

Annual Departmental Assessment Report

Department or Program: D.Ed. in Educational Leadership Program – Department of Educational Methodology, Policy, and Leadership

Academic Year of Report: 2020-2021

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Section 1: Learning Objectives Assessed for this Report

For each major in the department, list the learning objectives that were assessed during this period.

Educational Leadership

1. Learning Objective 1: Evidence-Based Decision-Making

- Read and critically consume research
- Translate research into practice, decisions, and policy
- Gather and apply empirical evidence in practice
- Understand how to conduct/supervise field-based research

2. Learning Objective 2: Teaching, Learning, & Assessment

- Knowledge and understanding of classroom and large-scale assessment
- Knowledge and understanding of teaching and learning issues in schools
- Application of program planning and development

3. Learning Objective 3: Management & Organization

- Knowledge and understanding of leadership systems and methods
- Knowledge and understanding to manage educational organizations

Section 2: Assessment Activities

The following information was collected to assess all three learning outcomes: students' portfolio competency products (six in all for each student) and dissertations, students' final CVs (post dissertation) and final Planned Programs. Program director and faculty observations were used to supplement the direct measures.

Based on a thorough review of the students' portfolio competency products, as well as their dissertations, the files of all 13 randomly-selected students (100%) demonstrated clear evidence of having met *Learning Objective 1, Evidence-Based Decision-Making*. In particular, their policy briefs, literature syntheses, study designs, and dissertations provided compelling evidence that all 13 students were able to read and critically consume research, translate research into practice, decisions, and policy, gather and apply empirical evidence in practice, and conduct field-based research. Three of the students used extant data in their dissertations, while 10 (77%) planned and conducted their own field-based research. All 13 of the dissertations showcased students' acumen in translating research into practice, with a particular focus on implications for decision-making and educational policy.

The files included somewhat less convincing evidence related to *Learning Objective 2: Teaching, Learning, & Assessment*. Although all 13 students (100%) discussed the implications of their dissertation findings for educational decision-making and possible links to teaching and learning issues in schools, and the files of all 13 students (100%) included evidence that the students were connecting their work to program planning and

development, only six students' (46%) files included strong evidence of understanding of classroom assessment.

Similarly, although all 13 students' files (100%) included some evidence that students had met *Learning Objective 3: Management & Organization*, only the files of those students who had completed the Administrative Licensure Program (ALP) in addition to the D.Ed. provided compelling evidence of mastery of this objective. Of the 13 files randomly pulled for review, 6 (46%) were for D.Ed. students who had been enrolled in the UO Administrative Licensure Program (either initial or continuing licensure) while earning their doctorates. These six files contained ample evidence that our dually-enrolled ALP/D.Ed. students not only know and understand leadership systems and methods and how to manage educational organizations, but they are actively employed in leadership positions in the schools. In contrast, the files of the students who had not earned their administrative licensure while earning their doctorate provided only limited evidence that these students had sufficiently deep knowledge about leadership systems and methods and how to manage educational organizations.

Section 3: Actions Taken Based on Assessment Analysis

This year's evaluation provides strong evidence of the EMPL D.Ed. program's effectiveness in teaching students about evidence-based decision-making. Our graduates both understand the concepts and are able to demonstrate their successful application in educational settings. Many of our graduates are actively engaged in work focused on educational equity and inclusion.

Based on this year's review of student files, it would appear that the University of Oregon's Educational Leadership D.Ed. program's effectiveness is substantially amplified by the incorporation of the Administrative Licensure Program into students' course of study. Our graduates who earned their administrative license concurrent with their D.Ed. have assumed positions of great responsibility and influence in school districts, not only in Oregon but in the Southwest and Rocky Mountain region as well. For students graduating with a D.Ed. in Educational Leadership, earning an administrator license is both practically and substantively helpful.

Based on the 2021 annual review, the COE / Department should explore opportunities to once again offer administrator licensure for doctoral students pursuing D.Ed. degrees in Educational Leadership as soon as is feasible. In addition, the strengths of our program in the areas of evidence-based decision-making; equity and inclusion; and teaching, learning, and organizational leadership should be recognized and continued. This year's annual assessment suggests additional focus on classroom and large-scale assessment might be warranted.

Section 4: Other Efforts to Improve the Student Educational Experience

In addition to the three Learning Objectives outlined in our Assessment Plan, our program has been consciously focused on infusing equity and inclusion into recruitment, coursework, outside projects, and dissertations whenever possible. It is worth noting that of the 13 randomly selected students whose files were reviewed for this evaluation, 7 of their dissertations (77%) focused on equity/inclusion in some way.

Section 5: Plans for Next Year

Next year, we will be assessing the following learning objectives:

LO4. Policy Development & Implementation

- Knowledge and understanding of the policy process, from adoption to implementation
- Knowledge and understanding of school law and ethics
- Knowledge and understanding of national, state, and local policy issues

LO5. Communication

- Effective oral and written communication with diverse stakeholders
- Knowledge and understanding of diversity issues
- Knowledge and understanding of organizational identity
- Knowledge and understanding of strategic communication

We will again collect the following information to assess these learning outcomes: students' portfolio competency products (six for each student) and dissertations, students' final CVs (post dissertation) and final Planned Programs. Program director and faculty observations will also be used to supplement the direct measures.

Based on the result of this year's analysis of assessment information, we would like to continue to encourage the College of Education to re-start the Administrator Licensure program, with a focus on leading for equity as well as a comprehensive understanding of the role of research informing evidence-based practice. In the absence of an opportunity for our D.Ed. students to earn Administrator Licensure, it will become increasingly difficult to support our graduates' ability to assume leadership roles within the state and nation. The Administrator Licensure program consistently generated a positive cash flow for the department, bringing in more income than it cost to run. Providing students the opportunity to earn both a D.Ed. and an administrator license concurrently has also helped recruit students for the D.Ed. program. Thus, in terms of budgetary implications, re-instituting the administrator licensure program should result in a positive cash flow for the College of Education.

Regardless of the College's decision related to the administrator licensure program, the program and department will work to enhance our students' opportunity to gain practical leadership experiences through encouraging the selection of appropriate topics for their dissertation studies as well as their class assignments throughout their doctoral program.