

Education Division
of the
Graduate School of Education & Psychology

Program Assessment Report
May 2019



PEPPERDINE

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INTRODUCTION

In December 2016, the Education Division submitted a WSCUC 5-year self-study to the University's Assessment of Student Learning Committee (ASLC), for an internal review. In their role as Internal Reviewers, ASLC noted that substantial information was missing from that report and made the following observations: 1) A lack of a sustainable and comprehensive assessment plan, 2) Education Division's programs had too many Program Learning Outcomes (PLOs) that were not manageable to meaningfully assess programs in a 5-year cycle, and 3) Absence of assessment data, analysis, and interpretation.

In direct response to the ASLC letter of June 30th 2018, addressed to Dean Helen Easterling-Williams (see Appendix H), and recommendations therein, the following tasks have been completed by the GSEP- Education Division, and presented in this report:

- I. A New Comprehensive Assessment Infrastructure
A new sustainable assessment plan for all of the programs offered by the Education Division was initiated and approved by all responsible parties. The assessment plans include the following:
 - Identification of signature assignments and other sources of direct and indirect evidence
 - Collection of relevant evidence and artifacts
 - Creation and use of rubrics for assessment
 - Establishment of an annual calendar of follow-ups and reporting events
 - Reviewing of the plan(s) by the faculty and the OIE office
- II. Revised Program Learning Outcomes for all programs. To date, all Education Division Program Learning Outcomes (PLOs) have been revised and reduced to five (5) to six (6) PLOs compared to 9 to 15 PLOS per program in the past.
- III. A complete one-year assessment of all programs.

DIVISIONAL INTRODUCTION

INTERNAL CONTEXT

Since its inception, the discipline of education has played a prominent role in the academic programs of Pepperdine University. With a growing emphasis on improving educational techniques in the public and private school systems statewide, Pepperdine University met increasing demand for leadership and transformed its existing Department of Education into a professional School of Education. The school was formally established on January 1, 1971.

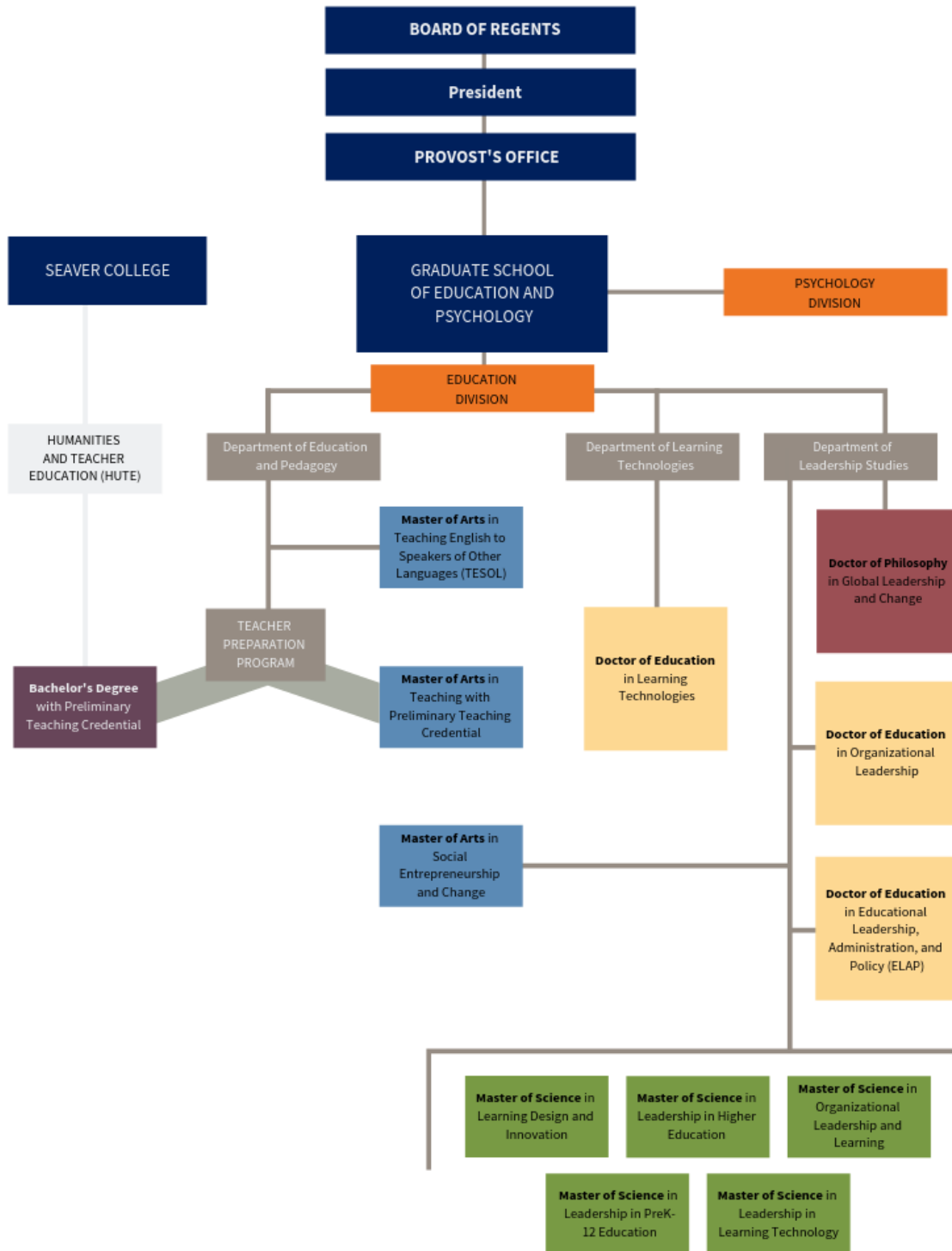
A decision was made in January of 1981 to phase out the School of Professional Studies. As a result, the Division of Psychology became part of the Graduate School of Education. In March of 1982, the Graduate School of Education officially changed its name to the Graduate School of Education and Psychology.

The Graduate School of Education and Psychology (GSEP) enrolls approximately 1600 students. With its main headquarters located at the West Los Angeles Graduate Campus, the Graduate School also offers select programs at graduate campuses in Calabasas, Encino, Irvine, and Malibu, as well as online. The Graduate School of Education and Psychology offers both masters and doctoral programs in their respective areas, which are founded on the scholar-practitioner model. The education programs prepare both educators and non-educators who are leaders in technological innovation and collaborative learning environments, as well as those who create vision and manage change in business, health, and other social-service professions. The focus is placed on the scholar-practitioner model of learning, with emphasis on discovery, scholarship, research, and clinical application. In conjunction with an excellent professional education, students are provided with personal attention in a Christian, values-centered context.

There has been a trend to shift course delivery to blended or hybrid modes of teaching and interaction. Coursework in the Education Division is offered through a traditional format and both hybrid and fully online formats, as well as in synchronous and asynchronous online settings. While different approaches exist, most hybrid offerings require 60% face-to-face instruction. In fall of 2018, the Education Division offered its first set of fully online programs with a suite of five new Master of Sciences degrees focusing on leadership and education.

The figure below represents the organizational chart for Pepperdine University at large and, specifically, the structure for the Graduate School of Education and Psychology (GSEP) - Education Division. The Education Division houses 8 Master Programs and 4 Doctoral Programs.

Pepperdine University - GSEP Organizational Structure



Mission

The Graduate School of Education and Psychology (GSEP) is an innovative learning community where faculty, staff, and students of diverse cultures and perspectives work collaboratively to foster academic excellence, social purpose, meaningful service, and personal fulfillment. As a graduate school within a Christian university, GSEP endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities. GSEP embraces human diversity—which we believe to be the natural expression of God’s creation—in our work to advance learning and service. GSEP advances, sustains, and advocates for multicultural proficiency.

The strategies for accomplishing this mission are:

- Promoting discourse that values each member’s background, experiences, and perspective;
- Recruiting, retaining, and advancing diverse students, staff, and faculty;
- Developing curricular models for practice in educational and psychological environments; and
- Reaching out to broader communities to promote understanding and facilitate solutions to diversity challenges.

Our Expressed Values:

- Student-centered learning.
- A scholar-practitioner model of teaching.
- Communities of practice that foster lifelong learning.
- Academic freedom and shared governance.
- Quality educational programs that anticipate changes in the marketplace.
- Innovation as a continuous part of the educational process.
- Balance between personal and professional lives.
- Integration of faith and learning.
- Social responsibility and justice.
- Integrity and ethical standards of conduct.
- A diverse culture that is compassionate, caring, and respectful of the dignity of all in the community.

The University’s Mission statement involves preparing 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.

EXTERNAL CONTEXT

GSEP assesses its external environment to determine the needs of its various constituencies by following local, national and global trends through three approaches: Attendance at local and national conferences, strategic partnerships with major Online Program Management (OPM) companies, and educational marketing consultants. Data from these sources are reviewed and shared at program faculty meetings, divisional faculty meetings, and at leadership and administration meetings, where information is used to make curricular decisions. In order for any program revision proposal to be approved at the highest level of university review; the

University Academic Council requires a presentation of analysis of such external data to support any new proposal. Each of these methods are elaborated on below:

1. Attendance at local, national, and global conferences:
Faculty members and administrators at the school routinely attend both academic and administrative conferences related to their fields of interest and specialization. Particular attention is given at these conferences to changing trends, demographics, advances in fields that require new learning, and global developments influencing direction of graduate education. A key example is the data gathered from conferences such as AERA, CAEP, and CTCC which are presently being used to revise the curriculum in the MA program in Teaching program.
2. Strategic partnership with major OPMs:
Online Program Managers (OPM) are private companies with expertise with large resources in market analysis, online program development, and recruitment of students. Market intelligence from two of these companies, namely 2U and Pearson Online Services, indicates a strong national trend towards online graduate programs. As such, GSEP- Psychology Division has entered long-term contract with 2U to offer three Masters Programs in Psychology. The Education Division has similarly entered a long-term contract with Pearson Online Learning Services to offer five MS programs in different areas of leadership.
3. Educational Marketing Consultants:
Approximately every three years, the educational marketing research consulting firm of Edivantis is retained to conduct educational needs marketing research to help the Education Division to better understand short and long-term trends and changes in the graduate education landscape. Data and analysis from this firm has led to program changes such as the closure of three programs: the Masters of Arts in Education, Masters of Arts in Learning Technology, and the Masters of Science in Administration, which did not have viable futures. Additionally, we introduced a Ph.D. program in 2016, Doctor of Philosophy in Global Leadership and Change, and, in 2018, five online Master of Science programs in several areas in leadership.

OVERVIEW OF PROGRAMS & PROGRAM LEARNING OUTCOMES

The Education Division offers 12 programs in total and oversees the Teacher Preparation Program. The programs are a Doctor of Philosophy (PhD), three Educational Doctorates (EdD), three Masters of Arts (MA) programs, and five Masters of Science (MS) programs. The Education Division underwent a rigorous assessment process when determining the overall learning outcomes and program assessment structure.

The Education Division responded to the Office of Institutional Effectiveness' request with a self-study report in December 2016 as part of ongoing WSCUC annual reports. Following the report, and input from three External Reviewers, as well as recommendations from the Advancement of Student Learning Committee (ASLC) in their role as Internal Reviewers, all of our programs went through several changes. In direct response to the ASLC letter of June 30th 2018 and recommendations therein, addressed to Dean Helen Easterling-Williams, the following recommendations were adopted by GSEP- Education Division:

III. Assessment Infrastructure

A new sustainable assessment plan for all of the programs was initiated and approved by all parties. The assessment plans include the following:

- collecting evidence and artifacts
- creating and using rubrics for assessment
- establishing an annual calendar of follow-ups and reporting events
- reviewing of the plan(s) by the faculty and the OIE office

II. Program Learning Outcomes

To date, all Education Division Program Learning Outcomes (PLOs) have been revised and reduced to five (5) to six (6) PLOs compared to 9 to 15 PLOS per program in the past.

DOCTORAL PROGRAMS: DESCRIPTION AND PROGRAM LEARNING OUTCOMES

The Education Division offers four distinct doctoral programs. Three Educational Doctorates and one Doctor of Philosophy degree in Global Leadership and Change.

Doctor of Education (EdD) degrees are offered to scholar-practitioners in Educational Leadership, Administration, and Policy (ELAP); Learning Technologies (EDLT); and Organizational Leadership (EDOL). The three programs share a core of 36 units of coursework built around topics of leadership, learning theory, technology, and policy. Additionally, each program then offers 12 units of program specific course work in its respective field of study. This model offers students flexibility in their academic choices. Students admitted to a specific EdD program, under certain circumstances, may apply to change their program at the end of their first year of study. Students who complete their EdD degrees will also receive the opportunity to apply at least 36 units of credit towards advancing their studies if pursuing the PhD program in Global Leadership and Change thereafter.

Doctor of Education in Educational Leadership, Administration, and Policy

Knowledge about learning and leading continues to evolve as society transitions from the information age to the conceptual age. Systems approaches to learning are more diverse, multifaceted, and innovative than ever before; it has become a moral imperative to ensure that all students have equal access and opportunity to learn and perform at high levels. The Educational Leadership, Administration, and Policy (ELAP) doctoral program prepares education leaders, both domestically and internationally, to serve in dynamic leadership roles at school sites as well as district and county offices of education. The ELAP program is offered in the Global Access Format with a hybrid delivery approach that consists of 51 percent face-to-face and 49 percent online instruction.

Doctor of Education in Learning Technologies

The Doctor of Education in Learning Technologies (EDLT) program enters its 24th year. The focus remains on learning and development in the education and non-education sectors and in ways in which new and emerging technologies can and do shape instructional experiences. The program is ideal for people with a solid level of comfort using various forms of technology and social media. The program is intended for professionals who seek to lead learning technologies arms of K–12 education, postsecondary education, museums, libraries, corporations, government institutions, non-governmental organizations (NGOs), and media enterprises. The EDLT program is offered in the Global Access Format (51 percent face-to-face and 49 percent online), mainly at the West Los Angeles Graduate Campus. The program employs both formal and informal settings for learning with networked technology and social media.

Doctor of Education in Organizational Leadership

The Doctor of Education in Organizational Leadership (EDOL) program is designed to develop individuals who have thriving careers in their specialized fields who seek advanced knowledge in the theory and practice of leadership to take on leadership roles in a variety of settings. As scholar practitioners with a global perspective, EDOL students will conduct research in advancing the practice of leadership, learning, and policy and in applying theory to organizational challenges. While interested in teaching and consulting, EDOL students aspire to be entrepreneurs or in leading change and transformation efforts in higher education; governmental organizations; not-for-profits; non-governmental organizations (NGOs), faith-based service organizations; businesses; and other organizations engaged in training and development, life-span learning, health care, and adult occupational education. The program is offered in the traditional face-to-face format and the Global Access Format (51 percent face-to-face and 49 percent online).

Edd in Learning Technologies (EDLT or DELT), Edd in Organizational Leadership (EDOL), Edd in Educational Leadership Administration, Policy (ELAP)

The educational doctoral programs (Edd)s have four (4) *core* program learning outcomes that are common to the doctoral program, and one (1) *program specific* learning outcome. They all have five (5) total PLOs.

Program Learning Outcomes

1. Design and conduct research; collect and analyze data, and report research findings.
2. Assess needs: develop, deliver, and assess learning experiences and apply tools of appropriate technology.
3. Integrate and synthesize personal, organizational, and societal values to advance leadership and change initiatives throughout organizations.
4. Integrate, synthesize, and apply theories and practices that support research and development of national and global policy.
5. Program Specific Learning Outcomes:
 - a. EDLT PLO5A: Investigate, integrate, and synthesize the use of technology for learning
 - b. EDOL PLO5B: Understand and develop skills in creating economic value, efficiency, and service to organizations
 - c. ELAP PLO5C: Apply Participatory Action Research (PAR) to synthesize and integrate advanced theories and practices in leading K-12 learning environments

Doctor of Philosophy in Global Leadership and Change

The Doctor of Philosophy in Global Leadership and Change is a PhD program with emphasis on leadership theory within local and global organizations. The program prepares students to shape innovative directions in research and practice and prepares them for careers in nonprofit, government, for-profit, and academic institutions. Candidates will acquire skills to lead important research studies and teach the next generation of practitioners, researchers, and educators.

The broader academic discipline is education and the program has been designed, developed, and implemented by the faculty of the Organizational Leadership doctoral program within the Education Division of GSEP. The program is delivered in accordance with the present Global Access Program (GAP) format. The GAP format delivers a learning infrastructure in which 40 percent of the classes are online and 60 percent take place in face-to-face sessions at the West Los Angeles Graduate Campus. The main theme of the program is “global leadership,” and it is intertwined with the institutional mission of Pepperdine University. The conceptual framework prepares mid-career professionals with the knowledge, skills, and values to be able to complete deep research that will inform their decisions as leaders.

Student course work reflects a the leader-researcher approach by combining core requirements in theory, organizational studies and practice, governance and policy, and organizational learning

with research and evaluation methods (advanced data analysis, qualitative research, and multivariate analysis). This degree program shares core doctoral courses with the current EdD program. However, there are eight new PhD program-specific courses for the doctorate in philosophy setting it apart from the EdD programs. This program is designed to support and produce the cutting edge leader-researcher who possesses a global mindset and understands the importance of education as the currency that enables organizations to thrive throughout the world, supported by purpose, service, and leadership.

PhD in Global Leadership and Change PLOs

1. Students will be able to select research topics; design and conduct rigorous original research that creates new knowledge; disseminate their work in the scholarly community for peer review, and further advance the knowledge base in the field.
2. Students will be able to analyze and develop research based on national and global leadership policies to support global advocacy and social change.
3. Students will be able to analyze, synthesize, design, develop, deliver, and evaluate learning using advanced research in technology-based virtual and classical learning models occurring in global organizations.
4. Students will be able to distinguish unique characteristics, traditions, and methodologies in research, practice, service, and global competent leadership through an in-depth engagement in research literature in the field.
5. Students will be able to describe, understand, and correctly apply organizational theory to global educational and organizational entities recognizing the environment of change and the importance of global leadership, learning theory and policy.

MASTER OF ARTS PROGRAMS: DESCRIPTION AND PROGRAM LEARNING OUTCOMES

Master of Arts in Social Entrepreneurship and Change

The Graduate School of Education and Psychology offers a Master of Arts in Social Entrepreneurship and Change degree for professionals who wish to address major social problems such as inadequate education and health systems, entrenched poverty, environmental threats, and high crime rates through innovative, market-based ideas that advance solutions. The program emphasizes transformative innovation to tackle tough problems in a systemic way through analysis of strategies and organizational characteristics. This 40-unit program is for people with new ideas who want to address major problems that change the performance capacity of society (locally, regionally, and globally). Information availability and technology allows people to have a wider and more detailed understanding of the world. The availability of technology allows for quick responses and has increased the citizenry response to social issues. This program builds on this broader view of citizenry response to social problems faced by individuals, communities, and nations throughout the globe.

The program has been designed in a blended format with 60 percent of the content offered in a face-to-face traditional classroom mode and 40 percent of the program offered through a virtual environment that emphasizes a collaborative learning design. The program will have two intensive, extended-weekend mode face-to-face meetings per term. Students will participate in a global internship experience in a developing country shadowing entrepreneurs who are leading groundbreaking change solutions. These citizenry responses, which are improving the state of the world, will also serve as the global classroom laboratory.

Master of Arts in Social Entrepreneurship and Change (SEC) PLOs

1. Create and apply powerful visions for local and global change through social entrepreneurship.
2. Articulate and assess approaches for impactful leadership and interpret the role of personal faith in service and philanthropy.
3. Apply sound strategic management practices and differentiate the relationship between executives, boards, stakeholders, and the community.
4. Design innovative, effective public relations and marketing campaigns for organizations along with desired outcomes and implement evaluation plans that measure them.
5. Appreciate local and global perspectives and cultural influences, find creative solutions to social issues utilizing systems thinking. Justify the roles of both philanthropy and social entrepreneurship in social change.

Master of Arts in Teaching

The Master of Arts in Teaching program enables candidates to pursue course work for a master's degree in conjunction with a teaching credential. The program is 34 units and is offered at the Calabasas, Encino, Irvine, and West Los Angeles Graduate Campuses. Not all courses will be

offered at every campus each term. Pepperdine University's program reflects State Senate Bill 2042 that grants a California SB 2042 multiple subject or single subject preliminary credential. In addition to Multiple Subject and Single Subject preliminary credential in the graduate pathway, we have a University Intern Program which enables candidates to work as full-time salaried teachers while pursuing an SB 2042 Preliminary Credential. The program is ideal for those candidates with prior teaching experience, although this is not a requirement. Prior to admission, applicants must be employed by, or have an offer of full-time employment from a participating school district and candidates must have also met the Basic Skills requirement, passed the California Subject Examinations for Teachers, and several other requirements as mandated by California Commission on Teacher Credentialing.

Mission

A Learning Community Committed to the Education of the Whole Individual. We believe that all course work must address the holistic needs of our students and explore the intellectual, spiritual, and emotional dimensions of becoming a teacher. We believe that becoming a teacher involves the challenging work of discovering meaning, developing identity, and discerning a pedagogical approach.

Committed to Praxis, Linking Theory to Practice. We believe that teacher candidates learn best when they are engaged with teachers in real classrooms, confronting the daily issues of teaching. Course work is linked to classroom experiences through rigorous explorations of theoretical foundations, solid research-based methodologies, and the art of reflective practice.

Engaged in the Improvement of Educational Opportunities for the Underserved. We believe in sustained involvement with urban schools to meet the needs of all learners and we work closely with underserved schools in the communities surrounding our graduate campuses.

Working in Partnership with Schools and Communities with Guidance from an Advisory Board. We believe in the necessity of authentic collaboration and in the generative power of multiple perspectives. Our advisory board, comprised of educators, community members, and stakeholders, is committed to providing the program with external support, accountability, and guidance.

MA in Teaching (MAT) PLOs

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Develop, implement, and use a range of effective classroom assessments.
6. Develop as faith-informed, service oriented professional educators.

Master of Arts in Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program enables candidates to pursue a study of the teaching of English as an additional language from preschool through university, both in the United States and beyond. All courses are aligned with the TESOL Professional Teaching Standards developed by TESOL/CAEP and focus on building expertise around the English language system, second language acquisition, language pedagogy and assessment, and the complex relationship between language and culture.

Additionally, candidates will extend and deepen their professional knowledge, skills, and dispositions, as reflective scholar-practitioners, collaborating in a multicultural and multilingual environment. Distinctive program features include integration of technology, clinical practicum placements, and opportunities for participation in professional organizations and conferences. This full-time, technology-infused residency program is comprised of 32 units addressing the needs of (1) local candidates intending to specialize in teaching English learners and (2) international candidates wishing to study the teaching of English. The program is offered at the Malibu campus as a cohort model for completion within one academic or calendar year (three terms).

MA TESOL PLOs

1. Analyze and apply theories and research related to language structure and language acquisition.
2. Design supportive language learning environments using the intersections of language and culture, related theories, and principles.
3. Plan and implement research-based language instruction that integrates language skills, technology, and relevant teaching strategies.
4. Apply a variety of language proficiency instruments and techniques.
5. Understand the history of and current trends in language pedagogy and research, and collaborate to meet the needs of language learners.

MASTER OF SCIENCES PROGRAMS: DESCRIPTION AND PROGRAM LEARNING OUTCOMES

Master of Science in Leadership in Higher Education

The Master of Science in Leadership in Higher Education is a 32-unit program intended for candidates who seek leadership or administrative positions such as department chairs, directors, deans, or higher positions at public or private universities, vocational schools, and community colleges. The program emphasizes value-centered and inclusive leadership, collaboration, and advanced learning theory and technology as well as change, student services, governance, policy, and innovation in institutions of higher education. The course work for the program is offered in a hybrid online format. Online delivery will use both synchronous and asynchronous modalities.

M.S. in Leadership in Higher Education PLOs

1. Develop and practice clear, persuasive and data supported narratives that advance initiatives and present them using advanced transmedia.
2. Develop and deliver learning experiences by integrating and applying learning theory and tools of technology and assess outcomes of those efforts.
3. Integrate personal, organizational, and societal values into leadership initiatives and advance them throughout organizations.
4. Understand, synthesize and apply theories and practices that support governance, legal, fiscal, and economic policy at institutions of higher education.
5. Examine, integrate and apply theories and practices that support advancing student services in higher education.

Master of Science in Leadership in Learning Technology

The Master of Science in Leadership in Learning Technology is a 32-unit program intended for individuals seeking to serve as heads or managers of education or learning development teams or chief learning and/or information officers who lead the learning technology arms of private and public organizations, private education, and other learning organizations. The curriculum emphasizes value-centered leadership and collaboration and learning theory and technology. It focuses on examining emerging technologies and rethinking and managing learning ecosystems and their unique challenges. The course work for the program is offered in a hybrid online format. Online delivery will use both synchronous and asynchronous modalities.

M.S. in Leadership in Learning Technology PLOs

1. Develop and practice clear, persuasive and data supported narratives that advance initiatives and present them using advanced transmedia.
2. Develop and deliver learning experiences by integrating and applying learning theory and tools of technology and assess outcomes of those efforts.
3. Integrate personal, organizational, and societal values into leadership initiatives and advance them throughout organizations.

4. Integrate, synthesize, and apply theories and practices that support emerging and innovative approaches and technologies that will support learning in organizations and schools.
5. Examine, integrate and apply theories and practices in managing learning technology-rich environments in organizations and schools.

Master of Science in Leadership in Pre-K to 12 Education

The Master of Science in Leadership in Pre-K to 12 Education is a 32-unit program intended for educators with leadership responsibilities such as K–12, adult classroom teachers, teachers on special assignment, counselors, district and/or county coordinators, principals, assistant principals, and deans. The curriculum emphasizes value-centered, inclusive, community leadership, collaboration, learning theory, and technology as well as instruction leadership, policy, and change management. The course work for the program is offered in a hybrid online format. Online delivery will use both synchronous and asynchronous modalities.

M.S. in Leadership in Pre K-12 Education PLOs

1. Develop and practice clear, persuasive and data supported narratives that advance initiatives and present them using advanced transmedia.
2. Develop and deliver learning experiences by integrating and applying learning theory and tools of technology and assess outcomes of those efforts.
3. Integrate personal, organizational, and societal values into leadership initiatives and advance them throughout organizations.
4. Cultivate a safe and productive learning and working environment and influence social, cultural, political, and legal contexts affecting education.
5. Shape a collaborative culture of teaching and learning focused on student and professional learning, growth and continuous improvement.

Master of Science in Learning Design and Innovation

The Master of Science in Learning Design and Innovation is a 32-unit program intended for candidates from K–12, higher education, and private and public learning organizations who are interested in careers in instructional and program design in technology-rich environments and seek state-of-the-art knowledge and skills in learning design and integration of technology. The program emphasizes value-centered and inclusive leadership, collaboration, advanced learning theory, and technology integration in formal and informal learning settings as well as explores innovative and emerging technologies and their influence on learning. The course work for the program is offered in a hybrid online format. Online delivery will use both synchronous and asynchronous modalities.

M.S. in Learning Design and Innovation PLOs

1. Develop and practice clear, persuasive data supported narratives that advance initiatives and present them using advanced transmedia.

2. Develop and deliver learning experiences by integrating and applying learning theory and tools of technology and assess outcomes of those efforts.
3. Integrate personal, organizational, and societal values into leadership initiatives and advance them throughout organizations.
4. Analyze theories and characteristics of formal and informal learning environments and integrate use of technology.
5. Understand unique characteristics and formal and informal learning environments and demonstrate the ability to apply technology to each setting based on relevant learning theories.

Master of Science in Organizational Leadership

The Master of Science in Organizational Leadership and Learning (MSOL) is a 32-unit program intended for individuals seeking to lead learning and talent development in private and public organizations, private education, not-for-profits, non-governmental organizations (NGOs), health care organizations, faith-based organizations, occupational education, and consulting. The curriculum emphasizes value-centered leadership and stewardship, collaboration, learning theory and technology, as well as managing organizations and their cultures, and leading teams. The course work for the program is offered in a hybrid online format. Online delivery will use both synchronous and asynchronous modalities.

M.S. in Organizational Leadership PLOs

1. Develop and practice clear, persuasive and data supported narratives that advance initiatives and present them using advanced transmedia.
2. Develop and deliver learning experiences by integrating and applying learning theory and tools of technology and assess outcomes of those efforts.
3. Integrate personal, organizational, and societal values into leadership initiatives and advance them throughout organizations.
4. Integrate, synthesize, and apply management and administration theories that support managing all functions of the learning organization.
5. Examine, integrate and apply theories that promote organizational teamwork and collaboration in learning organizations.

Doctoral Pathway

Students who successfully complete any of the five Master of Science degrees listed above, if accepted to an EdD or PhD program offered by the Education Division, may transfer MSED 602 Virtual Learning, Collaboration, and Transmedia; MSED 603 Ethics, Values, and Inclusion; and MSED 604 Program Design and Evaluation to the doctoral programs.

ASSESSMENT PLANS FOR ALL PROGRAMS

As stated in the general introduction section, the Education Division, following recommendations from External Reviewers and the Internal Review body of the university ASLC (Advancement of Student Learning Committee), initiated assessment plans for all its programs. These plans were shared with Program Directors, faculty, GSEP Academic Council, and the University Academic Council. *All reviewing committees agreed* that these were appropriate plans and the assessment practices highlighted in the plans would yield the needed information to determine how well and to what degree students are learning. The plans were adopted in summer of 2018. The following tables show an overview of the assessments plans for each programs.

EDD PROGRAMS 5-YEAR ASSESSMENT PLAN - INITIATED 2018

EDD CORE				
Program Learning Outcome	Evidence	Performance Expectation	Schedule	Source of Data
EDD (CORE) PLO#1 Design and conduct research, collect and analyze data, and report research findings.	Direct Assessment: Dissertation Completion ED792 Indirect Assessment: Surveys: Faculty, Alumni, Graduates	Direct: 80% of education doctoral candidates will place at proficient or higher level on the Dissertation Assessment Rubric.	Fall 2018	Annually, a random sample of 5 to 10 doctoral dissertations will be used as direct data.
EDD (CORE) PLO#2 Assess needs, develop, deliver, and assess learning experiences and apply tools of appropriate technology.	Direct Assessment: Remake Learning (Technology Project) Indirect Assessment: Faculty observations: Use of various technologies, frequencies, effectiveness.	Direct: A minimum of 80% of students will earn an average score of 3 or higher on “Rethinking Learning and Technology” Rubric.	Fall 2019	Annually, a random sample of at least 50% of student work samples from course EdD755.

<p>EDD (CORE) PLO#3 Integrate and synthesize personal, organizational, and societal values to advance leadership and change initiatives throughout organizations.</p>	<p>Direct Assessment: Comprehensive Exams</p> <p>Indirect Assessment: (<i>Observation of Evaluators on the # or type of proposals</i>) Survey of Evaluators.</p>	<p>Direct: A minimum of 80% of students will pass or pass with modifications on the Comprehensive Exam Rubric.</p>	<p>Fall 2018</p> <p>Ongoing Fall and Spring</p>	<p>Annually, a random sample of 5 to 10 Comprehensive Exams will be used as direct data.</p>
<p>EDD (CORE) PLO#4 Integrate, synthesize, and apply theories and practices that support research and development of National and Global policy.</p>	<p>Direct Assessment: National/Global Policy Paper (Trip specific topic)</p> <p>Indirect Assessment: Student reflection papers.</p>	<p>Direct: A minimum of 80% of students will place or higher on National/Global Policy Paper Rubric.</p>	<p>Summer 2018</p> <p>Alternating years aligned with International trips.</p>	<p>Annually, a random sample of 5 to 10 final project papers from EDD 753/754 courses will be used as direct data.</p>

Program Specific PLOs: PLO5A, PLO5B, PLO5C

EDLT				
Program Learning Outcome	Evidence	Performance Expectation	Schedule	Status
<p>EDLT Program Specific PLO#5A Investigate, integrate and synthesize the use of technology for learning.</p>	<p>Direct Assessment: Learning Technology Capstone Project</p> <p>Indirect Assessment: Conference Presentations and Scholarly Publications</p> <p>Indirect Assessment: Program or departmental surveys.</p>	<p>Direct: A minimum of 85% of students will earn scores of 65 or higher on the LT Capstone Assessment Rubric.</p> <p>Direct: 75% or more of conference presentations and scholarly publications score an average of “proficient” or higher on the Scholarly Presentation/Publication Assessment Rubric.</p>	<p>Summer 2019</p>	<p>Annually, a random sample of 3 to 5 Learning technology Capstone Projects will be used as direct data.</p>

EDOL				
Program Learning Outcome	Evidence	Performance Expectation	Schedule	Status
EDOL Program Specific PLO#5B Understand and develop skills in creating economic value, efficiency, and service to organizations	Direct Assessment: Consultancy Project Indirect Assessment: Conference Presentations and Scholarly Publications Indirect: Student Surveys	Direct: A minimum of 85% of students will earn average scores of 65 or higher on Rubric 5b Direct: 75% or more of conference presentations and scholarly publications score “proficient” or higher on the Scholarly Presentation/Publication Assessment Rubric.	Summer 2019	Annually, a random sample of 3 to 5 Consultancy Project papers will be used as direct data.

ELAP				
Program Learning Outcome	Evidence	Performance Expectation	Schedule	Status
ELAP Program Specific PLO#5C Apply Participatory Action Research (PAR) to synthesize and integrate advanced theories and practices in leading K-12 Learning Environments	Direct Assessment: PAR Project Indirect Assessment: Conference Presentations and Scholarly Publications. Indirect Assessment: Survey of # organizations # of “actions.”	Direct: A minimum of 85% of students will earn average scores of 65 or higher on Rubric 5C. Direct: 75% or more of conference presentations and scholarly publications score “proficient” or higher on the Scholarly Presentation/Publication Assessment Rubric.	Fall 2019 Summer 2023	Annually, a random sample of 3 to 5 PAR projects will be used as direct data.

MA SEC 5-YEAR ASSESSMENT PLAN - INITIATED 2018

MA SEC				
Program Learning Outcome	Assessment Type Evidence	Performance Expectation	Schedule	Status
<p>PLO#1 Create and apply powerful visions for local and global change through social entrepreneurship.</p>	<p>Direct: ESEC 630. Creating a compelling Vision for Change.</p> <p>Indirect: Graduate Follow-up Involvement</p>	<p>Direct: Using Rubric #1, 75% of students will get an average score of “3” as proficient in the PLO#1, demonstrating understanding and knowledge of PLO1.</p> <p>Indirect: Alumni surveys.</p>	Fall 2018	Assessed
<p>PLO#2 Articulate and assess approaches for impactful leadership, and interpret the role of personal faith in service and philanthropy.</p>	<p>Direct: ESEC 610 Faith, Ethics, Div. & Philanthropy. Final paper.</p> <p>Indirect: Student Surveys</p>	<p>Direct: Using Rubric #2, 75% of students will get an average score of “3” demonstrating proficiency and knowledge of PLO2.</p> <p>Indirect: Results of Survey “End of Year1”</p>	Summer 2019	Data is requested
<p>PLO#3 Apply sound strategic management practices, and differentiate the relationship between executives, boards, stakeholders, and the community.</p>	<p>Direct: ESEC 690. Managing Philanthropic Enterprise. Signature Assignment (mini-paper section.).</p> <p>Indirect: TBD</p>	<p>Direct: Using Rubric #3, 75% of the students will demonstrate proficiency by getting an average score of “3” on the rubric.</p>	Fall 2018	Assessed
<p>PLO#4 Design innovative effective public relations and marketing campaigns for organizations along with desired outcomes, and implement evaluation plans that measure them.</p>	<p>Direct: ESEC 660 Marketing and Public Relations for the Social Change Signature Assignment: Marketing Plan.</p> <p>Indirect: Candidates’ commitment to Social and Entrepreneurship Change.</p>	<p>Direct: Using Rubric, 75% of students will demonstrate proficiency by getting an average score of “3”</p> <p>Indirect: Majority of graduates to continue pursuing their proposed change.</p>	Fall 2018	Data collected and assessed

<p>PLO#5 Appreciate local and global perspectives and cultural influences, find creative solutions to social issues utilizing systems thinking. Justify the roles of both philanthropy and social entrepreneurship in social change.</p>	<p>Direct: (Either evidence in alternating years, or same years.) 1) ESEC 670 Global Change Experience Portfolio 2) ESEC691a / ESEC691b Social Enterprise Capstone project</p> <p>Indirect: Student Survey. Exiting students' presentation for incoming Student</p>	<p>Direct: 1) Using the Portfolio Rubric, 75% of the students will demonstrate proficiency by getting an average score of "3" on the rubric, or place at "good" level</p> <p>2) Using Capstone Rubric, (75%) of students will demonstrate proficiency by a getting "pass" score.</p> <p>Indirect: Results of Student Surveys "End of Year2."</p>	<p>Fall 2018</p>	<p>Collected and assessed</p>
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MA TESOL 5-YEAR ASSESSMENT PLAN - INITIATED 2018

MA TESOL					
Program Learning Outcome	Assessment Type	Evidence	Performance Expectation	Schedule	Status
<p>PLO#1 Analyze and apply theories and research related to language structure and language acquisition.</p>	<p>Direct: Summative, course-embedded Indirect: Formal, course-embedded</p>	<p>Direct: EDTE601 Language Analysis and Comparison Paper Indirect: TBD</p>	<p>Direct: 80% of candidates will earn a score of 75% or higher on Rubric 1. Indirect: TBD</p>	<p>Summer 2018 Summer 2019</p>	<p>Samples Assessed</p>
<p>PLO#2 Design supportive language learning environments using the intersections of language and culture, related theories, and principles.</p>	<p>Direct: Summative, course-embedded Indirect: Formal, field-embedded</p>	<p>Direct: EDTE605 ESL/EFL Course Syllabus Project & Presentation Indirect: EDTE610 Classroom Observation Journals</p>	<p>Direct: 75% of candidates will earn a score of 75% or higher on Rubric #3. Indirect: 75% of candidates will earn a score of 75% or higher on Rubric #4.</p>	<p>Fall 2018 Fall 2018</p>	<p>Samples Assessed</p>
<p>PLO#3 Plan and implement research-based language instruction that integrates language skills, technology, and relevant teaching strategies.</p>	<p>Direct: Summative, course-embedded Indirect: Summative, field-embedded</p>	<p>Direct: EDTE606 Language Pedagogy Mastery Assignment Indirect: EDTE610 Teaching Practicum Portfolio</p>	<p>Direct: 75% of candidates will earn a score of 75% or higher on Rubric #5. Indirect: 75% of candidates will earn a score of 75% or higher on Rubric #6.</p>	<p>Summer 2019 Summer 2019</p>	<p>Data to be collected</p>
<p>PLO#4 Apply a variety of language proficiency instruments and techniques.</p>	<p>Direct: Summative, course-embedded Indirect: Formal, field-embedded</p>	<p>Direct: EDTE608 Final Assessment Project and Presentation Indirect: EDTE610 Clinical Practicum Lesson</p>	<p>Direct: 75% of candidates will earn a score of 3 or higher on Rubric #7. Indirect: 75% of candidates will earn a score of 3 or higher on Rubric #8.</p>	<p>Summer 2020 Summer 2019</p>	<p>Data to be collected</p>
<p>PLO#5 Understand the history of and current trends in language, pedagogy and research, and collaborate to meet the needs of language learners.</p>	<p>Direct: Summative, course-embedded Indirect: Informal, student-driven</p>	<p>Direct: EDTE611 Eportfolio Indirect: Record of candidate attendance and participation in professional conferences</p>	<p>Direct: 80% of candidates will earn a score of 3 or higher on Rubric #9. Indirect: 80% of candidates will attend and/or participate in professional conferences.</p>	<p>Summer 2020</p>	<p>Data to be requested</p>

MAT 5-YEAR ASSESSMENT PLAN - INITIATED 2018

MA in Teaching				
Program Learning Outcome	Assessment Type	Description	Performance Expectation	Schedule
<p>PLO#1 Engage and support all students in learning.</p>	<p>Direct: Summative and, state-mandated</p> <p>Indirect: Formal</p>	<p>Direct: Signature Assignments from courses: MATP 671/673</p> <p>Direct: edTPA Task 1, Rubrics 3</p> <p>Indirect: MATP630 Teaching English Learners Signature Assignment</p>	<p>Direct: Signature Assignments, 80 % of students will score at proficient level on the rubrics.</p> <p>Direct: A minimum of 80% of candidates will earn scores to place at level “3” or higher on edTPA Task 1, Rubrics 3.</p> <p>Indirect: 100% of candidates complete signature assignment with at proficiency level Rubric.</p>	<p>Aligned with CTC Program Review Oct. 2019</p>
<p>PLO#2 Create and maintain effective environments for student learning.</p>	<p>Direct: Formal, field-embedded</p> <p>Indirect: Formal, field-embedded</p>	<p>Direct: Signature Assignments from courses MATP681, MATP683</p> <p>Indirect: TPE assignment from MATP83 Mentor Teacher Clinical Evaluations</p>	<p>Direct: A minimum of 80% of candidates will earn an overall score of “3” or higher on Rubrics from signature assignments.</p> <p>Indirect: Students score at “approaching expectations” on part of the Mentor Teacher Rubric addressing PLO2/TPE2.</p>	<p>Aligned with CTC Program Review Oct. 2019</p>
<p>PLO#3 Understand and organize subject matter for student learning.</p>	<p>Direct: Summative, state-mandated</p> <p>Indirect: Formal, field-embedded</p>	<p>Direct: Signature Assignment. Learning Segment from MATP 671. Understanding by Design from MATP610.</p> <p>Direct: edTPA Task 1 Rubric 9.</p> <p>Indirect: UFS Student Teacher Evaluations.</p>	<p>Direct: 75% of the students to score above proficiency level on Rubric UBD and/or on Rubric for LS.</p> <p>Direct: A minimum of 80% of candidates will earn a score to place at level “3” or higher on edTPA Task 1 Rubrics 9.</p> <p>Indirect: Candidates aim to earn an overall score of “3” or higher on Part 3 of the UFS Student Teacher Eval Rubric.</p>	<p>Spring 2019</p>

<p>PLO#4 Plan instruction and design learning experiences for all students</p>	<p>Direct: Formal, Student work</p> <p>Indirect:</p>	<p>Direct: Lesson Plans for EL from courses MATP 630</p> <p>Indirect: UFS rubrics</p>	<p>Direct: A minimum of 80% of candidates will receive a score of 3 on “Lesson Plans” assignment Rubric.</p> <p>Indirect: Selected competencies from Rubrics from UFS.</p>	<p>Aligned with CTC Program Review Oct. 2019</p>
<p>PLO#5 Develop, implement, and use a range of effective classroom assessments</p>	<p>Direct: Formal, summative, And, state-mandated</p> <p>Indirect: Informal, field-embedded</p>	<p>Direct: Signature Assignments from courses MATP620</p> <p>Direct: edTPA Task 3, Rubrics 11</p> <p>Indirect: Mentor Teacher Evaluations</p>	<p>Direct: A minimum of 75% of candidates will score at proficiency or higher level on Rubric.</p> <p>Direct: A minimum of 80% of candidates will earn a score to place at level “3” or higher on edTPA Task 3, Rubrics 11</p> <p>Indirect: Students score at “approaching expectations” on part of the Mentor Teacher Rubric.</p>	<p>Aligned with CTC Program Review Oct. 2019</p>
<p>PLO#6 Develop as faith-informed, service oriented professional educators.</p>	<p>Direct: Summative, candidate-driven</p> <p>Indirect: CTC Survey</p> <p>Indirect: Focus Group results</p>	<p>Direct: Signature Assignment Culminating experience MATP 699 Assignment from MATP683 Reflect on Their Teaching Practice</p> <p>Indirect: CTC Surveys</p> <p>Indirect: Focus Group results</p>	<p>Direct: Students will demonstrate understanding of the teaching profession Rubric in development for MATP683.</p> <p>Indirect: Results of the Exit Surveys by CTC.</p> <p>Indirect: Focus Group results.</p>	<p>Aligned with CTC Program Review Oct. 2019</p>

MASTER OF SCIENCE PROGRAMS ASSESSMENT PLANS

Five Year Program Learning Outcomes (&Thematic PLOs) Assessment Plan

Program Learning Objectives (PLOs)	Year 1 Leadership & Collaboration	Year 2 Learning & Assessment	Year 3 Values & Service	Year 4 Policy & Change	Year 5 Innovation & Technology
Core PLOs					
1. Develop and practice clear, persuasive, and data supported narratives that advance initiatives and present them using advanced transmedia.	X	X		X	X
2. Develop and deliver learning experiences by integrating and applying learning theory and tools of technology and assess outcomes of those efforts.		X			
3. Integrate personal, organizational, and societal values into leadership initiatives and advance them throughout organizations.	X		X		
Leadership in Learning Technologies Program Specific PLOs					
PLO4LT. Integrate, synthesize, and apply theories and practices that support emerging and innovative approaches and technologies that will support learning in organizations and schools		X	X		X
PLO5LT. Examine, integrate, and apply theories and practices in managing learning technology rich environments in organizations and schools.	X	X		X	

Learning Design and Innovation Program Specific PLOs					
PLO4LD. Analyze theories & characteristics of formal and informal learning environments and integrate use of technology.		X			
PLO5LD. Understand characteristics and formal and informal learning environments and demonstrate the ability to apply technologies to each setting based on relevant learning theories.		X	X	X	X
Leadership in Prek-12 Education Program Specific PLOs					
PLO4KA. Cultivate a safe and productive learning and working environment and influence social, cultural, political, and legal contexts affecting education.			X	X	
PLO5KA. Shape a collaborative culture of teaching and learning focused on student and professional learning, growth and continuous improvement.	X	X			X
Leadership in Higher Education Program Specific PLOs					
PLO4HE. Understand, synthesize, and apply theories and practices that support governance, legal, fiscal and economic policy at institutions of higher education.			X	X	X
PLO5HE. Examine, integrate, and apply theories and practices that support advancing student services in higher education.			X	X	
Organizational Leadership Program Specific PLOs					
PLO4OL. Integrate, synthesize, and apply management and administration theories that support managing all functions of the learning organization.	X		X	X	

PLO5OL. Examine, integrate and apply theories that promote organizational teamwork and collaboration in learning organizations.	X				X
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DATA ANALYSIS FOR SELECTED PROGRAMS 2018-2019

The Education Division faculty, guided by the Assessment Plans for each program, started evaluating student work as evidence of program learning outcomes in summer and fall of 2018. These efforts were to ensure that the analysis of the evidence would demonstrate that students are meeting the program learning outcomes and those are adequate for the degree, discipline, and professional standards.

Sample signature assignments were collected in accordance to the assessment plans for each program. The names on each assignment were redacted to ensure a blind review. Faculty, other than those who had taught the course, were randomly selected to assess the papers. Previously developed and approved rubrics were used for each respective assignment. To ensure reliability, when possible, two assessors were used to review a paper. In instances where multiple faculty were used, scores given by the different faculty to the same student paper were examined to measure the degree of inter-rater reliability in scoring papers. Inter-rater reliability, measured as the correlation between the scores of the two different faculty, were calculated. This correlation had a range between 0.72 in 2017 and 0.86 in 2018. The results suggest that there is a strong positive correlation in scores between the two evaluators. The correlation improved by +0.14 between 2017 and 2018 after faculty discussions were held to clarify what each category in the rubric measured and explained the common performance expectations of terms such as developing, proficient and exemplary.

EDD PROGRAMS DATA ANALYSIS & FINDINGS

Edd PLO1: Design and conduct research, collect and analyze data, and report research findings.

Evidence: Doctoral Dissertations

Methods/Integrity: A total of 35 dissertations were randomly selected from 3 different doctoral programs proportionate to the population from three academic years 2016, 2017, and 2018. The random samples had 18 EDOL dissertations, 8 ELAP dissertations, and 9 EDLT dissertations. Other measures taken included the following:

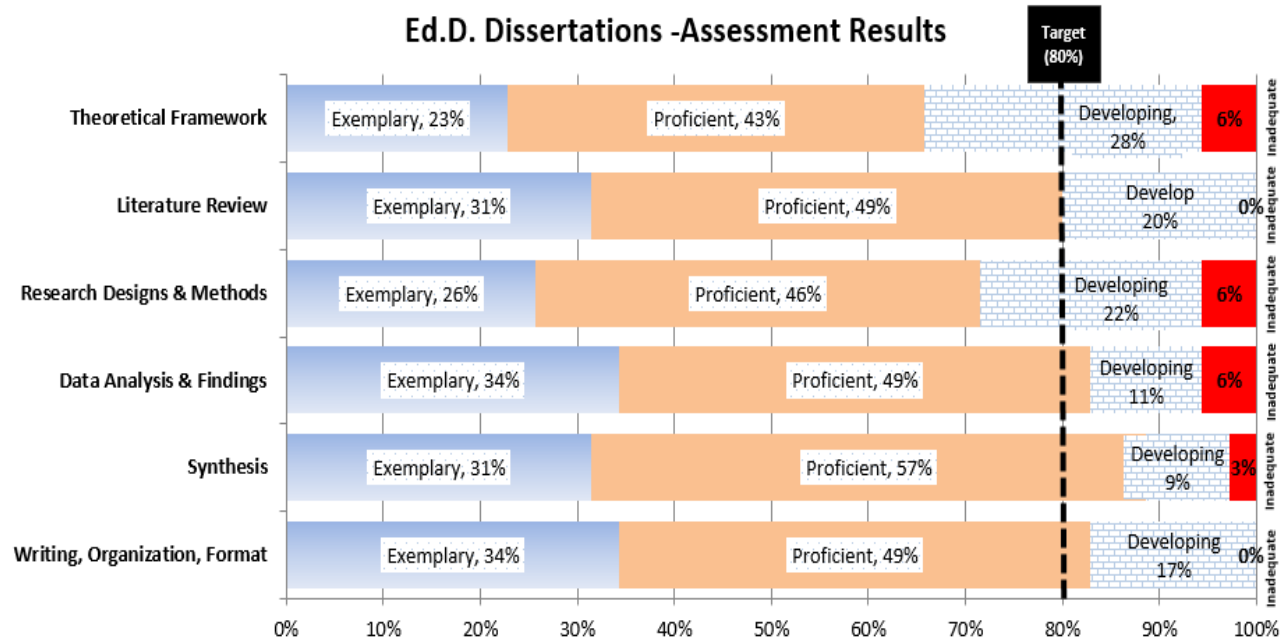
- Student names and all other identifying marks had been redacted throughout the dissertation document(s) and been replaced with a “student number” work sample(s).
- Faculty were randomly selected and assigned to assess the dissertations.
- The same rubric was used to assess all dissertation samples.

Analysis & Findings: The goal for year one was to have 80% of the assessed dissertations place at level of proficiency or higher on the rubrics. Analysis of the assessed rubrics for all 35 dissertations led to the following key findings:

- **Theoretical Framework:** 66% of the dissertations assessed indicated that students demonstrated either proficiency (43%) or exemplary (26%) level performance in providing a theoretical framework in their dissertations. This mark falls short of the expectation target of 80%.
- **Literature Review:** 80% of the dissertations assessed indicated that students demonstrated either proficiency (49%) or exemplary (31%) level performance in conducting literature reviews in their dissertations. This mark exceeds the performance target of 80%.
- **Research Design and Methods:** 72% of the dissertations assessed indicated that students demonstrated either proficiency (46%) or exemplary (26%) level performance in research design and methods in their dissertations. This mark falls short of the expectation target of 80%.
- **Data analysis and reporting of findings:** 83% of the dissertations assessed indicated that students demonstrated either proficiency (49%) or exemplary (34%) level performance in data analysis and reporting findings in their dissertations. This mark exceeds the performance target of 80%.
- **Synthesis:** 88% of the dissertations assessed indicated that the students demonstrated either proficiency (57%) or exemplary (31%) level performance in synthesis in their dissertations. This mark exceeds the performance target of 80%.
- **Writing, Organization and Format:** 83% of the dissertations assessed indicated students demonstrated either proficiency (49%) or exemplary (34%) levels in writing, organizing and format of their dissertations. This mark exceeds the performance target of 80%.

Key findings indicate that the expectations target of 80% proficiency or exemplary performance was met or exceeded in categories of literature review (80%), data analysis and reporting of findings (83%), synthesis (88%) and writing, organization and format (83%). However, categories of theoretical framework (66%) and research design and methods (72%) fell short of that expectation.

The following graph is a visual representation of the key findings of the dissertation assessment analysis.



EdD PLO3: Integrate and synthesize personal, organizational, and societal values to advance leadership and change initiatives throughout organizations

Evidence: Comprehensive Exams

Background: Comprehensive exams for EdD students are typically held in fall and spring semester of each year. Approximately, 9 to 12 students are assigned a senior faculty member who guides the students through preparation of a 35-page scholar-practitioner paper, demonstrating the ability to apply theory to practice in order to advance leadership and change initiatives in organizations. Once the written papers are completed, a committee of two faculty member blindly review the paper and engage the student in a 50-minute long oral interview, discussing the merits of the paper. The faculty members will then complete separate rubrics for the written and oral portion of the exam, sum the scores and arrive at a decision for pass, no pass, pass with modifications, or pass with honors. A sample of a scored rubric is in Appendix G.

Methods/Integrity: A total of 134 comprehensive exam results were used to analyze scores from comprehensive exam papers and oral interview scores.

- Student names and all other identifying marks have been or had been redacted

throughout the Comprehensive Exam document(s) and were replaced with a “student number” on the student work sample(s).

Below is a breakdown of the composition of the papers used for this analysis. The numbers represent the counts for all students who participated in the comprehensive exams.

EdD Comprehensive Exam Participants 2016-2018

	DELT	EDOL	Total
2016	11	44	55
2017	7	30	37
2018	9	33	42
Total	27	107	134

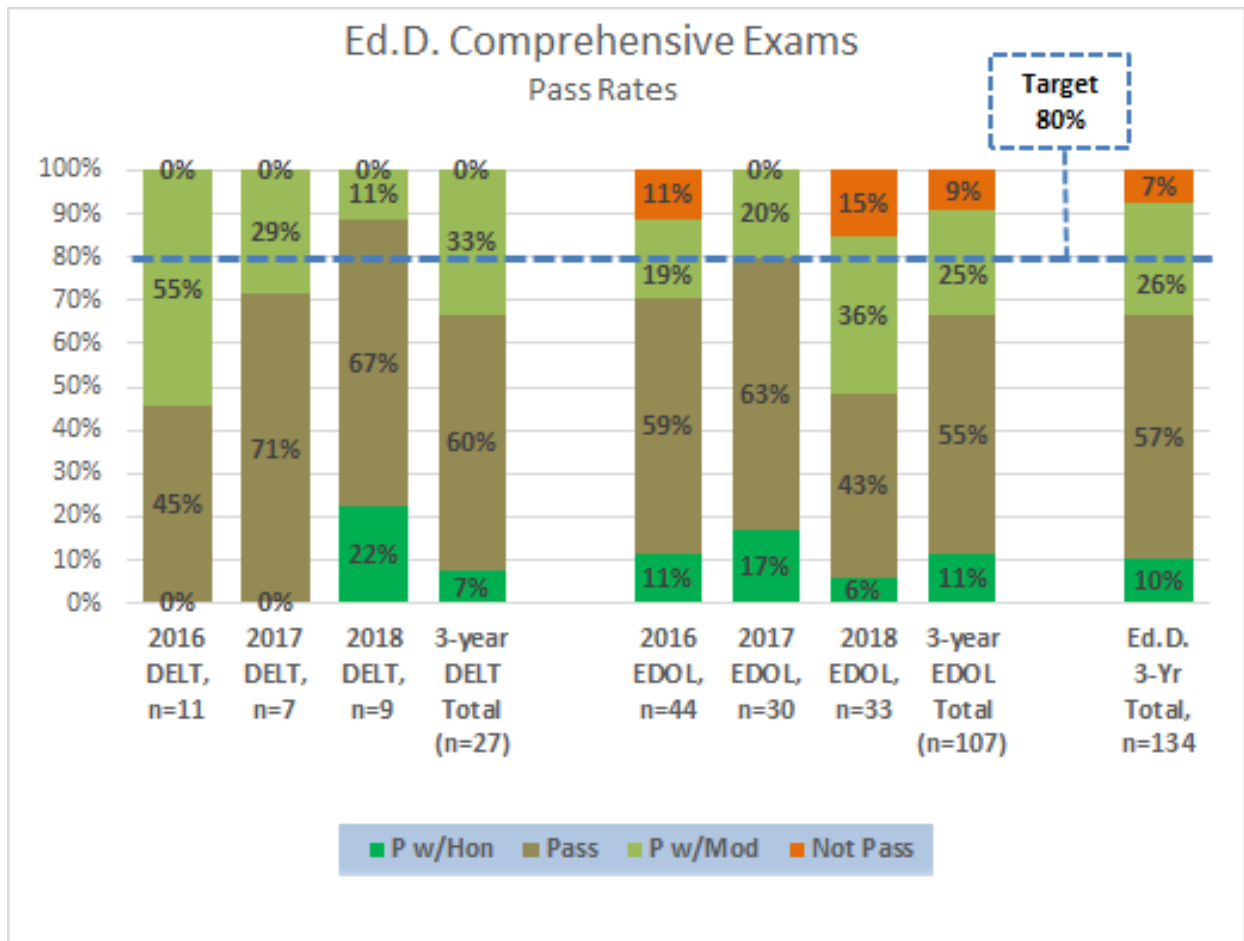
Analysis & Findings: The goal for the year one assessment was to reach a target of a minimum of 80% of students to have a pass or pass with modifications on the Comprehensive Exam Rubric.

Looking at the rubrics for the written and oral portion of the exam, and the score summary sheet, data of the scores were gathered noting the marks of: Pass with Honors, Pass, Pass with Modifications, and No Pass. For the purposes of this assessment, percentages of students in each category were reported. Analysis of all the comprehensive exam summary score sheets yielded the following findings.

Pass or Pass with Modifications

The chart below, EdD Comprehensive Exams, shows the pass rates of EdD comprehensive results for 2016, 2017, and 2018 for EDLT and EDOL program, as well their aggregate results. Overall, over the past 3 years, at least 89% of students have either passed, passed with honors, or passed the exam with modifications. In fact, in the EDLT program, over the three years of data collected, 100% of students passed, passed with honors, or passed with modifications. Over the same three-year period, data collected in the EDOL program revealed a pass rate for the exams of 89%, 100% and 85% respectively. Aggregate data for those three years indicate that across EdD programs, between 2016 and 2018, 93% of students successfully either passed with modifications, passed, or passed the comprehensive exams with honors.

Our performance goal in reviewing the comprehensive exam scores was a 80% pass rate. Key findings indicate that EdD students have successfully demonstrated their ability to apply theory to practice in order to advance leadership and change initiatives in organizations. A summary of the data is presented in the chart below.



Inter-Rater Reliability for Comprehensive Exams

All scores and summary sheets from the comprehensive exams for 2017 and 2018 were retrieved and data collected for each evaluator. To monitor quality of assessment among the faculty, we ran an inter-rater reliability. An inter-rater reliability is calculated by applying the Pearson's correlation coefficient between the scores of different faculty participating on each comprehensive exam. The inter-rater reliability among assessors was $r=+0.72$ in 2017, and $r=+0.86$ in 2018. Overall, across the two years combined, inter-rater reliability was at $r=+0.83$.

After the inter-rater reliability coefficient was calculated in 2017, the value of $r=+0.72$ was targeted for improvement. As such, two measures were taken. First, a sub-committee reviewed the rubric used and provided more detailed criteria for assigning various scores. Next, at two faculty meetings, discussions were held on the expectations of students in the exam as well as expected standards of quality. It appears these measure have yielded an improvement as the Inter-rater reliability coefficient has risen by 19% from 0.72 to 0.86. These strong positive inter-rater reliability coefficients suggest that there is strong consistency among different evaluators when assessing the same paper.

MA TESOL PROGRAM DATA ANALYSIS

MA TESOL PLO1: Analyze and apply theories and research related to language structure and language acquisition.

Evidence

Direct: EDTE601 Language Analysis and Comparison Paper

Methods/Integrity:

- All student papers were assessed
- Student names and all other identifying marks have been redacted throughout and been replaced with a “student number” on the student work sample(s).
- Two faculty were randomly selected and assigned to assess the papers.
- The same rubric was used to assess all sample papers.
- Faculty assessing the paper had not previously seen the document.

Analysis & Findings:

The goal for the year one assessment of direct evidence for PLO1, Language Analysis and Comparison Paper, was to reach a target of 80% of the students to score 75% or higher on the rubric(s). Analysis of 16 student work samples yielded the following results:

- Linguistic Analysis skill: 81% of the students scored at 75% or better with both assessors.
- Comparison of Linguistics Concepts: 88% of students scored at 75% or better and 81% of the students scored at 75% or better with Assessor 1 and Assessor 2 respectively.
- Writing Quality: 25% of the students scored at 75% or better and 31% of the students scored at 75% or better with Assessor 1 and Assessor 2 respectively.

MA TESOL PLO2: Design supportive language learning environments using the intersections of language and culture, related theories, and principles.

Evidence

Direct: EDTE605 ESL/EFL Course Syllabus Project & Presentation

Indirect: EDTE610 Classroom Observation Journals

Methods/Integrity:

- Papers were randomly selected and assessed.
- Student names and all other identifying marks have been redacted throughout and were replaced with a “student number” on the student work sample(s).
- Two faculty members were randomly selected and assigned to assess the papers.
- The same rubric was used to assess all sample papers.
- Faculty assessing the papers had not previously seen the document.

Analysis & Findings:

The goal for the year one assessment of direct evidence for PLO2, Course Syllabus Project, had a target of 75% of the students to score 75% or higher on the rubric(s). Analysis of 11 student work samples yielded the following results:

- Environment and Needs Analysis: 100% of the students scored at 75% or higher with

both assessors.

- Approach and Principles: 82% of the students scored at 75% or higher with both assessors.
- Goals, Content & Sequencing: 91% of the students scored at 75% or higher with both assessors.
- Course Development: 82% of the students scored at 75% or higher with both assessors.

The goal for the year one assessment of indirect evidence for PLO2, Classroom Observation Journals, had a target of 75% of the students to score 75% or higher on the rubric(s). Analysis of 16 student work samples yielded the following results:

- Observation Notes: 94% and 100% of the students scored at 75% or higher with Assessor 1 and Assessor 2 respectively.
- Reflection Analysis: 81% and 88% of the students scored at 75% or higher with Assessor 1 and Assessor 2 respectively.
- Writing Quality: 69% and 63% of the students scored at 75% or higher with Assessor 1 and Assessor 2 respectively.

Key findings for PLO1 and PLO2 for the MA TESOL Program show that students were able to demonstrate proficiency in 11 of the 13 skills that directly and indirectly prove the two program learning outcomes. The data also shows that students' skills in *writing quality* is mostly undeveloped or emerging. *Writing* was a criteria in two rubrics and in both rubrics students scored significantly lower than they scored in other criteria. Also, in both rubrics they scored below the goal of 75%.

MAT PROGRAMS DATA ANALYSIS

PLO3: Understand and organize subject matter for student learning

Evidence: Understanding by Design assignment from Course MATP610

Methods/Integrity:

- Student sample papers were randomly selected.
- Student names and all other identifying marks have been redacted throughout and were replaced with a "student number" on the student work sample(s).
- Two faculty members were randomly selected and assigned to assess the papers.
- The same rubric was used to assess all sample papers.
- Faculty assessing the paper had not previously seen the documents.

Analysis & Findings:

The goal for the year one assessment of direct evidence for PLO3, Understanding by Design UBD, had a target of 75% of the students to place at proficiency level or higher on the rubric. Analysis of 16 student work samples yielded the following results:

- Stage 1/Desired Results: 56% and 62% of students placed at proficiency level or higher by Assessor 1 and Assessor 2 respectively.
- Stage 2/Evidence & Assessment: 69% and 75% of the students placed at proficiency level or higher by Assessor 1 and Assessor 2 respectively.
- Stage 3/Learning Plan: 75% of the students placed at proficiency level or higher by both assessors.

MA IN SEC PROGRAM DATA ANALYSIS

PLO1: Create and apply powerful visions for local and global change through social entrepreneurship.

Evidence: Emergent Social Issue Paper from Course ESEC630

Methods/Integrity: All student work were assessed using a newly developed rubric that encompassed the requested criteria for the assignment.

- Papers from all 9 students in the program were reviewed.
- Faculty were selected and assigned to assess the papers.
- The same rubric was used to assess all papers.

Analysis & Findings: The goal for the year one assessment of direct evidence for PLO1, Emergent Social Issue paper, had a target of 75% of the students to place on average at proficiency level or higher on the rubric.

Assessment of the rubrics indicated that 56% of the students were at Exemplary level, 33% were at proficient level, and 11 % were at the intermediate level. Hence the target for PLO1 had been met successfully with 89% of the students demonstrating proficiency.

PLO3: Apply sound strategic management practices, and differentiate the relationship between executives, boards, stakeholders, and the community.

Evidence: Managing the Philanthropic Enterprise Project from Course ESEC690

Methods/Integrity: All student work were assessed using a newly developed rubric that encompassed the requested criteria for the assignment.

- Papers from all 20 students in the program were reviewed.
- Faculty were selected and assigned to assess the papers.
- The same rubric was used to assess all sample papers.

Analysis & Findings: The goal for the year one assessment of direct evidence for PLO3, Managing the Philanthropic Enterprise paper, had a target of 75% of the students to place on average at proficiency level or higher on the rubric.

Assessment of the rubrics indicated that 35% of the students were at Exemplary level, 40% were at proficient level, and 25% were at the intermediate level. Hence the target for PLO3 had been met with 75% of the students demonstrating proficiency.

PLO4: Design innovative effective public relations and marketing campaigns for organizations along with desired outcomes, and implement evaluation plans that measure them.

Evidence: Marketing Plan Paper from Course ESEC660

Methods/Integrity: All student work samples were assessed using a newly developed rubric that encompassed the requested criteria for the assignment.

- Papers from all 9 students in the program were reviewed.
- Faculty were selected and assigned to assess the paper.
- The same rubric was used to assess all sample papers.

Analysis & Findings: The goal for the year one assessment of direct evidence for PLO4, Marketing Plan Paper, had a target of 75% of the students to place at proficiency level or higher on the rubric.

Assessment of the rubrics indicated that 33% of the students were at Exemplary level, 56% were at proficient level, and 11% were at the intermediate level. Hence the target for PLO4 has been met successfully with 89% of the students demonstrating proficiency.

PLO5: Appreciate local and global perspectives and cultural influences, find creative solutions to social issues utilizing systems thinking. Justify the roles of both philanthropy and social entrepreneurship in social change.

Evidence: Global Change Experience from Course ESEC670

Methods/Integrity: All student work were assessed using a newly developed rubric that encompassed the requested criteria for the assignment.

- Papers from all 9 students in the program were reviewed.
- Faculty were selected and assigned to assess the paper.
- The same approved form of rubric was used to assess all sample papers.

Analysis & Findings: The goal for the year one assessment of direct evidence for PLO5, Global Change Experience paper, had a target of 75% of the students to score “3” or place at level “good” or better on the rubric.

Assessment of the rubrics indicated that 44% of the students were at “excellent” level, 22% were at level “good”, and 33 % were at the ‘incomplete’ level. As such, only 66% of students achieved a score of excellent or good. This performance falls short of the target performance of 75%. The result of 66% will be set as the target performance in future assessments for the same PLO, using the same direct evidence and using the same rubric.

MASTER OF SCIENCE DEGREES *CORE* PROGRAM DATA ANALYSIS

PLO2: Develop and deliver learning experiences by integrating and applying learning theory and tools of technology and assess outcomes of those efforts.

PLOT Y2: Thematic outcome in year 2 is Learning and Assessment.

Evidence: Signature Assignment from Course MSED604 Program Design and Assessment

Methods/Integrity:

Students uploaded their assignment on LiveText, where independent assessors were given access to redacted samples of student work and using a rubric assessed levels of proficiency

- This PLO, PLO2 will be assessed during Year 1 for PLO, and also during Year 2 for PLOT which is thematic learning outcome.
- The scores and the results will be used as benchmarks.
- Faculty will be randomly selected and assigned to assess the paper via LiveText.
- The same approved rubric will be used to assess all sample papers.

Analysis & Findings: Analysis and findings of these results for both PLO2 and PLOTY2 are pending until April 2019 as this online course was still in session when the report was written.

STUDENT SURVEY DATA

Our goal at the Graduate School of Education and Psychology, Education Division encompasses and supports the mission of Pepperdine University in two ways; alignment with Pepperdine’s strategic plan and Pepperdine’s Mission as 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. Pertinent goals in its Pepperdine 2020 Strategic Plan: Boundless Horizons strategic plan were the following: Goal 1: Advancing student learning and superior scholarship, Goal 3: Building meaningful community and enduring alumni loyalty, and Goal 5: Develop resources that support the aspiration to be a premier, global Christian university. To ensure alignment with the mission and strategic plan of Pepperdine University, the Graduate School of Education and Psychology (GSEP) uses student surveys, independently collected through the Noel Levitz survey compiled by the Office of Institutional Effectiveness (OIE). Data from the survey is then grouped to address key points in Pepperdine’s mission statement.

NOEL LEVITZ

The following section is from the *Noel-Levitz Adult Student Priorities Survey* collected in spring of 2017. The Office of Institutional Effectiveness (OIE) conducts this survey every two years. As stated in the overview section of the original report, 460 students from the Graduate School of Education and Psychology (GSEP) participated in the survey with a 31% response rate. Results were disaggregated by the GSEP division. After excluding divisions containing less than 10 participants, this survey yielded an analytical sample consisting of 439 participants. Some of the data results that are listed in this section will serve as indirect evidence of program learning outcomes, as well as institutional learning outcomes.

Table 1. Noel-Levitz Student Survey Takers by Numbers.

GSEP Division:	%
MA in Teaching (with Credential)	7.3%
MA in Education	2.3%
MA Clinical Psychology Daytime Format (Malibu)	5.2%
MA Clinical Psychology Evening Format	27.1%
MA Clinical Psychology Evening Format—Latina/o emphasis	3.4%
MA Psychology	11.2%
MA in Social Entrepreneurship and Change	4.1%
MS in Behavioral Psychology	2.5%
EdD in Organizational Leadership	14.1%
EdD in Learning Technologies/Educational Technology	3.9%
EdD in Educational Leadership	6.4%
PsyD	8.0%
PhD in Global Leadership and Change	4.6%
	<i>n</i> 439

Due to limited cases, MA in Learning Technologies (online), MS in Administration, and MA in TESOL are excluded (to protect privacy).

Source: Noel-Levitz (GSEP) 2017

STUDENT SURVEY DATA AND ANALYSIS

PEPPERDINE MISSION STATEMENT

As stated earlier, Pepperdine University’s mission states the following, “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 Noel Levitz survey uses a 7-point Likert scale regarding how important a particular issue is to the student (1 indicating least important and 7 indicating most important) as well as how satisfied students are with the same item (1 indicated least satisfied and 7 indicating most satisfied). Typically, gaps between the degree to which a student deems an item important and the degree to which the student is satisfied with the item larger than 1 point on the scale, approximately one standard deviation, are deemed noteworthy.

Results - Alignment with Pepperdine’s Mission:

The following questions on the Noel Levitz survey are used to assess the alignment between GSEP and Pepperdine’s mission statement:

Question 63: There is a strong sense of community at GSEP

Question 64: Pepperdine realizes its mission as a Christian University committed to the highest standards of academic excellence.

The table below summarizes the results of the survey for Question #63, by program:

Question 63	MAT (Cred)	MA ED	MA SEC	EdD OL	EdD LT	EdD ELAP	PhD GLC
Important (M)	6.10	6.67	6.14	6.49	6.50	6.80	6.24
Satisfied (M)	5.34	5.22	5.36	5.76	5.86	6.40	6.06
GAP (Sat – Imp)	-0.76	-1.45*	-0.79	-0.73	-0.64	-0.40	-0.18
Sample size (n)	29	9	14	59	14	25	17

*Indicates a dissatisfaction score of more than 1 point on the scale

Importance scores with regard to a “sense of community at GSEP” ranged between 6.10 and 6.80 across the programs, indicating students found a sense of community at the highest end of the scale. Fortunately, the dissatisfaction gap, the difference between how important to and how satisfied a student was with an item, was less than 1 point, indicating while there was some dissatisfaction, with the exception of MA degree in Education program, the dissatisfaction was not noteworthy. *Note: The MA in Education program has been discontinued since this survey was completed.*

The table below summarizes the results of the survey Question #64, by program:

Question 64	MAT (Cred)	MA ED	MA SEC	EdD OL	EdD LT	EdD ELAP	PhD GLC
Important (M)	5.90	6.33	6.21	6.39	6.15	6.43	6.44
Satisfied (M)	5.81	4.56	5.36	5.96	5.92	6.26	5.88
GAP (Sat – Imp)	-0.10	-1.78*	-0.86	-0.43	-0.23	-0.17	-0.56
Sample size (n)	21	9	14	56	13	23	16

*Indicates a dissatisfaction score of more than 1 point on the scale

The range importance scores to question 64, “Pepperdine realizes its mission as a Christian University committed to the highest standards of academic excellence” was between 5.90 and 6.44, at the highest end of the scores for an item. This indicates the importance of the Christian mission of the University to adult graduate students at GSEP. Similar to question 63, the dissatisfaction gap, the difference between how important to and how satisfied a student was with an item, was less than 1 point, indicating while there was some dissatisfaction. However the MA degree in Education Program resulted in a gap of -1.78, making it noteworthy. (Please note that the MA in Education program has been discontinued since this survey was completed)

Summary: GSEP has been able to align its work with the mission of Pepperdine University. While the level of dissatisfaction is not statistically noteworthy, a general trend of small dissatisfaction is noted.

Results - Alignment with Strategic Goals

The following questions on the Noel Levitz survey are used to assess the alignment between GSEP and pertinent goals in its Pepperdine 2020 Strategic Plan: Boundless Horizons strategic plan: Goal 1: Advancing student learning and superior scholarship, Goal 3: Building meaningful community and enduring alumni loyalty, and Goal 5: Develop resources that support the aspiration to be a premier, global Christian university.

Question 15: Library resources and services are adequate.

Question 24: There is commitment to academic excellence at this institution.

Question 27: This institution has a good reputation within the community.

Question 42: Nearly all faculty are knowledgeable in their fields.

Question 60: Faculty are devoted to student learning.

Question 67: Student population is diverse in background, experiences, and perspectives.

The table below summarizes the results of the survey Question #24, by program:

Question 24	MAT (Cred)	MA ED	MA SEC	EdD OL	EdD LT	EdD ELAP	PhD GLC
Important (M)	6.73	6.90	6.50	6.83	6.93	6.92	6.89
Satisfied (M)	5.23	4.50	5.64	5.90	6.27	6.28	5.74
GAP (Sat – Imp)	-1.50*	-2.40*	-0.86	-0.93	-0.67	-0.64	-1.16
Sample size (n)	30	9	14	59	15	24	19

*Indicates a dissatisfaction score of more than 1 point on the scale

Question 24 asked if there was a commitment to academic excellence at this institution. Importance scores for this question varied from 6.50 to 6.93 indicating students placed a great deal of importance on academic excellence. Three programs, MA in Teaching, MA in Education, and the PhD programs showed dissatisfaction gaps of -1.5, -2.40 and -1.16 respectively. The dissatisfaction gaps for all other programs were not noteworthy. The dissatisfaction gap with the PhD program, which was in its inaugural year, can be traced down to operational challenges often faced with a new program. Similarly, a large curriculum revision in the MA in Teaching may account for the dissatisfaction levels reported by its students. These data will be monitored closely annually to see if the dissatisfaction level remains at its present levels. *Note: The MA in Education program has been discontinued since this survey was completed.*

The table below summarizes the results of the survey Question #27, by program:

Question 27	MAT (Cred)	MA ED	MA SEC	EdD OL	EdD LT	EdD ELAP	PhD GLC
Important (M)	6.59	6.70	6.57	6.88	7.00	6.88	6.67
Satisfied (M)	6.14	5.80	5.86	6.57	6.67	6.64	6.11
GAP (Sat – Imp)	-0.45	-0.90	-0.71	-0.30	-0.33	-0.24	-0.56
Sample size (n)	30	9	14	56	15	25	18

*Indicates a dissatisfaction score of more than 1 point on the scale

Question 27 asked whether the institution has a good reputation within the community. Importance scores for this question varied from 6.59 to the maximum 7.00 indicating students placed a great deal of importance on the reputation of the school in the community. There was no noteworthy difference between the degree of importance and satisfaction students experienced. *Note: The MA in Education program has been discontinued since this survey was completed.*

Overall, student expectations for the commitment to excellence, and reputation of the school in the community, are near the highest levels on the scale and, for the most part, those expectations are met in all presently active programs.

The table below summarizes the results of the survey Question #42, by program:

Question 42	MAT (Cred)	MA ED	MA SEC	EdD OL	EdD LT	EdD ELAP	PhD GLC
Important (M)	6.83	6.80	6.69	6.86	6.93	6.81	6.95
Satisfied (M)	5.17	4.90	5.54	6.05	6.73	6.58	6.32
GAP (Sat – Imp)	-1.67	-1.90	-1.15	-0.81	-0.20	-0.23	-0.63
Sample size (n)	30	10	13	56	15	26	19

*Indicates a dissatisfaction score of more than 1 point on the scale

Question 42 asked if nearly all faculty are knowledgeable in their fields. Importance scores for this question varied from 6.69 to near maximum 6.95, indicating students placed a great deal of importance on knowledgeable faculty. The three Master of Arts programs in Teaching, Social Entrepreneurship and Change, and Education programs showed dissatisfaction gaps of -1.67, -1.90 and -1.15). However, there was no noteworthy difference between the degree of importance and satisfaction students experienced in the doctoral programs. Close attention needs to be paid to ensure that faculty teaching in the Master of Arts programs are sufficiently knowledgeable in the areas in which they teach. *Note: The MA in Education program has been discontinued since this survey was completed.*

The table below summarizes the results of the survey Question #60, by program:

Question 60	MAT (Cred)	MA ED	MA SEC	EdD OL	EdD LT	EdD ELAP	PhD GLC
Important (M)	6.80	7.00	6.77	6.81	7.00	6.76	6.78
Satisfied (M)	5.63	5.10	6.08	5.98	6.67	6.48	6.22
GAP (Sat – Imp)	-1.17*	-1.90*	-0.69	-0.83	-0.33	-0.28	-0.56
Sample size (n)	30	10	13	58	15	25	19

*Indicates a dissatisfaction score of more than 1 point on the scale

Question 60 asked if the faculty are devoted to student learning. Importance scores for this question varied from 6.35 to 6.73 indicating students placed a great deal of importance on devotion of faculty to student learning. With the exception of MA in Teaching (gap = 1.17) and in the Education program (gap = -1.90), there was no noteworthy difference between the degree of importance and satisfaction students experienced. In conjunction with question 42 above, there seems to be a need in the MA program in Teaching to more closely monitor faculty backgrounds for appropriate expertise prior to course assignment and closely reviewing and monitoring faculty end of course evaluations at the completion of a course. Both these efforts should focus on continuous improvement of the quality of the program. *Note: The MA in Education program has been discontinued since this survey was completed.*

The table below summarizes the results of the survey Question #67, by program:

Question 67	MAT (Cred)	MA ED	MA SEC	EdD OL	EdD LT	EdD ELAP	PhD GLC
Important (M)	6.83	6.80	6.69	6.86	6.93	6.81	6.95
Satisfied (M)	5.17	4.90	5.54	6.05	6.73	6.58	6.32
GAP (Sat – Imp)	-1.67	-1.90	-1.15	-0.81	-0.20	-0.23	-0.63
Sample size (n)	30	10	13	56	15	26	19

*Indicates a dissatisfaction score of more than 1 point on the scale

Question 67 asked if the student population is diverse in background, experiences, and perspectives. Importance scores for this question varied from 6.69 to a near maximum 6.95 indicating students placed a great deal of importance on diversity. With the exception of MA programs in Teaching and in Education (dissatisfaction gaps of -1.67 and -1.90), there was no noteworthy difference between the degree of importance and satisfaction students experienced. There is a noteworthy level of dissatisfaction with diversity in the MA in Teaching program that in conjunction with the responses to other questions in this section, may suggest that programmatic changes including curricular revision and format and delivery alternatives may need to be examined. *Note: The MA in Education program has been discontinued since this survey was completed.*

Summary: To examine alignment between GSEP activities and Pepperdine’s mission statement and goals in the strategic plan of the school, selected indicators in form of questions from the Noel Levitz survey annually administered to students were studied. The results suggest that with a few exceptions, the degree of importance students place on these selected indicators were satisfactorily met. Data revealed notable student dissatisfactions in two programs: The MA programs in Teaching and in Education; however, the MA program in Education is no longer active. Data suggest that to remedy the dissatisfaction noted in the analysis, the faculty in the MA in Teaching should undertake a review of the program for possible curriculum and delivery revisions. Finally, closer attention needs to be paid to ensure faculty are assigned to courses in which they have proper expertise and their end-of-course evaluations should be monitored to ensure continuous improvement.

QUALITATIVE DATA THROUGH THE OFFICE OF INSTITUTIONAL EFFECTIVENESS, SUMMER 2018

Pepperdine’s Office of Institutional Effectiveness administers a qualitative survey to students. As the overview of the original report states, “Universities conduct surveys in order to ascertain the student experience firsthand, as well as to use the information collected for institutional improvements. Research reveals that certain practices improve the overall student experience and are associated with students’ success.” We selected excerpts from the report that serve as indirect evidence of program learning outcomes, as well as institutional learning outcomes.

The following section is from the OIE’s Qualitative Report of GSEP Services Survey, June 2018. The table shows the number of survey takers, where “N” is the targeted group, and “n” is the actual survey takers.

Table 2. Survey Takers by Numbers

GSEP Division	N	n	Response rate
EdD Ed Lead	50	19	38%
EdD Learn Tech	60	19	32%
EdD Org Lead	200	72	36%
MA Clin Psych (AM/Malibu)	81	37	46%
MA Clin Psych (Online)	64	37	58%
MA Clin Psych (PM)	424	165	39%
MA Clin Psych (PM/Latino/a)	46	27	59%
MA Psych	144	59	41%
MA Soc Ent & Change	29	12	41%
MA Teach (w/cred)	30	13	43%
MS Behv Psych	39	14	36%
PhD	78	37	47%
PsyD	137	50	36%
TOTAL	1,434	561	39%

Note: EdD Ed Tech, MA Ed, MA Learn Tech, and MA TESOL excluded due to limited data.

Source: GSEP Services Survey, 2018. Report prepared by OIE, June 2018.

Below you can find selected excerpts from the interviews conducted from the Education Division students. Results from the EdD Program in Organizational leadership were selected since students in that program constituted the largest number of interviewees in an education doctoral program. Results are broken into two sections, those questions to which the students gave a positive responses coded as “definitely yes” and somewhat positive coded as “probably yes.”

Students gave a “Definitely Yes” answer to the following questions in the following categories:

Edd Org Lead | Definitely Yes

Faculty/Faculty Interactions

1. The quality of the instructors and course content and my desire to see The GSEP program continue to thrive.
2. Faculty and the convenience and support of the GAP Program for working professionals.
3. I enjoyed the knowledge and expertise of my professors. I also love my cohort and our cohesiveness.
4. Quality of education and scholarship practices among the faculty. Overall I felt most of the professors offered a good foundation.
5. Great professors. Faith-based school.

Climate

1. The faculty and staff care about the progress and growth of their students.
2. Our classes became gossiping classes full of negativity, battery, labeling, and judging people.
3. It is more personable than other universities. The professors seem to care about the students.

Institutional Affiliation

1. I think the administrative side had improved a lot.
2. The GSEP program is well-organized and structured, staffed by excellent professors and administrators, and highly responsive to student concerns.
3. Being a part of the global community is convenient but I still feel left out of on campus activities (speakers, events, job fairs, awards, competitions, etc.)

Value

1. I love my studies at Pepperdine
2. I enjoy the global experience that I have been exposed to while traveling to different places
3. Travel.

Culture

1. The strong Christian values and connection to my professors.

Peers/Peer Interactions

1. The quality of your cohort makes a big difference. I have a great cohort!

Academic Rigor

1. I constantly struggle with the desire for Pepperdine to be financially viable and yet provide adequate cache to the degree. The "accelerated" EdD offering, in my opinion, awards degrees to substandard academic work at the sacrifice for legitimate well-researched, worthy, and reasoned dissertations.

Teaching/Pedagogy/Learning

1. I found the program to be extremely professional in its approach to the establishment of Christian values for leaders, for which I am truly grateful. GSEP helped me to realize my strengths and potential through rigorous instruction that created meaning.

Edd Org Lead | Probably Yes

Academic Engagement

1. Smaller class sizes.
2. A more direct career path for students, a better description of professors' expertise.
3. I believe the global program classes should not be offered on Sundays. Administration is not required to attend campus on Sundays, however if students do not attend on Sundays, we would have to attend on Thursdays, which means we would have to take another day off work.
4. Overall, I had a great experience. I just think that we can use a bit more help during the dissertation process since it's so stressful.

Climate

1. I stand as a student and as a man who loves Pepperdine. However, some of the circumstances are in dire need of immediate attention by all who oversee student success and emotional levels. I would recommend GSEP to others if the individuals who see the inequities going on would make more noise about them rather than let them continue.
2. Treatment of Cohort by staff.
3. Diversity and inclusion do not seem to be a priority at Pepperdine.

Teaching/Pedagogy/Learning

1. I loved most of my courses. There is a stark difference between the quality of teaching/professors: Really stellar to sub-par. Course work and global/diverse cohort was generally really good and I have made lifelong friends. The preparation for the actual dissertation work - i.e. statistics, research design, design development, was definitely not adequate to meet a quality dissertation product without seeking or paying for additional support.
2. In all honesty, so far the faculty seem to be the most disorganized. It makes for balancing life, school, and work very challenging. It is an extra layer of frustration that seems unnecessary. For example, when a teacher is teaching a virtual learning class, they might want to know how to share an editable google doc.

Value

1. As an international student from [country], my expectations were higher from an American University.
2. I feel overall the program has been one of quality. At times, I feel I have to problem solve through the process. I understand that is expected in a doctoral program.

Communication

1. Not enough communication to students in GAP.

Financial

1. It is expensive.

IRB

1. The IRB staff.

Peers/Peer Interactions

1. I thought I would be studying with a more mature cohort and that would have been my preference. To my mind, there was a great lack of respect among some of the students, it was not checked by faculty or others in administration (as far as I could tell), and it had a negative impact on my experience.

Source: GSEP Services Survey, 2018 Page / 31

These responses support and are consistent with the data from the Noel Levitz survey results, indicating that the students find alignment between GSEPs activities and Pepperdine's mission.

CURRENT FACULTY

The faculty at GSEP is comprised of professionals, scholars, and practitioners. The Education Division presently employs 23 full time faculty, 16 of whom are on a tenure track. Among the tenure-track faculty, 10 hold the rank of full professor, 3 the rank of associate professor, and 3 hold the rank of assistant professor. In addition to the full-time faculty, the Education Division employs 19 core faculty who have been with the Division at least 5 years and regularly teach recurring courses. The Division also maintains a pool of over 100 adjunct faculty whom, occasionally, will teach in various programs.

In general, 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. Such tracking is also critical to understanding where the division is succeeding and where it should devote more attention.

The best way to present GSEP faculty is through the following quote taken from a qualitative survey that was given anonymously to students through the Office of Institutional Effectiveness in summer 2018, and it serves as testimony to our faculty:

EdD Org Lead / No Rating. Faculty/Faculty Interactions.

I find the administration and faculty of GSEP at Pepperdine University of high caliber and integrity. Moreover, many are sought after and are experts in their respective fields. Furthermore, the EDOL program offers academic rigor and leverages student intellectual growth opportunities.'

FULL-TIME TO PART-TIME FACULTY RATIOS

Below, data are provided on the percentage of full-time faculty coverage of courses offered in the Education Division. This data represents percentage of full-time faculty teaching courses at the Education Division during fall 2018, spring 2019, and the projected schedule for summer 2019:

Program	Number of Courses Offered	% of Full-Time Faculty	% of Part-Time Faculty
Masters Programs	73	27.4%	72.6%
EdD. Programs	50	52%	48%
Ph.D. Programs	29	65.5%	34.5%

Education Division faculty names and their academic credentials are listed below:

FULL-TIME FACULTY

Vance Caesar, PhD

Visiting Faculty of Education

BS, The Citadel

MBA, Florida Atlantic University

PhD, Walden University

Ebony Cain, PhD

Assistant Professor of Education

BA, Mills College

PhD, University of California, Los Angeles

Anthony M. Collatos, PhD

Associate Professor of Education

BA, Loyola Marymount University

PhD, University of California, Los Angeles

Kay Davis, EdD

Senior Lecturer of Education

BSN, California State University, Long Beach

MSN, University of California, Los Angeles

EdD, Pepperdine University

Reyna García Ramos, PhD

Professor of Education

BA, University of California, Los Angeles

PhD, University of California, Santa Barbara

Eric Hamilton, PhD

Professor of Education

BA, MAT, University of Chicago

PhD, Northwestern University

Seta Khajarian, EdD

BA, California State University, Northridge, CA

MBA, Woodbury University, Burbank, CA

EdD, Pepperdine University, Los Angeles, CA

Farzin Madjidi, EdD

Associate Dean, Education

Professor of Leadership

BS, MS, California State University, Northridge

MBA, EdD, Pepperdine University

Martine A. Jago, PhD
Professor of Education
BA, MA, University of Oxford
PGCE, University of Cambridge
PhD, University of Kent

Steve Kirnon, EdD
Visiting Faculty
BA, Harvard University
MBA, EdD, Pepperdine University

Doug Leigh, PhD
Professor of Education
BA, MA, Florida State University
MDR, Pepperdine University
PhD, Florida State University

Jennifer Miyake-Trapp
Assistant Professor of Education
BA, Claremont McKenna College
MAT, University of Southern California
MA, California State University, Los Angeles
EdD, University of Southern California

Kfir Mordechay, PhD
Assistant Professor of Education
BA, San Francisco State University
MEd, PhD, University of California, Los Angeles

Kent Rhodes, EdD
Lecturer of Education
BA, Lubbock Christian University
MA, Texas Tech University
EdD, Pepperdine University

June Schmieder-Ramirez, PhD
Professor of Education
BA, San Jose State University
MBA, St. Mary's College
MA, PhD, Stanford University

Paul R. Sparks, PhD
Associate Professor of Education
BS, Brigham Young University
MS, California State University, Los Angeles
PhD, University of Southern California

Ronald D. Stephens, EdD
Professor of Education and School Safety BS, MBA, Pepperdine University
EdD, University of Southern California

Cameron Sublet, PhD
Associate Professor of Education
BA, Westmont College
MA, San Diego State University
MA, PhD, University of California, Santa Barbara

Helen Easterling Williams, EdD
Dean
BS, Jersey City State College
MS, Towson State University
EdD, University of Delaware

Ricardo J. Vigil, EdD
Director of Field Experience
BS, Santa Clara University
MA, Pepperdine University
EdD, University of Southern California

FACULTY EMERITI

Diana Hiatt-Michael, EdD
Professor of Education
BS, University of Wisconsin
MS, University of Connecticut
EdD, University of California, Los Angeles

Robert C. Paull, PhD
Emeritus Professor of Education
BA, Dickinson College
MAT, Duke University
PhD, University of Southern California

Michele Stimac, EdD
Emerita Professor of Education
BA, Webster College
MA, St. Louis University
EdD, Boston University

Margaret Weber, PhD
Emerita Dean and Professor of Education
BS, MS, Eastern Illinois University
PhD, University of Missouri

CORE FACULTY

Mark Allen, PhD
BA, Columbia University, New York
MBA, Pepperdine University, Los Angeles, CA
PhD, University of Southern California, Los Angeles, CA

Denise Berger EdD
BA, Colgate University, NY
MBA, Fordham University, NY
EdD, Pepperdine University, Los Angeles

James Dellaneve, EdD
BS, Pepperdine University, Malibu, CA
MBA, Claremont Graduate School, Claremont, CA
EdD, Pepperdine University, Los Angeles, CA

Shreyas Gandhi, EdD.
BS, University of California, Irvine, CA
MS, University of Southern California, Los Angeles, CA
EdD, Pepperdine University, Los Angeles, CA

Tom Granoff, PhD
BA, California State University, Long Beach, CA
MS, California State University, Long Beach, CA
MA, Fuller Theological Seminary, Pasadena, CA
PhD, Fuller Theological Seminary, Pasadena, CA

Andrew J. Harvey, EdD
BA, California State University, Los Angeles
MS, California State University, Los Angeles
EdD, Pepperdine University, Los Angeles

Laura Hyatt, EdD
EdD, Pepperdine University, Los Angeles, CA

Sean Jasso, PhD
BA, University of California
MBA, Pepperdine University, Los Angeles, CA
PhD, Claremont Graduate University, Claremont, CA

Leo Mallette, EdD
BSE, University of Central Florida, Orlando, FL
MSE, University of Central Florida, Orlando, FL
MBA, Pepperdine University, Los Angeles
EdD, Pepperdine University, Los Angeles

Barbara A. Mather, PhD
BS, Rochester Institute of Technology, Rochester, NY
MBA, Drexel University, Philadelphia, PA
MA, Fielding Graduate University, Santa Barbara, CA
PhD, Fielding Graduate University, Santa Barbara, CA

Gregory McNair, J.D.
BA, Whittier College
JD, University of California, Los Angeles, CA

Gabriella Miramontes, EdD
BS, Pepperdine University, Los Angeles, CA
MA, Pepperdine University, Los Angeles, CA
EdD, Pepperdine University, Los Angeles, CA

Michael L. Patterson, EdD
BA, Wheaton College, Wheaton, IL
MPA, Troy State University, Troy AL
MA, Biola University, La Mirada, CA
EdD, Pepperdine University, Los Angeles, CA

Erika Saito, PhD
BA, University of Colorado, Boulder, Co
MA, Pepperdine University, Los Angeles, CA
PhD, Claremont Graduate University, Claremont, CA

H. Eric Schockman, PhD
BA, University of California, Riverside, CA
MA, University of California, Riverside, CA
PhD, University of California, Riverside, CA

Ellen Sloan, MBA
BA, Occidental College, Eagle Rock, Ca
MBA, University of Southern California

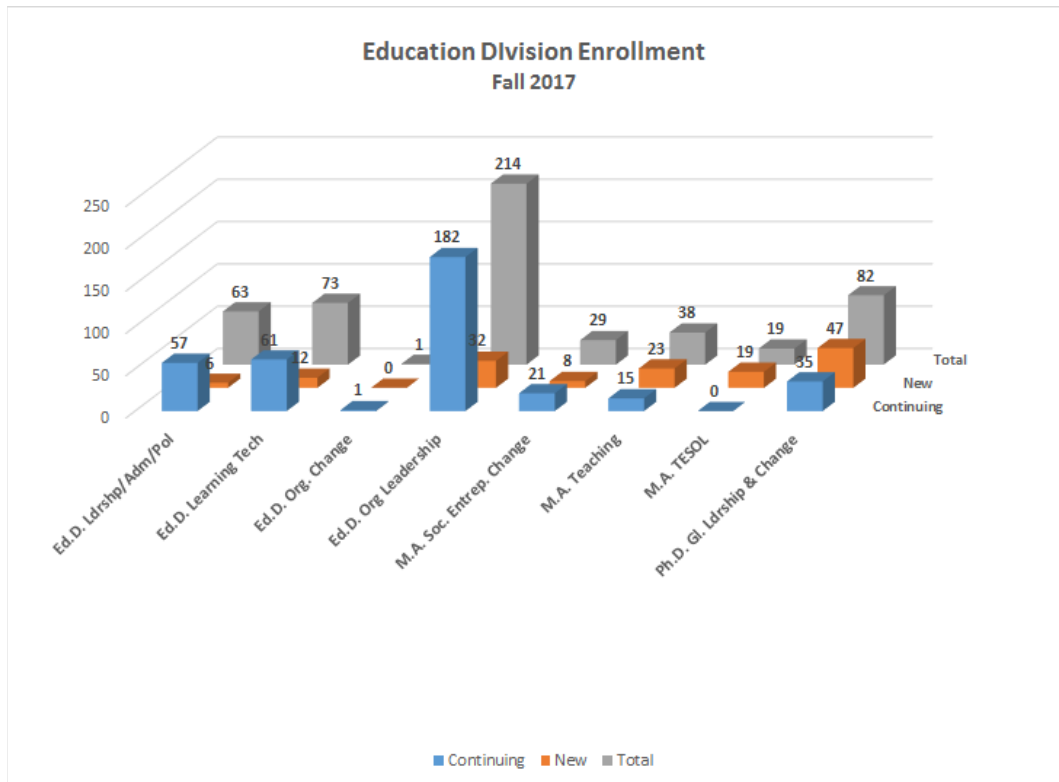
Elio F. Spinello, EdD
BS, California State University, Northridge
MPH, California State University, Northridge
EdD, Pepperdine University, Los Angeles

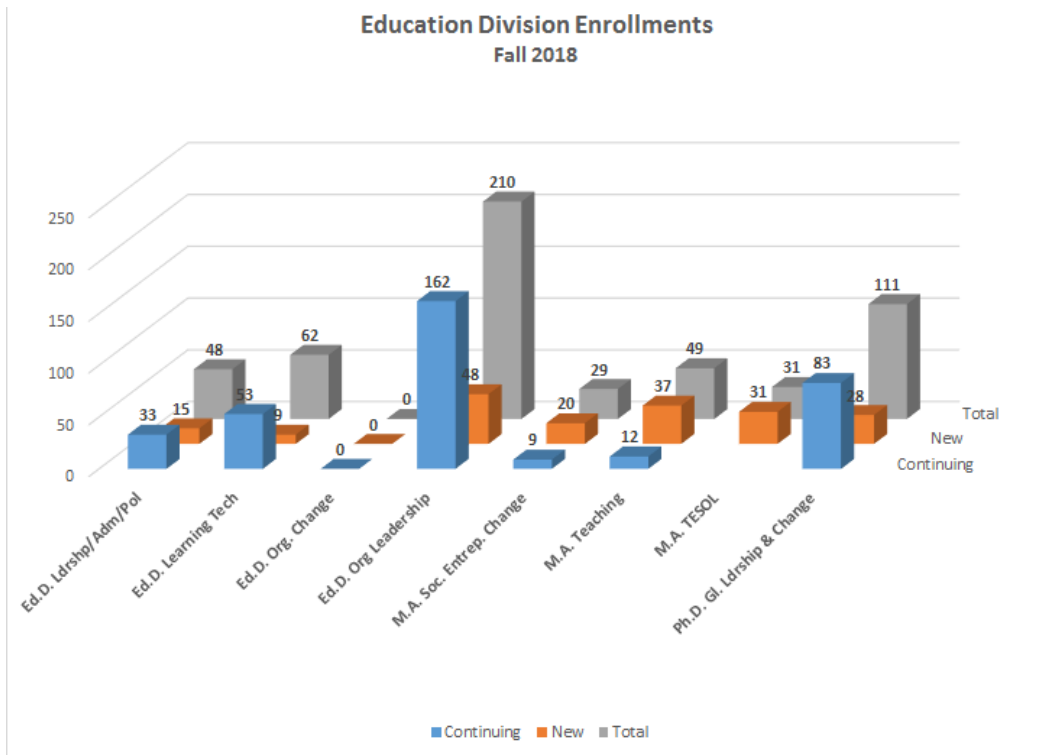
John Tobin, J.D.
JD, University of Louisville

ENROLLMENT DATA

Education Division’s student enrollment data shows an increase in enrollment by 4%, or by 21 students, in the last two academic years. In fall 2017, we had 372 continuing students and 147 new students, for a total of 519 students, then for fall 2018, we had 352 continuing students and 188 new students for a total of 540 students.

The enrollment data per program is shown in detail in Appendices E and F. The charts below depict a more visual interpretation.





Source: Raw Data from OIE Office, 1/15/19

DISSEMINATION AND UTILIZATION

This report will be shared with stakeholders at various meetings through the year. It will be shared with faculty during the monthly Division Faculty meeting; with senior administration at the Dean's Executive Leadership Team meeting, and during Program meetings.

The assessment data results and analysis will serve to identify program strengths and areas of growth, curricular changes, and needs for policy change. The results will provide appropriate decision makers with evidence that can assist in making informed decisions.

- Education Division faculty can utilize the findings to identify issues that they plan to examine more closely. Those issues can be tracked and placed on the agenda at the Education faculty monthly meetings by the Associate Dean's office.
- At the Program meetings, particular attention will be given to issues impacting student experience and curriculum of the particular program. The committee, in collaboration with program chairs, can use findings to guide them with all program and curricular decisions including course revisions, new course development, course deletion or larger programmatic curriculum changes.

At the senior administration meetings, the results could be used to establish priorities and to incorporate the results into strategic planning for the division at large.

EXTERNAL REVIEW

CLOSING THE LOOP

- **Appendix A - History of Pepperdine**
- **Appendix B - Pepperdine University Organizational Structure**
- **Appendix C - Graduate Campuses**
- **Appendix D - Statement of Assessment Disclosure**
- **Appendix E - Enrollment Data 2017**
- **Appendix F - Enrollment Data 2017**
- **Appendix G - Comprehensive Exam Rubric**
- **Appendix H - ASLC Letter**
- **Appendix I - Web links Page**
- **Appendix J – Affirmation Statement**

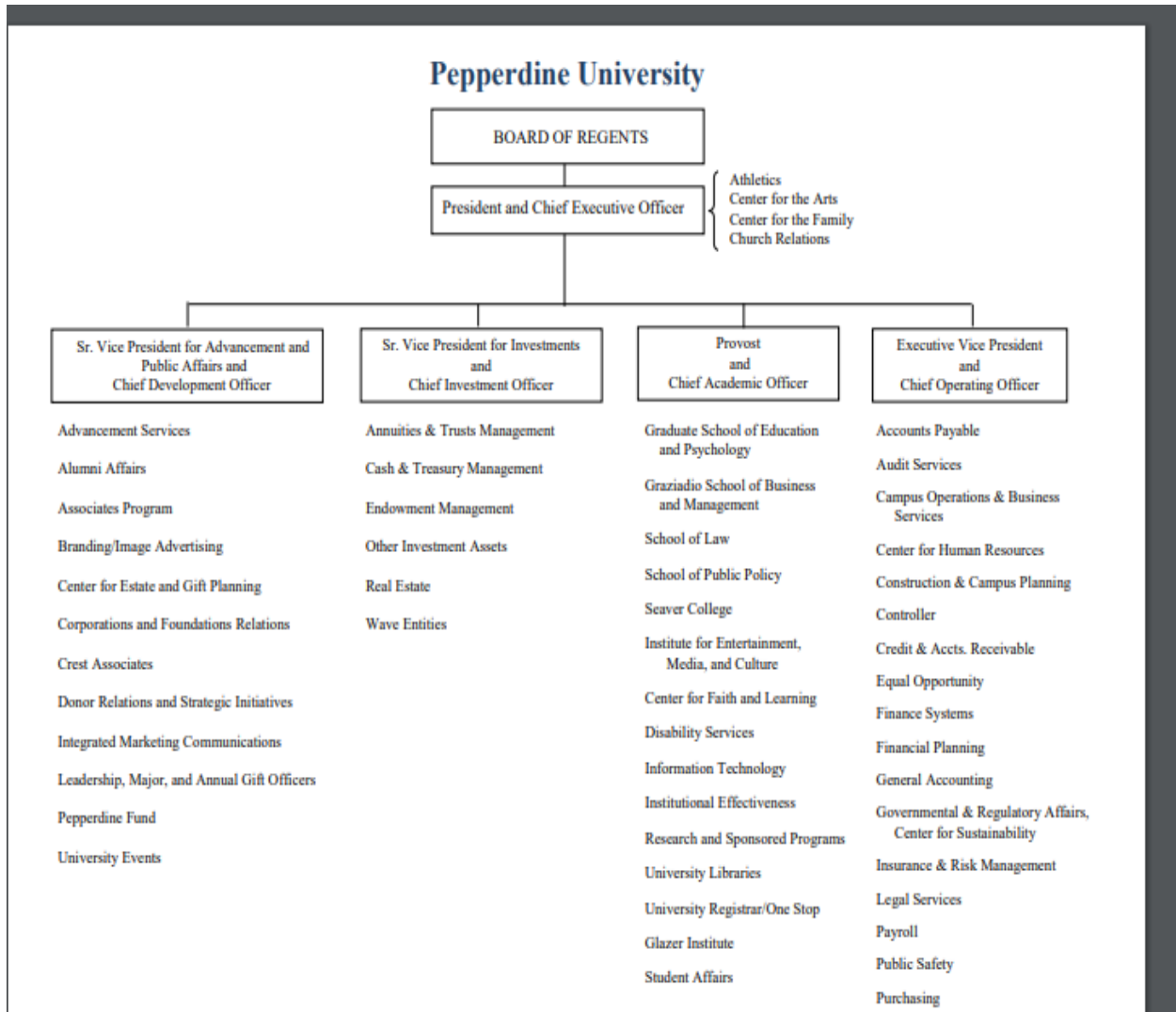
Appendix A

History of the University

History of the University Pepperdine University is an independent, medium-sized university enrolling approximately 7,700 students in five colleges and schools. Seaver College, the School of Law, the Graduate School of Education and Psychology, the Graziadio Business School, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. Courses are taught in Malibu, at five graduate campuses throughout California, at the campus in Washington, DC, and at international campuses in Germany, England, Italy, Argentina, Switzerland, and China. The University was founded in 1937 by Mr. George Pepperdine, a Christian businessman who started the Western Auto Supply Company. For the first 30 years of its life, the institution was a small, mostly undergraduate college. University status was achieved in 1970 as the institution added graduate and professional schools. In 1972 the University opened its new campus at Malibu. Pepperdine University is religiously affiliated with Churches of Christ, of which Mr. Pepperdine was a lifelong member. Faculty, administrators, and members of the Board of Regents represent many religious backgrounds, and students of all races and faiths are welcomed. It is the purpose of Pepperdine University to pursue the very highest academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith.

Appendix B

Pepperdine University Organizational Structure



Appendix C

Graduate Campuses

The Graduate School of Education and Psychology is headquartered at the West Los Angeles Graduate Campus. The West Los Angeles Graduate Campus offers classrooms, faculty and administrative offices, a library, academic computing facilities, a bookstore, and the Psychological and Educational Clinic.

Additional facilities are available at the University's graduate campuses in Calabasas, Encino, Irvine, and Malibu. These locations offer classrooms, faculty offices, academic computing facilities, and libraries.

West Los Angeles Graduate Campus

6100 Center Drive
Los Angeles, CA 90045
(310) 568-5717

Calabasas Graduate Campus

26750 Agoura Road
Calabasas, CA 91302
(818) 702-1000

Encino Graduate Campus

16830 Ventura Boulevard, Suite 200
Encino, CA 91436
(818) 501-1600

Irvine Graduate Campus

18111 Von Karman Avenue
Irvine, CA 92612
(949) 223-2500

Malibu Campus and Drescher Graduate Campus

24255 Pacific Coast Highway
Malibu, CA 90263
(310) 506-4608

Appendix D

Assessment Disclosure Statement

MAINTAINING COPIES OF ASSIGNED COURSE WORK FOR PROGRAM EVALUATION

The Graduate School of Education and Psychology evaluates its programs on an ongoing basis for institutional effectiveness. The data from such evaluations provide us with information to help improve the quality of the educational experience we provide to our students. In addition, the data are used by our accrediting bodies, such as the Western Association of Schools and Colleges for Senior Colleges and Universities Commission (WSCUC/WASC), California Commission on Teacher Credentialing (CCTC/CTC), and the American Psychological Association (APA), to make decisions as to whether we can maintain our accredited status with these respective associations. To this end, we may archive copies of the papers, examinations, exercises, etc. that students complete as part of their required course work so that we can track if students appear to be meeting the objectives of the program in which they are enrolled. Student names will be removed from the assignments that we opt to archive for evaluation purposes. These assessments do not in any way impact your grade, standing in the program, or any other similar matter. They are strictly for program assessment and accreditation purposes. Our program reviews are on-going, and at times we may ask students to upload certain “signature assignments” on an external website for anonymous assessment. Therefore, you may receive an email from *LiveText by Watermark* to sign-up and upload your papers on their storage site. **If you prefer that your coursework not be archived for evaluation purposes, please let the professor know immediately so that we will make such a notation in the files we keep for each student who enrolls in that course.**

Appendix E
Enrollment Data 2017

Fall 2017 RegType	Major	Major Desc	Count
Cont	EDEDLEADR	Ed Leadership,Admin,Pol	57
	EDEDTECH	Ed Education Technology	4
	EDLRNTECH	Learning Technologies	57
	EDORGCHNG	Ed Oraganization Change	1
	EDORGLEDR	Organization Leadership	182
	MASOCENT	Social Entrepren and Change	21
	MATEACH	Teaching	15
	PHDGLC	PHD Global Ldrshp & Change	35
New	EDEDLEADR	Ed Leadership,Admin,Pol	6
	EDLRNTECH	Learning Technologies	12
	EDORGLEDR	Organization Leadership	32
	MASOCENT	Social Entrepren and Change	8
	MATEACH	Teaching	23
	MATESOL	Teaching: TESOL	19
	PHDGLC	PHD Global Ldrshp & Change	47

Appendix F
Enrollment Data 2018

Fall 2018 RegType	Major	Major Desc	Count
Cont	EDEDLEADR	Ed Leadership, Admin, Pol	33
	EDLRNTECH	Learning Technologies	53
	EDORGLEDR	Organization Leadership	162
	MASOCENT	Social Entrepren and Change	9
	MATEACH	Teaching	12
	PHDGLC	PHD Global Ldrshp & Change	83
New	EDEDLEADR	Ed Leadership, Admin, Pol	15
	EDLRNTECH	Learning Technologies	9
	EDORGLEDR	Organization Leadership	48
	MASOCENT	Social Entrepren and Change	20
	MATEACH	Teaching	37
	MATESOL	Teaching: TESOL	31
	PHDGLC	PHD Global Ldrshp & Change	28

Appendix G

Sample of Assessed Rubric(s)

Student/Dissertation # 20

Rubric 1 (EDD PLO1 – Dissertation Rubric)

PLO#1: Develop knowledge and skills to design and conduct research, collect and analyze data and report research findings

Dissertation Assessment Rubric				
	Inadequate (1)	Developing (2)	Proficient (3)	Exemplary (4)
Theoretical Framework 4.0	Theoretical models are not relevant to the research question(s) and/or not clearly articulated. Justification for a gap in literature or practice is lacking.	Includes at least one theoretical model, relevant to the research question(s), clearly articulated and accurately. There is a modest theoretical case made for a gap in literature or practice.	Multiple theoretical models are included, relevant to the research question(s), clearly articulated and accurately described. A strong case is made for a gap in theory or practice.	Theories across multiple disciplines are included, highly relevant to the research question(s), clearly articulated and accurately described; all salient components are highlighted. A clear and strong case is made for a significant gap in theory or practice.
Literature Review 3.5	Information is explicated from research-based sources, though quality and relevance are lacking. Literature Review demonstrates limited evidence of synthesis across research models.	Information is explicated from quality research-based sources from at least one relevant discipline. Literature Review demonstrates some evidence of synthesis across research models.	Information is explicated from several quality research-based sources across relevant disciplines. Literature Review demonstrates significant evidence of synthesis across research models.	Information is explicated from numerous, high quality, research-based sources across all relevant disciplines. Literature Review demonstrates strong evidence of synthesis across research model, developing a relevant and comprehensive review of the literature in the field and identifying current research opportunities.
Research Design and Methodology 4.0	No discussion of appropriateness of selected methodology to the research questions is provided. Perceived strengths and weaknesses of methodology used are not discussed. Participant selection procedures are not clear. All variables (if applicable) are not defined. Data collection	Some discussion of appropriateness of selected methodology to the research questions is provided. Perceived strengths and weaknesses of methodology used are minimally discussed. Participant selection procedures are not satisfactorily explained.	Makes a clear case of appropriateness of research methodology to the research questions and adequately reports perceived strengths and weaknesses of the selected approach. All steps in selection of participants are clearly	Makes a clear and strong case of appropriateness of research methodology to the research questions and reports perceived strengths and weaknesses of the selected approach. All steps in selection of participants are detailed and supported by the literature. All

Sample of Assessed Rubric(s) - Continued pg. 2/3

	instruments/protocols are not clearly described. There is no discussion of validity and reliability. Data analysis methods are not clearly described and justified.	Variables (if applicable) are not clearly defined. Data collection instruments/protocols are insufficiently described. There is minimal discussion of validity and reliability. Data analysis methods are not satisfactorily described and justified.	described. All variables (if applicable) are adequately defined and data collection instruments/protocols are described. A full discussion of validity and reliability is offered. Applicable data analysis methods are employed and justified.	variables (if applicable) are defined and data collection instruments/protocols are described in detail, including evidence of validity and reliability. Rigorous data analysis methods are employed, clearly described and justified. Sample tables and charts of the findings are provided.
Data Analysis and Reporting of Findings 4	Methods and steps in data analysis are unclear. Results of the analysis are not clearly explained. Findings are inconsistent with the results of the analysis. Findings are not clearly depicted in tables, figures, and other supporting data representations. Figures and tables are inadequately labeled. Summary of findings insufficiently, if at all, represent the results of analyses conducted.	Methods and steps in data are minimally clear or difficult to follow. Results of the analysis are poorly explained. Findings are adequately consistent with the results of the analysis. Findings are poorly depicted in tables, figures, and other supporting data representations. Figures and tables are poorly labeled or difficult to follow. Summary of findings minimally represent the results of analyses conducted.	Steps and methods used in analysis of the data are clearly explained and presented in appropriate format. Findings are consistent with the results of data analysis. Key findings are clearly depicted in tables, figures, and other supporting data representations. Figures and tables are appropriately labeled. Summary of findings clearly aligned to research questions, and cover most key results of the study.	Data analysis techniques and results are presented in a clear and comprehensive manner. Findings reported are results of the analysis clearly and concisely the results of analyses conducted. Details the study conducted in breadth and depth covering key aspects methodology and data analysis as planned for the study. Key findings are clearly and accurately depicted in tables, figures, and other supporting data representations. Figures and tables are of highest standards used in the field. Summary of findings are comprehensive and fully represent the totality of the results of the study.
Synthesis 4	Recommendations, implications and conclusions of the paper are inadequately represented of the findings of the study. There is no synthesis of the results beyond repeating the findings. There is no link between the findings of the	Recommendations, implications and conclusions of the paper poorly represent the findings of the study. There is little thought given to explanation of the results and the breadth of applications of the findings.	Recommendations, implications and conclusions of the paper are aligned with the findings of the study. There is sufficient explanation of the results and the applications of the findings of the study. Findings are	Thoughtful and comprehensive attention is given in development and explanation of the recommendations, implications and conclusions of the papers. The depth and breadth of comparison and

Sample of Assessed Rubric(s) - Continued pg. 3/3

	study and the existing literature on the subject. Recommendations for future studies are at best superficial.	There is minimal comparison or contrast between the findings of the study and the existing literature in the field. Recommendations for future studies will minimally advance the theory of the practice in the field.	compared and contrasted with the findings of the study and the existing literature in the field. Recommendations for future studies will advance the theory of the practice in the field.	contrast of the findings to existing literature is impressive. The findings clearly advance the theory and practice in the field. Recommendations for future studies offer thoughtful and timely paths for advancement of the research on the topic.
Writing, Organization and Format score 3.5	The paper lacks a scholarly tone and prose. Sentences and paragraphs do not follow a logical progression of thought from one chapter to the next. The paper has many typographical and grammatical errors and does not represent doctoral level writing and critical thinking. APA and GSEP guidelines are minimally met. All required sections and appendices by APA are not included.	Offers a weak scholarly tone and prose throughout the paper; sentences and paragraphs are lack cohesive, and offer minimal logical progression from one chapter to the next; There are some typographical and grammatical errors throughout the paper. The paper offers a modest level of critical thinking and represents a minimal level of doctoral writing and critical thinking. APA and GSEP guidelines are inadequately met; Some required sections and appendices by APA are not included.	Follows a scholarly tone throughout the paper; sentences and paragraphs are cohesive, and logically progress from one chapter to the next; paper demonstrates competence and confidence with academic prose. There is evidence of an appropriate level of critical thinking for doctoral writing. There are minimal typographical or grammatical errors. APA and GSEP guidelines are met. Most required sections and appendices by APA included.	The paper is written in a superb scholarly tone and prose. Logical progression, flow and level of critical thinking throughout the paper are impressive. APA and GSEP guidelines are fully met. There are few if any typographical or grammatical errors throughout the paper. All required sections and appendices by APA included.
Overall Assessment				
Total Score <u>23</u> /24 =				

Appendix H

ASLC Letter to GSEP Education Division pg. 1 of 2

Charla Griffy-Brown <charla.brown@pepperdine.edu>

6/30
/17

to me, Helen, Lisa, Tuttle, Lee

Dear Dean Williams and Dr. Madjidi,

The Educational Division Program Review reports demonstrate a first step toward conducting program self-review. You also met to discuss and develop the QIP for the Education Division programs. The ASLC met and went through all of the material provided and concluded that the Program Reviews submitted are lacking enough information, data and analysis for the ASLC to actually review and provide the feedback each program deserves. There is some evidence of assessment that has occurred, and there is also evidence that faculty have begun having discussions about implementing changes based on the assessment but a systematic and systemic approach is not apparent. Currently the program reviews are incomplete and need significant work. This work needs to be completed and then should be resubmitted in 2018.

On the whole, the Educational Division faculty need to develop a sustainable plan for collecting assessment artifacts on an annual basis and own this plan. The External Reviewers (specifically, ED Learning Technologies, MA Learning Technologies, and SEC) also indicated that data, student artifacts, and other required elements were either lacking or, in some cases, completely missing. The faculty need to discuss ways in which they can develop meaningful methodologies to examine student learning by incorporating indirect and authentic assessment into the assessment process. The Noel-Levitz Survey should not be the sole instrument used to gather indirect evidence. Focus groups, reflective assignments, and faculty conversations are also forms of important indirect evidence.

External Reviewer reports serve as a vital part of the self-review process and are intended to enable a program to more critically evaluate itself. Except in a few cases (ED Learning Technologies, MA Learning Technologies, and SEC), external reviews are missing and must be submitted. At the moment some reviewers only submitted the checklist - this is insufficient.

The comprehensive program review report needs to contain all of the evidence and explanations that WSCUC requires in order to evaluate the program. It would be helpful to the reader if analysis and interpretation of the data was provided.

There was not enough substantial information included in these Program Reviews to conduct an adequate review. We weren't able to do an adequate evaluation that would assist you in curricula improvement and enhancement. We are concerned about the next WSCUC review scheduled for 2020 with a report due in 2019. The current version of your review could jeopardize your status when reviewed by WSCUC.

Here are some very specific recommendations:

- **Assessment Infrastructure:** On the whole, the faculty need to develop a sustainable plan for collecting assessment artifacts on an annual basis. There needs to be an assessment infrastructure and the faculty need to collect the data and write the reports.
- **Meaning:** For many of the programs there are too many program learning outcomes. It is unreasonable to think that the faculty will be able to assess 14 (or 15) program learning outcomes within a 5-year assessment cycle, especially when nearly every course in the program meets multiple learning outcomes. One of the most pressing needs for the faculty is to come together to revise and reduce the number of program learning outcomes. I would recommend no more than 5 learning outcomes for the program. These learning outcomes need verbs derived from Bloom's Taxonomy that demonstrate higher-order thinking and that are measurable. The faculty need to determine the rubrics that will be used to measure these outcomes, and then they need to agree on the assignments (artifacts) that they will evaluate using these rubrics.

ASLC Letter to GSEP Education Division pg. 2 of 2

- **Quality and Integrity:** The faculty need to discuss ways in which they can develop better methodologies. Methods should incorporate direct with indirect and authentic assessment. The Noel-Levitz Survey should not be the sole instrument used to gather indirect evidence. Focus groups, reflective assignments, and faculty conversations are also forms of indirect evidence. At the level of an Ed.D. program, authentic (real world) evidence should be fairly easy to establish using internship experiences or interactions with outside agencies.
- **External Review:** For many programs we could not find the external review report. Each program needs an external reviewer that will actually deliver on the work required. The reviewer that was paid needs to submit a report
- **Spelling and Grammar:** there are spelling and grammar errors throughout some of the reports. While the reports do not live or die on proper spelling and grammar, these errors are evidence that the report may not have been proofread carefully before final submission.

Please feel free to contact me or Dr. Lisa Bortman should you have any questions. I apologize as I will be travelling after next week with classes, research and board meetings so email might be the easiest way to reach me.

Thank you for your ongoing service to our students and our mission. We are grateful for your leadership.

Dear Charla:

On behalf of the Education Division faculty, I like to express our gratitude for the time and effort, as well as thoroughness with which ASLC reviewed the Education Division's submission. We agree with the specific recommendations that ASLC has made above.

In anticipation of receiving these recommendations, we had submitted QIPs that detailed our strategies to address recommendations made by ASLC. Aligned with ASLC's recommendations, several of those improvement plan items dealt with building a new and substantial infra-structure that would systematically address assessment requirements for the division, including a new role for a Director of Assessment and Accreditation, revising and reducing PLOs and forming a faculty led assessment committee to annually review and refine individual program evaluations.

Another group of improvement plans addressed program revisions that would allow streamlining and consolidating the Masters programs into Core and Concentration models, as well as increasing offerings in the online domain. We believed that the planned revisions were supported by the findings of our report.

As we move forward, I would like to ask for ASLC's feedback on:

1. ASLC's views of our proposed initiatives in our QIPs and their sufficiency in responding to your recommendations above.
2. We intended to present as evidence of impetus for change in our pending Masters programs revisions, our findings in our review that the need for such revisions were supported by our assessment. In ASLC's views, are the findings of our review consistent with the conclusion we have drawn requiring program revisions?

I would appreciate hearing back from you your thought on the two items above when you are available.

Appendix I
Relevant Web Pages

- www.Pepperdine.edu
- <https://www.pepperdine.edu/oie/>
- <https://gsep.pepperdine.edu/>
- <https://gsep.pepperdine.edu/degrees-programs/>
- <https://gsep.pepperdine.edu/student-resources/>

Appendix J

Affirmation Statement

As a Christian University Pepperdine affirms:

That God is

That God is revealed uniquely in Christ

That the educational process may not, with impunity, be divorced from the divine process

That the student, as a person of infinite dignity, is the heart of the educational enterprise

That the quality of student life is a valid concern of the University

That truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline

That spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence

That freedom, whether spiritual, intellectual, or economic, is indivisible

That knowledge calls, ultimately, for a life of service.
