

Student Learning Objectives (SLO) for the Doctoral Degree (Ed.D.)
in Educational Administration Program (EDADL)

The Ed.D. in the College of Education is characterized by four primary thrusts (Educational Foundations, Content Area, Internship, and Research). The SLOs for the Ed.D. in EDADL are described below using these four categories.

COE Graduate (Ed.D.) Student Learning Outcomes for EDADL

I. Educational Foundations

The student/candidate will acquire a breadth of knowledge in the historical, philosophical, sociocultural, and psychological bases for professional education practice.

II. Identified Content Area (Educational Administration)

Our primary goal is to prepare educational leaders to acquire knowledge, establish beliefs, and develop skills in the following areas: Vision for Learning, Culture for Learning, Management for Learning, Community for Learning, Ethics for Learning, Context for Learning, and Internship for Learning. Specifically, the educational leader (student/candidate) will be able to promote the success of all students by:

Vision for Learning

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

Culture for Learning

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

Management for Learning

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

Community for Learning

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

Ethics for Learning

- acting with integrity, fairness, and in an ethical manner.

Context for Learning

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

Internship for Learning

- synthesizing and applying knowledge, beliefs, and skills of educational leadership in real settings, planned and guided cooperatively by the institution and school district personnel.

III. Internship

The student/candidate will be able to interpret theoretically grounded and research based information, adapt to changing situations, make complex decisions, solve problems, and evaluate actions in a professional education setting.

IV. Research

The student/candidate will demonstrate a depth of knowledge across the broad discipline of education and apply a method of inquiry to their specific content field of choice.

Assessments for the SLOs

SLO I Educational Foundations

All students/candidates enrolled in the doctoral program in EDADL will be assessed in the area of educational foundations (as indicated on their plan of study to include a course in each of four topics: historical and philosophical analysis of educational ideas and practice, techniques and interpretation of educational research, social science explanations of educating a diverse society, and behavioral bases of educational thought and practice.) Not all of the foundations are taken at Kansas State University (KSU) as many are transferred to meet program requirements. Only those courses taken at KSU will be used for assessment of the program. Direct measures will include ratings from preliminary exam questions regarding educational foundations (a rubric is to be completed by each reader of the two foundations questions and the ratings will be reported as an average) and course grades (the average to be reported) on the courses completed for this doctoral requirement. The indirect assessment to be used will be a student/candidate self-assessment of their knowledge, performances, and dispositions regarding educational foundations and will be collected before graduation.

SLO II Identified Content Area (Educational Administration and Leadership)

All students/candidates admitted to the doctoral program in EDADL will be assessed on a regular basis for each of the outcomes. Preliminary exams and the dissertation defense will serve as direct measures of the achievement of content area outcomes. An indirect measure, a self-assessment rubric containing the concepts of the ISLLC standards, will also be used to document progress on the content area outcome (based on the student's/candidate's perceptions of acquisition of knowledge, skills, and attitudes related to successful leadership.)

SLO III Internship

The internship outcome will use the site supervisor and university advisor assessment rubrics (again structured to reflect the ISLLC standards) as direct measures of

student/candidate learning (for all students/candidates enrolled in the doctoral program in EDADL.) The site supervisor will complete the rubric based on observations of performances in the field and the university advisor will score the rubric based on the internship supervisor evaluations, evidence provided by the student in an executive summary of the internship, and the student/candidate self-assessment ratings. Students/candidates will also provide ratings on a similar rubric of their perceptions of acquisition of knowledge, skills, and attitudes related to ISLLC standards (indirect measure.)

SLO IV Research

All students/candidates enrolled in the doctoral program in EDADL will be assessed as to their knowledge, performances, and dispositions regarding research through two direct measures (dissertation defense and advisor evaluation) and one indirect measure (student self assessment). The dissertation defense will require the committee to submit a rubric with a consensus rating for each item. Advisors (major advisor for the student/candidate) and the student/candidate will submit a completed rubric prior to graduation indicating their overall perception of each element of the research process.

Student Learning Outcome	Direct	Direct	Indirect	Student population
I. Foundations courses	Preliminary exams (rubric to be completed by two foundations faculty— average of scores recorded)	Course grades for all foundations courses taken at KSU (average grade recorded)	Student/candidate self-assessment of foundations content (rubric to be completed and submitted before graduation)	All students/candidates in the doctoral program
II. Identified content area	Preliminary exams (rubric to be completed by each of the three question writers— average score reported)	Dissertation defense (rubric completed by consensus of committee members— content section)	Student/Candidate Exit Report (with ratings for ISLLC related areas of content and the internship)	All students/candidates in the doctoral program

III. Internship	Supervisor evaluations (completed after conclusion of experiences with each supervisor and tabulated at the end of all 12 internship hours)	Advisor evaluation based on supervisor evaluations, executive summary prepared by the student/candidate at the conclusion of all 12 hours of internship, and the student/candidate self-assessment ratings	Student/candidate Exit Report (with ratings for ISLLC related areas of content and the internship)	All students/candidates in the doctoral program
IV. Research	Dissertation defense (rubric completed by consensus of committee members—research section)	Dissertation advisor evaluation (to include consideration of grades in methods courses, level of performance at each stage of the research process)	Student/candidate self-assessment of research skills (rubric to be completed and submitted at before graduation)	All students/candidates in the doctoral program

Timetable for assessments:

Data from each of the measures will be compiled yearly in an aggregated format (results for all students/candidates for that year) and reviewed at a regularly scheduled departmental meeting early each fall. Should there be sufficient numbers of students/candidates to disaggregate, possible meaningful categories will be considered (e.g., degree only vs. degree concurrent with license; admission criteria). All faculty members involved in the EDADL program will review the results and make recommendations for program revisions.