Collaborative Action Research for building an argument through claims, supporting detail and inferential claims. We have also adopted a new book that we hope will be of help. We continue to utilize the writing services for all students so that they understand the importance of multiple reviews and revisions. We will be using the capstone event to see if the students writing has improved in the eyes of the outside evaluator.

Action Research Goal 2: Help students develop a deeper understanding of qualitative analysis. We are designing some exercises that we think are going to be more effective in generating innovative ways to examine data and use that data in decision making. And the capstone evaluations will help us see if there was a noticeable improvement in student presentations.

The faculty works as a team to access these changes. We work across classes and often give students assignments that cross course boundaries. For example in conceptual tools, when working with activity theories, they might be asked to use this format to examine their action research. In this way the faculty becomes invested in the student's work, rather than work in one class. The cross year and cross course exchange among the cadres and faculty is one of the ways in which we create an integrated learning experience rather than a series of disjointed courses.

MALT Appendix A: Rubric for Assessment of Action Research

The following rubric was used to assess the quality of student presentations during the final conference structure. A link to the conference posting can be found on <http://ccar.wikispaces.com>

Element	Excellent (4-5)	Good (2-3)	Needs Work (1)
Problem Statement	The problem is clearly stated, its significance is discussed, and connections to the researcher are clear.	The problem is well stated but it is not clear why this problem was selected or why it is important to address it.	The problem is poorly stated or not stated at all, it is not clear why this problem was selected or how it is relevant to others.
Review of Literature	Prior knowledge of and experience with this problem is addressed by reviewing a set of central studies. The works provides evidence that the student knows how to locate relevant information, synthesize and organize information into a coherent frame related to the problem; and support assertions with data using citations and references in APA style.	There was an effort to tie the problem to prior knowledge, but the information selected is not relevant to the problem setting. Research studies are listed in sequence with little organizational or conceptual framing or effort to use the content to build an argument. Most of the writing involves definitions with little engagement with research data. There were gaps in the use of APA style.	Prior knowledge of problem is addressed minimally. The review of the literature is a list of references with minimal structure. There are many Statements like "research proves" or "this problem occurs in all schools" without citations. The writer makes lots of unsupported imperatives. "This must be done..." or the "Only way to..."
Research Context	The report provides a clear description of the relevant details about the setting, including a general description of the community that exists around the practice. Assumptions about probable outcomes are entertained. The identity of the actors in the setting are described in terms of relevant identity markers or in terms of their group membership. Initials or pseudonyms are used when appropriate.	The description of the context is not clear or lacks some relevant details about the individuals or about the organization. It is not clear who is involved and what is the role of the researchers as well as that of others in the context. There may be a lack of respect for the perspective of others.	The description of the context is missing or not clear, or lacks relevant details about the social interaction of participants The actors in the setting are ignored or only briefly described, the description lacks relevant details to lead to an understanding of their actions.
Action Research Questions	There is an overarching research question that signals the domain of work. For each cycle there is a research question that contains two clauses, one clearly identifies a problem and the second one suggests the measurable outcome. Example: If I give team members choice rather than assigning tasks, will the quality and speed of project completion increase?	The overall research questions is missing. The action cycles questions do not identify the action. The outcome is listed in such a general way that it would be difficult to find any way of relating the action to the outcome. Example: If I change my style of teaching, will my students develop life long learning skills.	No general or cycle questions are listed or they only vaguely conceptualize the actions to be taken.

Action Research cycles- Action and outcomes	The report has a clearly developed narrative which describes how the action flowed from cycle to cycle. The reactions of the researcher and the participants to the action sequence are described with supporting evidence, i.e., dialogue exchanges, examples of responses to activities, descriptions of participant actions, and reactions during the activities.	The report narrative is well organized or fully developed. It fails to make connection between the cycles so that each cycle is a completely new project. The reaction to the action are adequately described.	The report narrative is poorly organized, making it difficult to follow either what the researcher did or how any reactions of the community were tracked. Statements are frequently made about the intentions or thoughts of others with no evidence that these are valid statements.
Action Research Cycles- Analysis and Interpretation	The report explains how the researcher made sense of what happened by examining what worked and didn't work with regard to participants' learning and understanding. The analysis provides reasons, motives, and rationale for why the researcher thinks the actions unfolded as they did. The analysis draws upon theoretical ideas about learners and learning, transfer, culture, curriculum, instructional design, and teaching methods to support the hypotheses and explanations in the report.	The report explains how the researcher made sense of what happened, but is lacking in some relevant details. The analysis provides some reasons, motives, and rationale for why the researcher thinks the actions unfolded as they did, but the explanations are not fully developed The analysis may draw on larger, theoretical ideas about learners and learning, but only to a minimal degree. Connections among ideas are under developed.	The report does not help the reader understand the reasons for the actions that occurred. The analysis provides minimal or no explanation for why the researcher thinks the actions unfolded as they did. The analysis is very weak or missing and the writer draws on assumptions or hunches with little effort to think about the outcomes.
Reflections- What was learned?	The final reflection retrospectively explored what was learned from the research in a clear and thoughtful manner. There was a clear indication of a few strong insights. Changes are described in terms of self-development, deeper understanding of their workplace change, and a sense of how the action research connects with learning.	The reflection is a review or summary of the action research activities with less focus on insights. The reflection might suggest how future actions are affected by a new understanding, but the ideas are not fully developed and it is difficult to see what has changed.	This section is mainly descriptive writing with little or no attempt to suggest an understanding of underlying causes or any speculations of how they might be linked to different approaches to the future. The researcher's reflection is superficial and does not lead to any new knowledge about the project or the person's role in effecting change.
Quality of writing: Giving attention to the crafting of the web report	The report engages the reader, using vivid language and details of the interaction and holds the reader's interest by presenting a provocative or compelling story. The organization of report is easy to follow. For a web report, you can move flexible through the parts and access relevant supporting details. Writing is clear and uses conventions (grammar, spelling, etc.) appropriately.	The report engages the reader with a clearly developed story, but is lacking in details. The organization of report is subtle, but the report can still be understood. There is a menu but it changes and it is difficult to move through the document. Writing is somewhat clear and conventions are sometimes used (grammar, spelling, etc.) appropriately.	The report fails to engage the readers; poor organization and lack of details makes it difficult to follow the story. The organization of report is not easy to follow. You frequently have to revisit or reread to make sense of the report. Writing is not clear and does not use conventions (grammar, spelling, etc.) appropriately.
Technology Use	The website uses graphics, color and navigation tools in a way that was easy to follow and visually pleasing. It was clear when a link file would initiate a download vs display content	The website has some errors in pages not opening or layout is difficult to explore or hard to read. But the content is organized and all parts of the research are displayed as a coherent website.	The website is difficult to follow, the color choices make the content hard to read. The sections are not organized and it is not clear how the different sections relate the overall project.

MALT Appendix B: Scoring Sheet for Web Portfolio Assessment

Score (1-5)	Element
	Statement of the problem
	Review of Literature
	Research Context
	Action Research Questions
	Action Research cycles- Action and Outcomes
	Action Research Cycles- Analysis and Interpretation
	Reflections- What was Learned?
	Quality of writing: Giving attention to the crafting of the web report
	Technology Use
Total	Overall Quality of the Website/Report

MALT Appendix C: 2010 Rubric for Action Research Presentation

Check the phase most appropriate and/or add comments (5 is high score)		
Score	Opening / Introduction	4-5- Strong intro, identified problem or issue
	Notes	2-3- The introduction adequate and interesting 1- The beginning was confusing
Score	Theory - Research connection	4-5- Conceptual grasp of ideas contextualize work
	Notes	2-3- Prior research cited; weak ties to current work 1- No mention of research context.
Score	Description of Actions	4-5- Cycles clear described; linked to each other in clear path with strong connection to goals
	Notes	2-3- Cycles are clear but research focus is unclear 1- Unclear what action is being researched
Score	Documentation of Findings	4-5- Findings clearly documented, good design
	Notes	3-4- Minimal or questionable use of data 1- No evidence for outcomes
Score	Reflection on personal growth	4-5- Dimensions of personal growth well articulated
	Notes	2-3- Some reflection on personal growth 1- "I have changed so much" without elaboration
Score	Presentation Style (Talk)	4-5- Timely; poised; articulate; good visual supports
	Notes	2-3- Uncomfortable; less well organized 1 Difficulty in speaking; unprepared
Score	Response to Questions	4-5- Professional response to questions
	Notes	2-3- Some trouble but overall did well 1- Did not listen well, understand, or respond well
Score	Overall Evaluation	4-5- Clear presentation; problem identified; deep understanding through analysis & reflection
	Notes	2-3- Well presented; issue less clear: partial learning from others, some reflection 1- less well organized; hard to distinguish actions & outcomes; little evidence of reflective thinking
Total Score	Comments to student:	

MALT Appendix D: Educational Effectiveness Indicators

M.A. in Learning Technologies

Program Learning Outcomes

- **Conceptual Tools:** The program level goal for this strand is for students not only engage in dialogue across the courses but that at the end of the program this dialogue will have reshape the way they think about learning, teaching and leading. We Code and content analyze entrance and exit survey paired responses for a subset of students to identify “conceptual shifts” in how learning and leadership are understood
- **Design Thinking:** The program goal for this strand is that every student will be able to use project management tools to create a learning environment with technology to solve a real problem. **Design Learning:** Students design a rubric and evaluate their learning products after testing it with a target audience; student reflections on their learning products are content analyzed for themes and triangulated with the rubric findings to assess performance
- **Action Research:** For this strand, the program goal is that every student will engage in a process of progressive problem solving acquiring increased expertise in an area of importance in their career. **Action Research:** 16+ points total required to meet standards for acceptable work for both web and oral presentations

Indicators that graduates have achieved stated outcomes for the degree

- Conceptual Tools- student portfolios and entrance and exit surveys
- Design thinking -- capstone product and presentation
- Collaborative Action Research -- capstone product and conference presentation - webcasted

Process for interpreting the Indicators

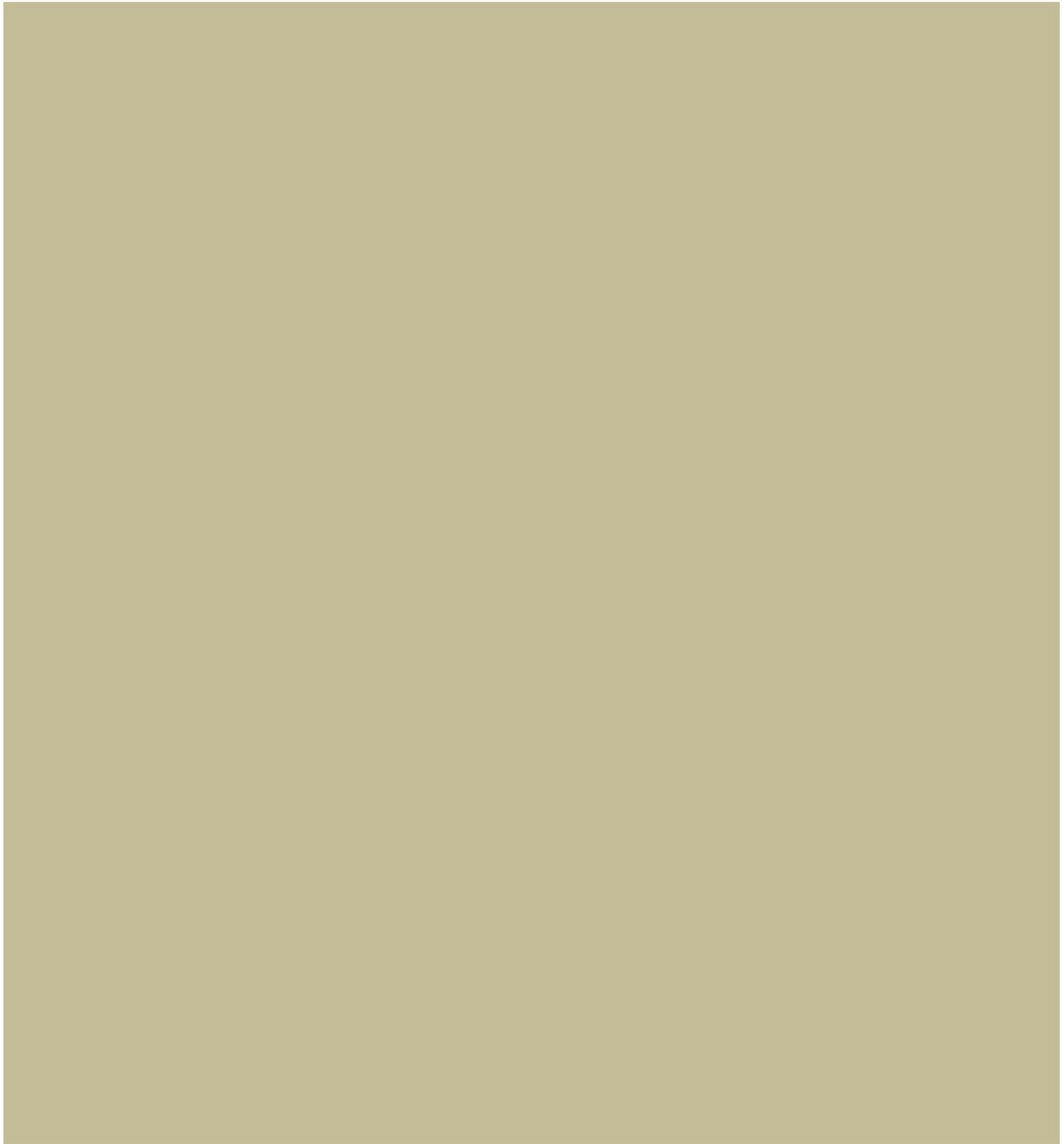
Program faculty evaluates and interprets evidence during courses. Academic Chair, alumni and other University faculty evaluate student performance in capstone events. The program faculty use the evidence and devise an action plan to address issues that emerge.

Outcomes of Analysis

- Findings are used to make resource neutral changes to the program curriculum and instructional practices. They are uses to mentor adjunct faculty and assist in evolution of new technology tools. Finally they help the program academic chair, associate dean, and dean prioritize needs requiring resources.

Date of last five year program review for this degree program: 2006-7 | |

Next review 2011-2012



Learning Technologies (EDLT, Ed.D. Degree)⁵

EDLT Introduction

The doctoral concentration in Learning Technologies has been designed to prepare leaders in the field of technological applications and innovation in the world of education and business. The courses are taken with a team, or cadre, with an annual intake in the fall. Coursework is integrated with 60% face-to-face and 40% online segments, creating a truly distributed learning environment. The majority of communication occurs online through newsgroups, Web pages, and real-time “chat” in a virtual environment hosted by Sakai and Pepperdine University.

Courses focus on advanced learning theory as it is related to product design, the relationship between humans and computers, and the special management issues that surround technology. In addition, core courses are geared toward the technological environment where appropriate. As part of the policy development course, all students spend several days in Washington, D.C. discussing technology and education policy with national leaders.

Online classes are conducted on the Internet, and face-to-face classes are offered at the West Los Angeles Graduate Campus, the East Coast, an international trip, and in conjunction with a national conference (locations vary). To facilitate online communication and assignment completion, all students are required to purchase a laptop computer.

The Internal Context. In 1995-96 the EDLT program was approved as a pilot program that would operate partially online with nine Fri/Sat/Sun face-to-face meetings over the year with 60% as face-to-face and 40% online. The student profile is approximately one-third in higher education, one-third in K-12 settings, and one-third in corporate or non-profit organizations. Beginning with Cadre 6, in 2000 the program revised curriculum to serve the geographic dispersion among students. The face-to-face meeting schedules were revised to decrease the number of meetings by increasing the duration of the meeting time. The program moved from nine to five meetings a year with each meeting lasting five full days.

Faculty and Staffing

The EDLT program has had several different program directors over the past several years. The current program director, Dr. Linda Polin and Program Administrator Ms. Christie Dailo, have maintained a strong documentation process and are able to keep all pertinent curriculum data organized well.

The program has lost faculty in the past few years with a result that the faculty in EDLT also teach in the OL program. The program has had to rely on adjunct faculty to a great degree. Some adjunct faculty are themselves graduates of the doctoral programs at Pepperdine in organizational leadership. The EDLT

⁵ Compiled by June Schmieder-Ramirez, Program Co-Chair

program would benefit from educational technology specialists, full-time faculty and faculty who would be eligible to chair dissertations in the field.

Since the last five-year report there has been more emphasis on:

1. Encouraging students to write research presentations that are accepted at refereed conferences. There is a strong qualitative and quantitative component in the program which supports students in this endeavor. The research core has been strengthened to expand offerings and increase student knowledge in qualitative design and methods.
2. The subject of “ethics” has been combined with the leadership course. After discussion with the EDLT faculty, it appeared that the subject of ethics informed the study of leadership.
3. Gaming has become a new program focus.

The external context: The program is responsive to the needs of individuals who have at least three years of experience in a technology-rich environment. These individuals, after completing the program advance to the next level of leadership in organizations.

Program mission, goals and outcomes: When examining the alignment with the EDLT program’s internal clients, the University, and GSEP, we began as a program community by identifying the congruency of objectives of the OL program with the purpose and mission of the University to GSEP. The goal was to identify several key elements in the mission statements of both the university and GSEP with the intent of ascertaining the alignment of OL objectives to these mission statements. The mission statement of the university is:

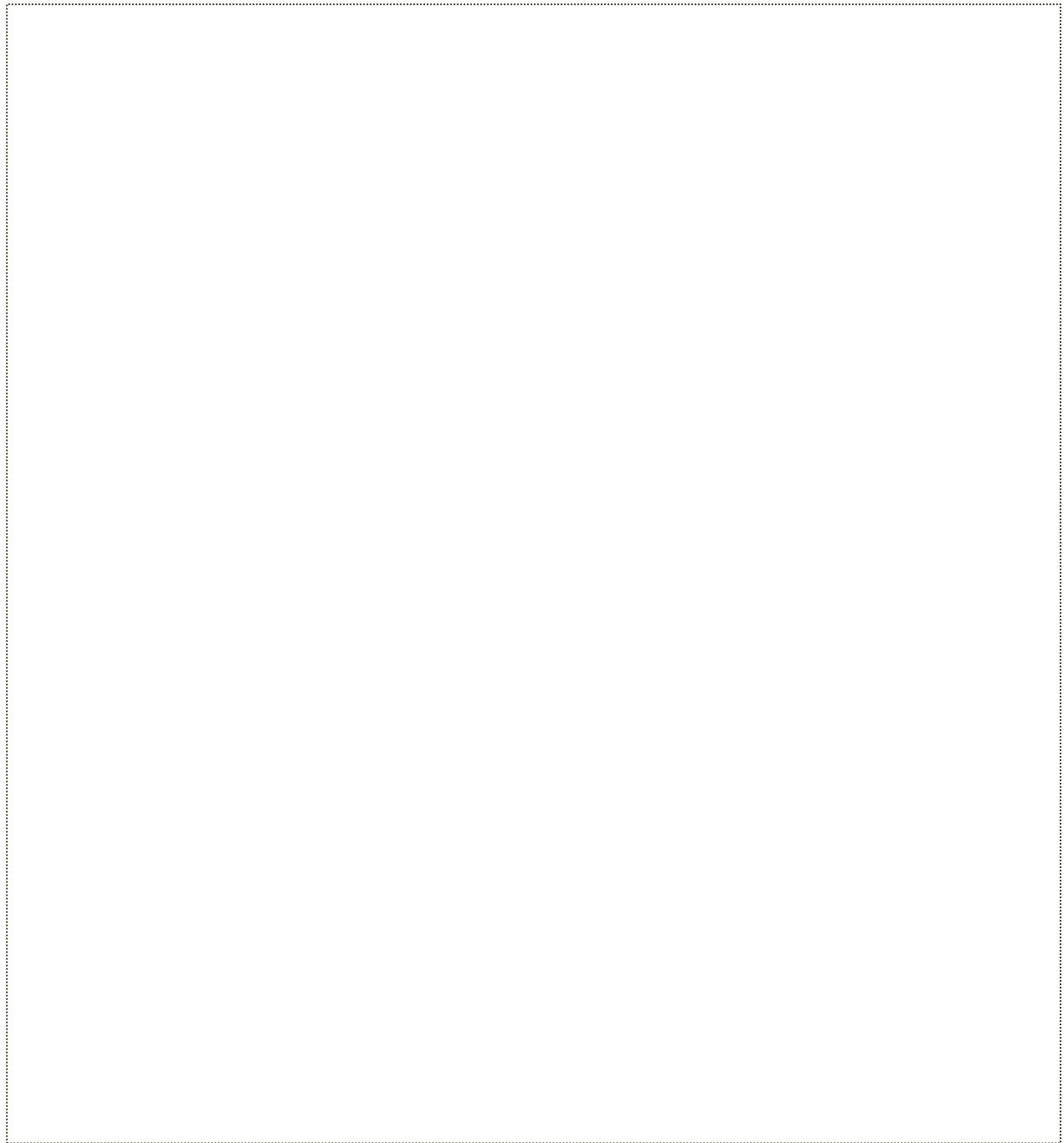
Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service and leadership.

The mission of GSEP is:

As a graduate school within a Christian university, Pepperdine’s Graduate School of Education and Psychology endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families and communities. The mission of GSEP is to nurture academic excellence with concern for spiritual growth among students in the professional disciplines of Education and Psychology through rigorous academic programs, faculty scholarship and service.

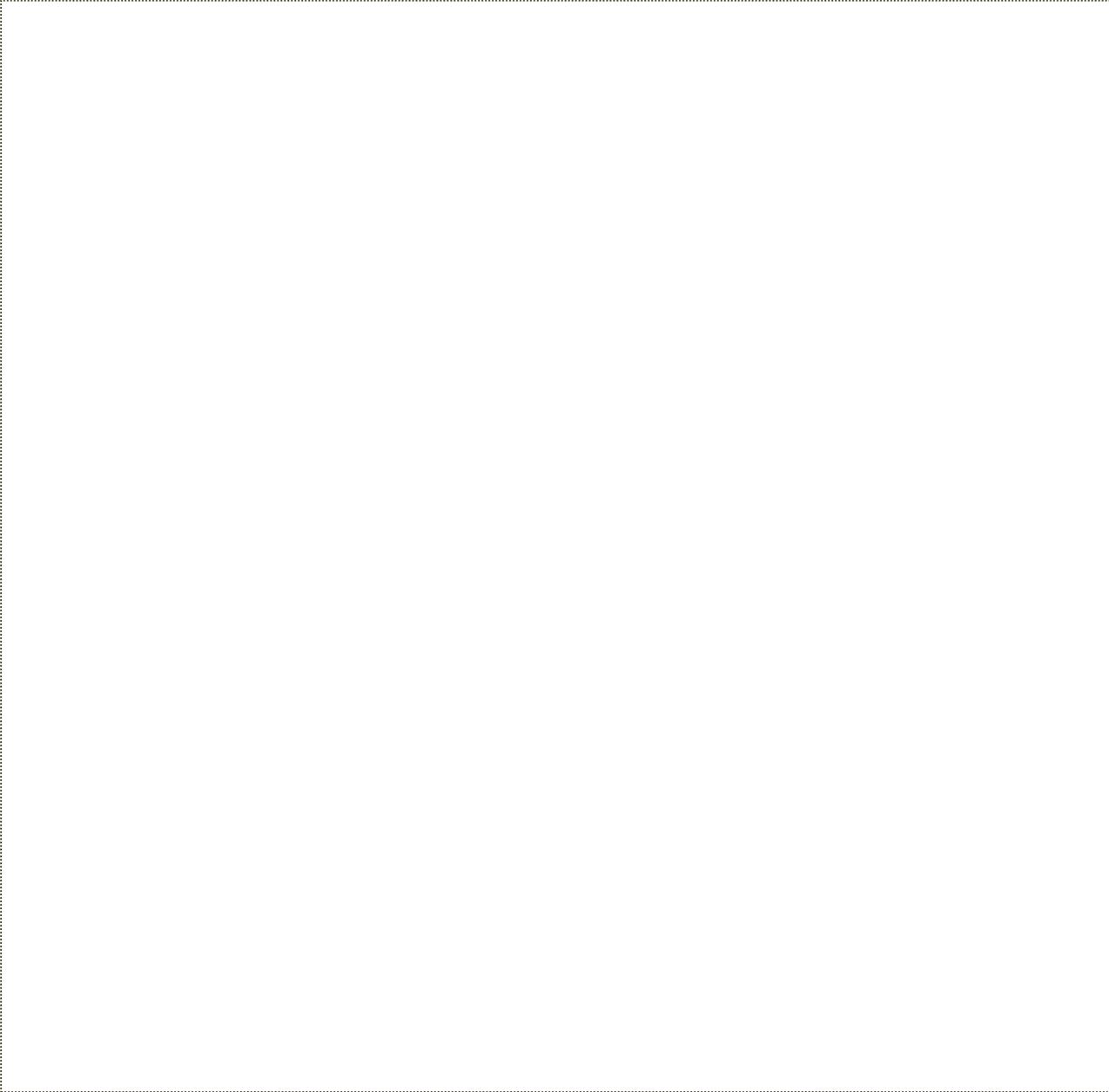
The two missions were analyzed and discussed by the EDLT committee which meets once per month. The common themes between the GSEP and university mission includes commitment to Christian values/spiritual growth of students, emphasis on excellence, highest standards of academic quality and purpose, leadership and service. Operationally, the EDLT program is committed to maintaining its accreditation through the Western Association of Schools and Colleges and to meeting and exceeding the expectations of its external clients.

Accordingly, SLOs are regularly identified and discussed, student issues are discussed, the technology community is in regular communication with EDLT faculty, and alumni and admissions data is regularly



reviewed by the EDLT faculty. The themes which are regularly reviewed during the EDLT meetings include: knowledge and scholarship, faith and heritage, and community and global understanding.

The mission of the EDLT program is to develop individuals who have established their expertise in the technology field take on leadership roles in a variety of settings through rigorous academic study, faculty excellence and attention to service.



EDLT Analysis of Evidence

This report indicates how the quality and viability/sustainability of the program is maintained. The major program goals are being met by using evidence to answer key questions related to these goals. The SLOs for the program are included in EDOL Table 1. Other documents that show student goals and outcomes are in the OIE section of the WASC Archives. Student work can be located in the EDLT program office.

In the EDLT program there are very clear analyses of learning. The analysis of learning begins with SLOs that are divided into knowledge, skills, and attitudes. These are divided into year assessed, direct and indirect evidence. Major questions that are continually addressed by the EDLT faculty include:

EDLT Table 6: Program Curriculum Matrix

This three page table appears at the conclusion of the EDLT Report

- 1. How current is the program curriculum? Does it offer sufficient breadth and depth of learning for the Ed.D.? How well does it align with learning outcomes? Are the components well sequenced?**

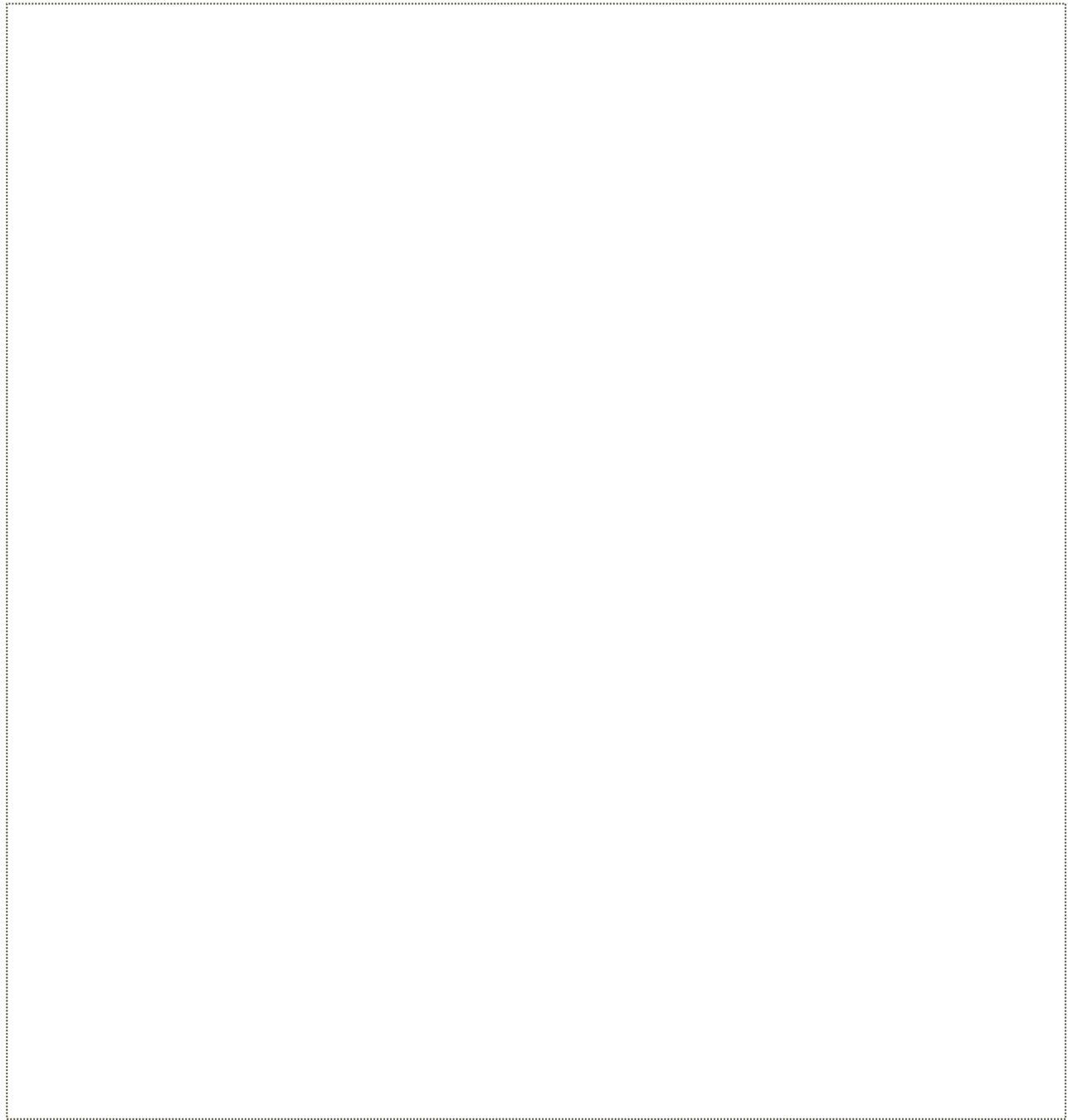
These are all questions that are addressed on a regular basis. Comparisons are made with other programs and the course offerings are constantly reviewed.

Data which is reviewed and analyzed and used to support the success of the program is divided into (June and Linda – this sentence leads to tables, but needs additional words, like “indicators for learning appearing in table 4” or something like that.)

The assessment plan guides the evaluation of student learning and is included in Table 7.

EDLT Summary and Reflections

The curriculum, practices, and processes are aligned with the goals of the program. Even with the number of adjunct professors in the program, the monthly discussions at the program level are key to



maintaining a cohesive working group. **Students are developing their leadership abilities and skills based upon a blend of theory and application. Graduates are especially skilled in utilizing internal and external scans and needs assessment models to analyze an organization. They then determine the gap in “what is” versus “what should be.” They are then skilled in developing a change model that includes theory on adult learning and evaluation to address a practical challenge**

The Learning Technologies doctoral program prepares students to initiate and support improvements in educational practice in work or school through applied technologies. The EDLT program supports the development of agency in our students in three ways: first, our curriculum blends basic and applied

knowledge across disciplines. Second, our emphasis on experiential learning extends student vision beyond the local. Third, our connections with organizations and institutions working in learning and media offers students access to a network of expertise and experts.

The doctorate in Learning Technologies sits in the intersection of the constantly evolving world of technology and the resistant but pliable institutions of education. Not surprisingly then, the program draws seasoned professionals from K-12 education, postsecondary education, museums, libraries, corporations, government institutions, NGOs, and media enterprises. Each Fall, since 1995, we admit approximately 18 diverse students who move through the program as a cadre.

Program goals are aligned with the needs of the students who are accepted to the program. A profile of students is continually analyzed so that the courses are changed if needed. The quality of the program is at a level of “best practices” of EDLT programs throughout the United States. The contents of these programs are constantly scanned. The program goals are being achieved within the constraints of resources being provided.

The measurement of academic success is determined by course grades, successful completion of comprehensive exams and completion of the dissertation research. The Organizational Leadership faculty still seek to reflect upon the following questions as we move forward to the next level:

1. What are the best strategies that ensure that all of our students enhance their writing, presenting and publication skills with faculty sponsorship?

We need to ensure that our students keep publishing and presenting. We require that each EDLT faculty member state that they have a research interest and would be welcoming of students should they wish to pursue this same interest.

2. How can we continue to support diversity and globalization throughout our program?

We are intentional in our view that students should be exposed to other countries and require an international study group to three different countries for this purpose. We have been recognized by our peers for this intentional action. We need to continually support our students in this area.

3. How do we utilize the comprehensive examination to enhance the depth of the program?

We utilize the entire faculty to review each comprehensive exam. Students are required to submit a capstone paper that is reviewed on a written, oral and ability to synthesize the coursework in studying a practical issue.

4. How do we continually determine the most important aspects of scholarship regarding leadership?

Our faculty publish in the field so that we know and discuss the most recent literature on what knowledge/skills, attitudes and technical skills necessary to be a leader.

EDLT Goals, Actions and Quality Improvement Plan (QIP)

The following table illustrates goals and actions for the QIP (Quality Improvement Plan)

Goals	Actions for completing Goals	Person responsible for monitoring
1.Ensure that all faculty meet the needs and interests of students in the field of technological applications and innovation	<ul style="list-style-type: none"> • Engage faculty in discussion related to strategies to meet student technology needs according to their background • Identify those courses which might adjust their offerings in order to meet the needs of incoming students • Create a student profile for each EDLT incoming student which will be posted to Sakai faculty site at the beginning of each academic year for faculty use only 	Program Director
2.To enhance student engagement in face to face sessions	<ul style="list-style-type: none"> • Survey students as to which mode of instruction they find most engaging in face to face instruction • Discuss this issue at the GSEP doctoral committee meeting level • Consider ftf student engagement as a summative evaluation question 	Program Director
3.To continue the support of EDLT student dissertations, writing and presentations	<ul style="list-style-type: none"> • Identify and share common rubrics for dissertation benchmarks • Continue working with the GSEP Education Doctoral Committee in support of dissertation success • Continue to write rigorous dissertations 	Program Director
4.To continue to support and improve EDLT student scholarly writing	<ul style="list-style-type: none"> • Check benchmarks as part of the EDLT program and match student progress to these benchmarks • Identify successful components of a scholarly writing rubric and share across the doctoral programs 	Program Director
5.To promote EDLT student engagement in presentations and publication efforts	<ul style="list-style-type: none"> • Connect with the writing support staff to have them help students with presentation and publication deliverables 	Program Director

External Report and Responses

This report from Dr. Carol Bartell includes embedded responses (in bold sans serif type face) from Divisional faculty who found the report filled with important insights and suggestions, in addition to reinforcement of important trend lines for the Division's assessment practices.

The QIP for the Division was developed by the Associate Dean in regular communication with the faculty. This external report was shared with all faculty; those responding to an invitation to respond in writing uniformly concurred with the QIP in the form that Dr. Bartell reviewed it, though other elements of her report occasioned significant reflection and comment by faculty summarized below. – Eric Hamilton, 25 June 2012

Pepperdine University - External Review Summary
Reviewer: Dr. Carol Bartell

Program: Education Division/GSEP

Date of Review: 19 April 2012

Instructions: Please complete this summary sheet at the end of your site visit and submit it to the Chairperson or the Director before the exit interview. The summary sheet will assist you in identifying key areas (strengths and improvements needed) to address in your final report.

Please rate the following program review criteria using the following:

E= Exemplary S= Satisfactory N= Needs Improvement U= Unclear/need more information

1. PROGRAM LEARNING OUTCOMES		Evaluation E, S, N, or U
1.1	The program student learning outcomes reflect the most important skills, knowledge, and values of the discipline/profession.	E
1.2	The criteria and standards of achievement for the program student learning outcomes adequately match disciplinary and professional standards.	E
1.3	Based on your review of student work samples and annual learning results reports, student achievement of the program student learning outcomes is adequate for the degree and discipline.	S
1.4	The assessment plan is appropriate and the assessment practices are yielding the needed information to determine how well students are learning the program student learning outcomes.	N
1.5	Do you recommend any changes to enhance student achievement or program assessment of the PLO's? If so, please explain and advise.	

Comments:

All programs have established appropriate learning outcomes; however, it is not clear how consistently they are measured. The measures that are employed are primarily indirect measures, rather than direct measures. Assessment seems to be rather sporadic and not well coordinated. There appears to be no overall unified system for collecting, aggregating, analyzing, interpreting data on a regular basis.

A goal stated in the self-study was to establish a common syllabus template to make the PLO's more visible and relevant to all faculty. This will be an important step. A further suggestion might be to link some common assessments to those goals (sometimes referred to signature assignments) and embed them in courses.

Program Response:

Dr. Bartell's suggestion for signature assessment measures has elicited extensive reflection and commentary from faculty. In general, faculty concurred with the overall sense of our efforts being a work in steady and strong progress. One common response concerning the prospect of a signature assessment system is that the programs cover such a diverse range of students and degree programs that coordinated and common instruments may reflect a diluted common denominators. Our view is that reaching individual program goals may require heterogeneous instrument sets to be effective. One faculty member wrote,

"I can't yet envision signature assignments across the school programs. I am trying to research this a little bit, but what I have read related to signature assignments are more program specific and embedded in program, such as PACT (formerly called TPAs) assignments for teacher credentialing. These are assignments that are intended to demonstrate knowledge, skills, and disposition as a result of learning related to all of the courses."

In other words, there is still some ambiguity on the nature of cross-program signature assessments. One faculty member suggested a follow-up interview with Dr. Bartell might be useful. That said, Dr. Bartell's suggestion opens the door for a more sophisticated and coordinated system for program assessment - a template that can be flexibly applied to any of the programs and their unique characteristics, that assures that the unique aspects of each program are being measured carefully. Programs do submit annual reports against a template; they have each implemented systems of collecting data and student artifacts to assess the whether they are reaching student learning outcomes in courses and program learning outcomes for the overall.

In conjunction with discussions about systematic assessment of progress of the division and of GSEP towards the evolving strategic plan, and in conjunction with the QIP we have written into this report, we are treating these issues as a priority item for Divisional action. One program, SEC, for example, has commented on the use of the Digication system it has implemented to build a more systematic approach to portfolio management. This may be

an approach for the Division, though again, each program has specific needs. Most faculty are in concurrence with the overall concept of a common assessment system; most struggle with envisioning examples of such metrics that apply across programs as disparate as the Division's.

2. CURRICULUM		Evaluation E, S, N, or U
2.1	The current curriculum <i>content</i> is appropriate to the level and purpose of the program	E
2.2	The <i>design</i> of the curriculum is adequate (required depth and breadth of study, flow of courses, frequency of course offerings, overall coherence, alignment with desired learning outcomes, etc.) to enable students to develop the skills and attain the outcomes	S
2.3	The program clearly outlines program requirements and offers courses regularly to ensure timely completion of the program.	S
2.4	Do you recommend any changes to enhance the curriculum (content, design, course availability, etc.)? If so, please explain and advise.	
<p>Comments:</p> <p>Curriculum content is appropriate and relevant. Courses are sequenced so that students may complete coursework in a cohort. A strong, unifying theme that runs through all programs is the notion of providing “inspiration for change.”</p> <p>The curriculum appears to be continually revised and updated to be responsive to student demand and changes in the field. One example is the recent creation of the Master of Arts in Entrepreneurship and Change Program. This is quite an innovative program that is consistent with the mission of the college and with the division.</p> <p>Program chairs described changes or improvements to their programs that they had made or were in the process of making.</p> <p>Because of the heavy use of part time faculty in delivery of courses, care must be taken to ensure that the integrity of curriculum content is maintained. The division's plan for developing course templates for each course will help insure that the learning outcomes to be included in each course are consistently addressed.</p>		
3. STUDENT EXPERIENCES AND LEARNING ENVIRONMENT		Evaluation E, S, N, or U
3.1	Students are satisfied with the overall quality of their learning experience.	E
3.2	Students are adequately supported through the curriculum and advising to ensure their learning	E
3.3	Class size levels are appropriate to enable student learning.	S

3.4	The program provides adequate opportunities for internships, field experiences and undergraduate research, as appropriate.	E
3.5	Student support services are adequate and supportive.	E
3.6	Do you recommend any changes to improve student experiences and learning environment? If so, please explain and advise.	
<p>Comments:</p> <p>The Noel Levitz survey provides strong evidence that students are well served by both faculty and staff. Both faculty and staff members expressed the importance of being responsive to students. Several gave examples of how they ensure that students are well served.</p> <p>Class size should consistently be monitored, particularly in the on-line classes, which can place heavy demands of faculty time. Some faculty expressed concerns about dissertation advising loads.</p> <p>Response: We are pleased by the overall ratings in this section and will monitor the class size and dissertation advising loads.</p> <p>One faculty member found that the report underemphasized important strong elements of the student experience, and wrote:</p> <p><i>In the review and evaluation process of student support, the Education Division in my view, needs to showcase the significant amount of time that faculty members invest in supporting student mentorship and coaching outside of the formal classroom. This support happens through electronic means and personal conversations and meetings. We seldom evaluate this service. Over the past decade, I have personally noticed how the student support process has been enhanced through technology. In many ways our GAP Program captures this theme but it is also increasingly evident in many of our programs. Students seem to have a fairly quick turnaround expectation for responses, especially younger students who are intensely involved with social networking. This places additional demands and support opportunities for faculty in working with students. I believe our faculty are doing a great job in this regard. However, there does not seem to be any recognition of this support in our self-evaluation.</i></p> <p>This sentiment is shared, perhaps using other terms, by faculty who view the holistic approach to graduate education as one that encompasses experience difficult to fully capture with program learning outcomes and student learning outcomes. One faculty simply wrote, <i>“It also seems that we have not considered or reasonably evaluated how the education faculty prepares students for lives of purpose, service and leadership”</i> suggesting that indicator slates only imperfectly reflect short term progress towards this long term goal. Other faculty members have a much more sanguine view of the SLOs and PLOs as indicators of student experience in attaining the transformative experience.</p>		

4. FACULTY QUALITY		Evaluation E, S, N, or U
4.1	Faculty competencies/credentials are appropriate for the discipline and degree	E
4.2	Faculty specialties correspond to program needs and to the concentrations in which they teach	E
4.3	The system for evaluating teaching practices facilitates continuous improvement of teaching and learning throughout the program.	S
4.4	Faculty are adequately supported and engaged in ongoing professional development necessary for staying current in their field and continuously updating their courses/curriculum	S
4.5	Do you recommend faculty changes (qualifications, expertise, teaching practices, professional development, etc.) to enhance program quality and student learning? If so, please explain and advise.	
<p>Comments:</p> <p>Faculty are well qualified, both by academic background and experience. They bring a mix of academic and professional backgrounds. A number of faculty have strong publication records and have brought in grants.</p> <p>As numbers of full time faculty have declined, it will be important to continue to example the ratio of full time/part time faculty. A “healthy” balance is sometimes considered to be 60% of coursework taught by FT faculty and 40% by part time faculty.</p> <p>It is unclear as to why some faculty are on tenure lines and others are not. There should be a path to tenure lines for those who wish it and mentoring to help them achieve it.</p> <p>Response: GSEP is working hard to address issues of FT/PT faculty load. We expect at least one new hire next year in a tenure line. Opening tenure lines for non-tenured faculty is an option we will explore with the administration. Faculty concurred, as might be expected, with the general thrust of these recommendations. One wrote,</p> <p><i>Dr. Bartell's second concern, the status of faculty in the program, is a real one. (Our program) will seek to employ at least...(one additional) tenure track faculty member within the next three years. It will also seek to formally mentor and involve all teaching faculty no matter their employment status. (The program)... will need to formalize the process of training new faculty, particularly around the use the technologies required for the implementation of the program</i></p> <p>As can be imagined, faculty have weighed in on this element of the Dr.Bartell’s report, recurrently citing perceived shortages of faculty. More accurately, one might suggest that there is a misalignment of faculty numbers, with doctoral programs relatively understaffed and teacher education relatively overstaffed. Even that analysis leaves out many variables. What is clear to all faculty, though, is that we need to remain committed to continuous improvement processes. Some faculty remain convinced that the only path to increasing the capacity of the faculty is to increase the size of the faculty.</p>		

5. DIVERSITY		Evaluation E, S, N, or U
5.1	The program demonstrates a commitment to diversity in its curriculum, student and faculty composition.	E
5.2	Do you recommend changes to the commitment of diversity? If so, please explain and advise	
<p>Comments:</p> <p>The commitment to diversity is particularly strong, as would be expected in an institution serving a large urban area. The overarching goals for the division present evidence of this strong commitment. Faculty themselves represent a variety of racial and ethnic backgrounds. The “global” focus of these programs adds richness to the curriculum and expands the worldview of students.</p> <p>Response: The division is pleased with this assessment, and will maintain a strong commitment to embracing diversity and all of the benefits of diversity in student and faculty composition.</p>		
6. PROGRAM ADMINISTRATION AND SUPPORT		Evaluation E, S, N, or U
6.1	The library and student support resources are current and adequate to meet student and faculty needs.	S
6.2	The laboratory facilities and support are adequate to meet student and faculty needs	S
6.3	The program has accurately identified and prioritized the program’s most pressing resource needs.	S
6.4	The program’s student recruitment and retention processes are adequate.	E
6.5	Overall program administration is efficient, effective and meets professional standards	S
6.6	Do you recommend any changes to strengthen the program’s current administration, support, and resources (including possible reallocations of resources from current program operations to fund new budgetary needs)?	
<p>Comments:</p> <p>Again, these are areas well addressed in the Noel Levitz Survey. For the most part, students are highly satisfied with the services they receive. Even though ratings all fell in the 5.0 – 7.0 on a seven point scale, when I examined the data, the largest “gaps” between importance rating and the satisfaction rating were in the following areas:</p>		

- 7. Seldom get “run around” when seeking information (gap of .91)
- 13. Academic advisor available convenient times (gap of .85)
- 23. Career services adequate and accessible (gap of .86)
- 29. Business office hours are convenient (gap of .82)

These are worthy of consideration.

Response: The division appreciates this analysis and will use it in formulating quality improvements for the coming year, in collaboration with other units in GSEP.

7. PROPOSED CHANGES		Evaluation E, S, N, or U
7.1	The proposed changes are responsive to the program’s most important needs	E
7.2	The program makes use of assessment results, institutional research data, and other information obtained from students/alumni/employers as the basis of its proposed improvements.	S
7.3	Do you recommend changes to the program’s proposed changes (Part C #11)? If so, please explain and advise	
<p>Comments:</p> <p>The proposed program changes are well articulated in the report. Some sporadic use of assessment data is articulated, and examples of “student feedback” have led to a number of program changes.</p> <p>The QIP in the divisional plan reflects directions and aspirations with which the faculty concur. We are also appreciative that Dr. Bartell has recognized the role of student feedback in helping us shape program changes.</p> <p>That said, faculty have also expressed concerns about the directions we are taking relative to systematizing assessment. These concerns emphasize the merits and hazards of these directions. One faculty member wrote:</p> <p><i>“...after speaking with representatives from each academic program in GSEP, I'm left with the feeling that some programs have scrambled to create "measures" simply to satisfy (our accountability requirements). Lacking a solid grounding in test and measurement theory, I worry that many rubrics sacrifice construct validity for the sake of face validity: they "look" good, but perhaps they're not measuring the right things, and perhaps they don't do so consistently well. Further down this rabbit hole, I'm not certain that the use of aggregate student performance on our metrics for the sake of program and course improvement has been institutionalized. Indeed, while we say and probably believe that our metrics are sound, lacking the presence of a clear, evidence-based means of tracking performance in real-time, I worry that the odds of this happening by chance alone are dim.”</i></p> <p>This commentary speaks directly to the challenges the Division faces. This faculty member concurs</p>		

with the prospect of deeper institutionalization of the assessment processes, while raising enduring psychometric issues. Higher education generally tends to satisfy face validity of assessment more readily than construct validity; the former is easier to address, and the latter is far more complex and expensive and evolving. These are important issues that continually capture our attention and effort in defining SLOs.

8. OVERALL PROGRAM SUMMARY

8.1	What are the major strengths and weaknesses of the program? In your formal report, please identify and cite the evidence that supports your answer.
8.2	What goals would you suggest the program set for the next five years (please list in order of priority, the most important goal first) and how do these comport with those identified in the self study? In your formal report, please identify and cite the evidence that supports
8.3	What are the most realistic and important strategies the program can use to achieve the highest priority goals?
8.4	What goals would require additional resources? What level of resources would these goals require? How might the program secure these resources?

Comments:

Strengths

Pepperdine's graduate education programs enjoy a strong reputation in the education community. The unit has been a leader in on-line delivery models, particularly with the hybrid model, which seems to present the advantages of both on-line and face-to-face instruction. There appears to be a strong practitioner orientation to the program, and faculty bring about the right mix of academic qualifications and actual in-the-field experience. The international outreach and travel abroad experiences bring an important global focus to the programs. Faculty and staff share a commitment to serving students. Faculty are committed to regularly review and updating of curriculum, as evidenced by work underway at present.

Weaknesses

There is an unusually high reliance on part time faculty, who may be strong teachers, but are not as fully engaged in advising, dissertation and theses review, etc. This places a heavy burden on full time faculty and may impact program quality and consistency of delivery. The unit lacks a common assessment plan and regular data collection procedures. There was little evidence to indicate how data are being examined on a regular basis and are used to make program changes.

Suggested Goals/Strategies

Consider the establishment of an Assessment Director/Coordination position to lead in the

gathering, summarizing and presenting of data to all departments in the unit. If the College intends to move forward and seek national accreditation (NCATE), this would be particularly helpful and would help to standardize and regularize procedures.

Continue to examine the balance of full time and part time faculty in each program and across the Division.

Keep part timers well informed about program directions and involve them in program revisions. Expand professional development to all full and part time faculty.

Use faculty who are experienced with on-line course delivery to train others to use this mode of instruction more effectively.

Develop a mentoring program for new full and part time faculty along with expanding professional development opportunities for existing faculty. Explore the use of on-line strategies to deliver this assistance.

Resource Implications

Recognizing the scarcity of resources, each new full time faculty hire must be done quite strategically. Where and when might program growth occur? What is the ratio of full/time part time faculty in each program? How might new faculty be cross-utilized among programs? Might student assistants be better and more efficiently utilized?

There is a plan to establish an Endowed position in Educational Leadership. This will enhance the visibility and reputation of an already strong program area. However, caution is suggested as this position is filled. In order to get maximum benefits, the right person must be sought.

Continued efforts should be made to seek external funding. The division has begun to establish a record in this area that should be supported and enhanced.

Response: Dr. Bartell has furnished a very helpful lens for viewing the current status of the division. As the Associate Dean, I believe she did well in discerning the unique perspectives that program chairs have and that motivate them in managing a very rich array of graduate degree programs. Her discernment of these positives strengthens the usefulness of her recommendations. Individual recommendations she has made have been commented on in the earlier sections, but this section should also be considered from a more unified perspective.

