

Academic Program Assessment Report

COLLEGE: Nathan Weiss Graduate School

PROGRAM: M.A. Educational Administration

ACADEMIC YEAR: 2015-2016

REPORT AUTHOR: Danny A. Robertozzi, Ed.D./ Soundaram Ramaswami Ph.D

PROGRAM STUDENT LEARNING OUTCOMES (CHECK OFF THE SLOs BEING ASSESSED):

SLO1: Click here to enter text.

SLO2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

SLO3: Click here to enter text.

SLO4: Click here to enter text.

SLO5: Click here to enter text.

SLO6: Click here to enter text.

DIRECT MEASURE:

DESCRIBE THE STUDENT WORK SAMPLE AND THE DIRECT MEASURE (E.G. RUBRIC) USED.

In Supervision and Evaluation of Instruction, the learning outcome is assessed based on the student's final written paper utilizing the writing rubric created by the Kean University Graduate Department. (Attached)

The final written assignment (15% of student's grade) asks students to write about their philosophy of supervision and how that philosophy can promote a positive school culture, and provide for an effective instructional program, based on research and what they've learned in the course.

The rubric consists of 6 criteria and student performance is rated on a five-point scale (5 = excellent).

TARGET:

SPECIFY THE EXPECTATION FOR STUDENT PERFORMANCE (e.g. minimum cut score, minimum percentage of correct answers, etc.). Include basis/rationale for the target expectation.

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is a graduate level course, the expectation is that 80% of students will achieve a score of 4 or 5 on each criterion.

DATA COLLECTION AND RESULTS:

Semester(s): Fall 2015

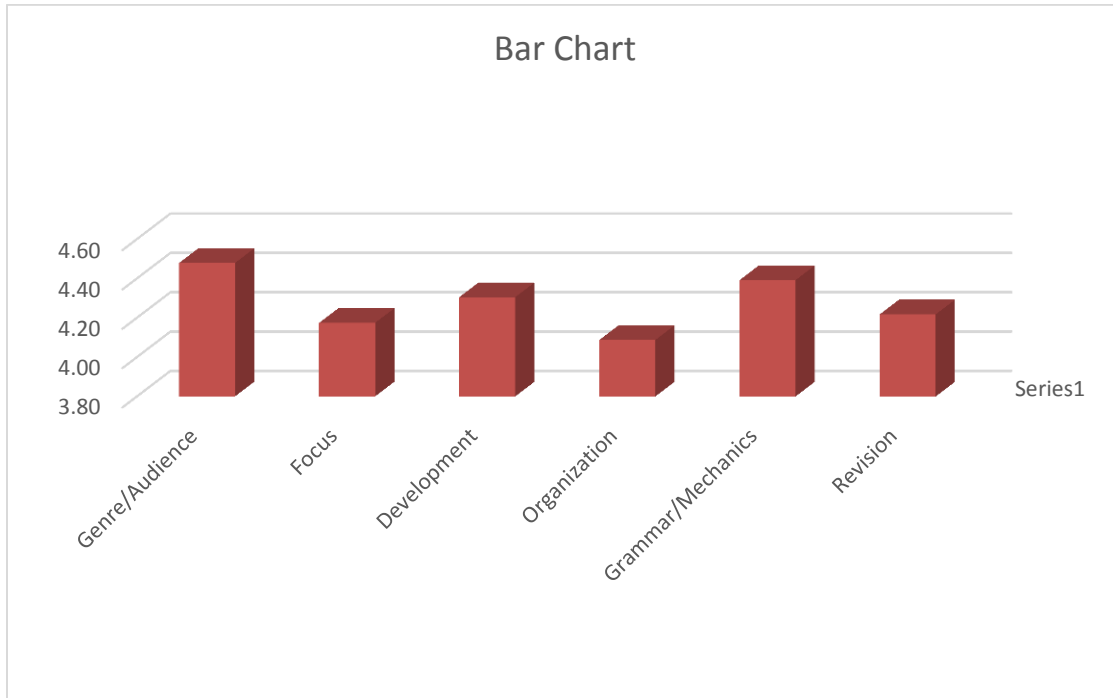
Number of students: 23

Number of sections: 1

Mean scores overall:

Category/Criterion	Mean	4.17	4.30	4.09	4.39
Genre/Audience	4.48	4.17	4.30	4.09	4.39
Focus	4.17	4.17	4.30	4.09	4.39
Development	4.30	4.17	4.30	4.09	4.39
Organization	4.09	4.17	4.30	4.09	4.39
Grammar/Mechanics	4.39	4.17	4.30	4.09	4.39
Revision	4.22	4.17	4.30	4.09	4.39

Distribution of Scores:



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Genre/Audience	Focus	Development	Organization	Grammar/Mechanics	Revision
5	5	4	5	4	3
5	4	3	3	5	4
5	4	5	4	5	4
5	4	4	3	5	4
4	5	5	4	3	4
5	4	5	4	5	5
4	2	3	3	3	3
4	4	3	4	4	5
5	5	4	5	4	5
4	4	5	4	5	4
5	5	4	5	4	5
5	4	5	4	5	3
5	4	5	4	5	4
5	3	5	4	4	5
5	5	4	3	5	4
0	3	4	5	4	5
5	4	5	4	5	3
5	5	4	5	4	4
5	4	4	4	4	5
4	5	5	5	5	5
5	4	5	4	5	5
4	5	5	4	4	4
4	4	3	4	4	4
4.48	4.17	4.30	4.09	4.39	4.22

Discussion of Findings:

The Target was met in that in each of the criterion more than 80% of the students earned a score of 4 or 5. The highest percentage (96% of students earning a 4 or 5) was seen in the area of Genre/Audience, followed by 91% of students with a rubric score of 4 or 5 in Grammar/Mechanics. In the areas of Development, Organization and Revision 83% of the students earned a 4 or 5. In all, the results indicate that overall students met the learning objectives and were able to successfully demonstrate how their supervision philosophy can promote a positive school culture, and provide for an effective instructional program, based on research and what they've learned in the course.

Curricular Actions/Closing the Loop:

SPECIFIC CHANGES TO BE MADE TO CURRICULUM/TEACHING (NOT CHANGES TO ASSESSMENT): Although the target was met, the lowest mean scores were found in the areas of Organization and Focus. The course will address these areas to even further improve student understanding by discussing and demonstrating examples of collecting data in these areas.

Supporting Evidence (data):

PLEASE ATTACH DETAILED EVIDENCE (DATA) TO SUPPORT YOUR FINDINGS TO THIS REPORT.

Please check this box to indicate:

Supporting Evidence (Data) is attached.

Academic Program Assessment Report

COLLEGE: Kean University – Nathan Weiss Graduate College

PROGRAM: M.A. Educational Administration - Supervisor and Principal & School Business Administrator

ACADEMIC YEAR: 2015-2016

REPORT AUTHOR: Stephen M. Yurchak, Ed.D/ Soundaram Ramaswami Ph.D

PROGRAM STUDENT LEARNING OUTCOMES:

SLO1:

SLO2:

SLO3:

SLO4:

SLO5:

SLO6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (accomplished through an action research project).

KSLO: 1. Think critically, creatively and globally;

2. Adapt to changing social, economic, and technological environments;

3. Serve as active and contributing members of their communities;

DIRECT MEASURE:

LBDQ Action Research Project – Students will develop a report utilizing the Leadership Behavior Description Questionnaire (LBDQ) by surveying their current school leader(s) (Form XII - Self), completing a survey describing their ideal school leader (Ideal Leader Behavior – Form XII), and completing a survey describing the behavior of their school leader(s) (LBDQ Form XII). In addition to comparing the results of the aforementioned surveys, students will have the option of supporting any comparisons among school leaders by utilizing any available school-related data (i.e. detentions assigned). Students may also choose to use Jung’s Typology Survey to make further comparisons among school leaders. Students should incorporate leadership theories discussed in class, such as Douglas McGregor’s Theory X and Theory Y, and Chris Argyris’ Behavior Patterns A and B. Students may also reference any of the four main leadership styles that apply to their specific reports.

Students may not include any identifying information when completing their report (i.e. name of school and/or school district, name of administrators, etc.).

The LBDQ project accounts for 30% of the final grade for EL5606-01. Projects will be assessed by using the Writing Rubric created by Kean University’s Communications Department, which

includes the following components: Genre/Audience, Focus, Development, Organization, and Grammar/Mechanics. “Revision” has been omitted.

- <http://fisher.osu.edu/supplements/10/2862/1962%20LBDQ%20MANUAL.pdf>
- <http://fisher.osu.edu/supplements/10/2862/1962%20LBDQ%20Form%20XII.pdf>
- <http://fisher.osu.edu/supplements/10/2862/1962%20LBDQ%20IDEAL%20LEADER.pdf>
- <http://fisher.osu.edu/supplements/10/2862/lbdq%201962%20self.pdf>
- <http://www.kean.edu/~gened/forms/GE%20writing%20rubric%202011.pdf>

TARGET:

The modified rubric has five components rated on a scale from 1-5 (5 being the best). The following describes a rating of 3 in the following categories: Genre/Audience – Uses conventions in formulaic way; Focus – Stance defined in general terms; Development – Ideas developed not developed consistently and supported with vague generalization or inappropriate examples. Organization – Structure breaks down in some places, though solid overall. Grammar/Mechanics – Errors begin to interfere with reading. Since EL5606-01 is a graduate level course, the expectation is that 80% of students will achieve a score of 4 or higher on each component.

DATA COLLECTION AND RESULTS:

Semester(s): Fall 2015

Number of students: 22

Number of sections: 1

Mean scores overall:

Category/Criterion	Mean
Genre/Audience	4.68
Focus	4.64
Development	4.36
Organization	4.73
Grammar/Mechanics	5.00
Overall (30% of Final Grade)	4.68

Distribution of Scores:

	Genre/Audience	Focus	Development	Organization	Grammar/Mechanics	Total
5	15	16	10	18	22	81

4	7	4	11	2	0	24
3	0	2	0	2	0	4
2	0	0	1	0	0	1
1	0	0	0	0	0	0
Total	22	22	22	22	22	110

Discussion of Findings:

The aforementioned culminating action research project assessed 22 students over the course of the fall 2015 semester. Students’ results, as reflected by the assigned rubric, demonstrate that the target (80% of all students attain a 4 or higher in each of the five categories) was met. 100% of students earned a 4 or higher under the category of Genre/Audience, 91% of students earned a 4 or higher under the category of Focus, 95% of students earned a 4 or higher under the category of Development, 91% of students earned a 4 or higher under the category of Organization, and 100% of students earned a 4 or higher under the category of Grammar/Mechanics.

Overall, 95% of all students achieved a 4 or higher, which well exceeded the target of 80% in each of the five components.

Curricular Actions/Closing the Loop:

Although 95% of students achieved a 4 or higher under the category of Development, only 45% of students received a rating of a 5. These results showed that almost half of the students were unable to fully master the “development” of their ideas while expressing specific, relevant information. Some students were challenged by supporting their opinions with factual information, which ultimately raised some questions regarding their findings.

While students still met the target within this academic program assessment report, all twelve components of the LBDQ Action Research Project were submitted as a final report. Students had a chance to review their progress with the professor prior to their final submission; however, only some students took advantage of this opportunity. In moving forward, a specific change to the curriculum/teaching that should increase students’ mastery, not only in the area of Development, but also other components of the assigned rubric would be to require students to submit three components of the LBDQ Action Research Project for a grade that will ultimately offer feedback to the students to more appropriately prepare for the final submission.

Supporting Evidence (data):

All supporting evidence (data) is included within this report.

Please check this box to indicate:

Supporting Evidence (Data) is attached. (See above)