

**School of Educational Studies**  
**Educational Leadership**  
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Degree Program(s) Assessed	Assessment Methods	Number of Individuals Assessed
M.S. in Educational Leadership Studies with options in School Administration, Higher Education, and College Student Development  Ed.D. in School Administration and in Higher Education	Oklahoma state administration licensure examination	56
	GRE/MAT scores, gender, and ethnicity of doctoral students admitted to School Administration and Higher Education	54
	GRE/MAT scores of College Student Development	15
	Pilot study to gather data from internship mentors	5
	Portfolio evaluation scores (M.S. students in School Administration)	20
	Evaluation rubrics created	20
	2003 OSU Graduate Program Alumni Survey	26
	Analysis of the number of doctoral students in School Administration and in Higher Education, their current status, anticipated graduation date, and faculty advisement/ load	150

**Analysis and Findings**

Achieving an acceptable score on the Oklahoma state administration licensure examination is a prerequisite to receiving a license to serve as a school principal or superintendent. From February 2003 through February 2004, 1,639 persons took the test statewide with 1,374 or 84% passing. Fifty-six OSU students/graduates took the test and 55 or 98% passed.

No doctoral students were admitted spring 03 to begin fall of last year. Fourteen of 22 applicants for the School Administration degree and 19 of 42 applicants for the Higher Education degree were admitted spring 04. No trend analysis was conducted because of the hiatus in admissions. Ranges and averages of the scores and demographics of those admitted are: School Administration—GRE (610-1070, 882); MAT (44-72, 58.5); 7 males and 7 females; and 1 international, 3 Native Americans, and 10 Caucasians; and Higher Education—GRE (650-1240, 980); MAT (26-80, 63); 7 males and 12 females; and 1 international, 2 Native Americans, 1 Hispanic, 2 African Americans, and 13 Caucasians.

Fifteen applicants were admitted to the College Student Development master's degree program spring 04. These are the first students admitted to this program since it became a part of Educational Leadership Studies.

Five internship mentors were interviewed to gain input into the internship process and to the refining of the intern evaluation form. Most were positive of the process and the experiences of the interns. Most also indicated that they were unsure initially what their role should be. (This comment was expressed in spite of their receiving a mentor handbook that included a copy of the internship course syllabus, a description of the kinds of activities and tasks expected of the intern, and a copy of the form to evaluate the intern's performance.)

Master's degree students in school administration must submit a portfolio prior to graduation. This requirement of the Oklahoma Commission on Teacher Preparation (OCTP) is based on the National Council for the Accreditation of Teacher Education (NCATE) standards. Eight students' portfolios were selected randomly six weeks ago for review by the accreditation team. All passed with high recommendation. Throughout the year, 14 additional students submitted completed portfolios for evaluation. Faculty assessing those portfolios have developed a list of questions to be addressed by the program faculty for improving the quality and content of the portfolios and the evaluation form. The evaluation rubrics have been refined as part of this process.

The results of the 2003 OSU Graduate Program Alumni Survey for School Administration and for Higher Education were studied to learn what might be applicable to improving the respective programs. For School Administration, all 14 alumni were employed fulltime and most were employed in a position moderately to highly-related to their graduate studies. All but one reported their graduate program prepared them adequately or very well for their current position. Four were satisfied and nine were very satisfied with their overall OSU educational experience. For Higher Education, all 12 alumni were employed fulltime and all were employed in a position moderately to highly-related to their graduate studies. All reported their graduate program prepared them adequately or very well for their current position. All but one were satisfied or very satisfied with their overall OSU educational experience.

Throughout the fall and winter, a systematic and thorough analysis was conducted of the status of the current doctoral students in School Administration and Higher Education. Where each student was in his/her program, anticipated graduation date, committee advisor, dissertation advisor, and committee membership were determined. The program area, particularly Higher Education, had significant changes in the faculty and students seemed to be somewhat adrift. Many students were not pursuing their degrees in a timely manner and courses seemed to be cancelled randomly by the administration. All students who were not actively enrolled in the previous year and all students who completed coursework and passed the exams more than two years earlier were sent letters notifying them of their status and the necessity of contacting the School Head to arrange a meeting with their committee advisors, if they were still interested in completing their degrees. Also, all students who needed to update their doctoral committee membership were urged to do so as soon as possible.

Not accomplished this year were the development and implementation of exit surveys for all degrees and the creation of survey instruments to gather data from the end of the first year of study, the end of the second year of study, before the qualifying exam is taken, after the defense of the proposal, and after successful defense of the dissertation.

### **Uses of Assessment Results**

Results of the Oklahoma state administration licensure examination are shared with the faculty each time they are received from the State. The faculty are given the results of a rolling two year analysis so they can observe the trends. The curriculum is aligned with the OCTP and NCATE standards which are used to develop the state tests.

The faculty are committed to accepting students with high academic ability and diversity. Test scores are very important but experiences, gender, and ethnicity are also. Faculty believe that diversity in these ways (and others) enhance the classroom learning. The applicants this spring will become the first part of a data base to be developed over time to monitor the success of the admissions process. The Program Coordinator will develop this data base with appropriate analysis and share with the faculty annually as they recruit potential students and review application folders.

The spring 04 College Student Development applicants admitted will provide the beginning of a data base to analyze trends. Additionally, a data base will be established to track placement of recent graduates and alumni. The College Student Development area will be included in the 2005 OSU Graduate Program Alumni Survey.

Based on the input gained through the interviews, the Internship Coordinator will coordinate with the faculty the completion of the internship handbooks for mentors and interns. They will be used during the 2004-2005 academic year.

The results of the 2003 OSU Graduate Program Alumni Survey for the two doctoral programs provide little specific data or information valuable to the faculty regarding the curriculum. Thus, the faculty will develop up to seven questions to add to the survey form to be used next in 2005. It is gratifying to learn that all of the graduates surveyed were employed and, for the most part, were pleased with their educational experiences at OSU.

The analysis of the status of the current doctoral students has, and will, prove to be valuable to the students and to the faculty. Faculty advisement load will be more evenly distributed. It will be easier to anticipate when students will finish coursework and when they will need the more concentrated assistance of the dissertation chair. Scheduling classes should be easier to accomplish with some assurance the classes will not be cancelled.