Assessment of Student Learning for EDUCATIONAL LEADERSHIP
2012-2013

DEPARTMENT: Educational Leadership

PROGRAM: Ed.D./Ph.D.

Student Learning Goals and Objectives:

Program objectives are to prepare educational leaders with knowledge and skills to begin an entry-level position in educational leadership in Pk-12 schools. These positions are directed at school district leadership most commonly known as school superintendents. However some of our students come with no administrative experience, or a masters’ degree in educational leadership but are seeking to become an assistant/associate principals, building level principal, special education director, curriculum coordinator, athletic directors, etc.

The specific program goals and objectives are based on the ELCC – Educational Leaders Council for Constituents District level standards 1 # 7.

Educational Experiences
Educational experiences include the Orientation course to establish a learning community and to assist students in preparing for the academic rigor of graduate doctoral programs.

Students complete the required degree coursework in a cohort model over a 38-month time period.

The cohort model is now delivered to three locations, campus, Fargo, and Bismarck in sequential order. We began the first doctoral cohort in Bismarck in summer 2011. It is anticipated to continue the three sites, as it was noted in our 2010 external assessment that our programs are desired in the western locale of North Dakota.

Educational experiences include the Internships designed to meet individual student career aspirations. An example would be for one of our students who is a current acting principal, to complete an internship with a district school superintendent.

Pk-12 has begun an international experience for the Fargo III cohort. In 2012 four (five originally) were accepted in the UK Doctoral Experiential Learning Program to England. The students were in Pk-12 schools, lived with host families, and traveled England extensively to learn about the school systems. These students also designated their dissertation topics based on their international experience. A research symposium was developed from the data gathered, and the second annual
international "Beyond Borders" will be held this spring 2014. We anticipate another international experience for our Bismarck Cohort 1 to take place either to Canada, England, and/or China. An unanticipated result of the international experience was the goal for a national experience outside of the Midwest for our M.Ed. students.

Educational Pk-12 experiences include course activities and assignments aligned with current practices, so students complete these activities and assignments based on district level, site experiences. The EDL 538 Ancillary Functions and EDL 523 Facilities -- supports students, on site, for learning about transportation, strategic planning, facilities, etc. EDL 575 Policy has the students attend legislative sessions and be present on the capitols (both North Dakota and Minnesota) for field experience.

Students complete written comprehensive examinations in two areas: Educational Leadership and Educational Foundations and Research.

Students complete a dissertation. EDL Pk-12 has changed the EDL 579 Research course from 3 credits to 4 credits, so that the topic proposal can be developed within that course. This experience began with the Fargo Cohort III (where there was not a higher ed program for Fargo Cohort III) and was well received. Thus in spring 2014 the Bismarck Cohort will have the new curriculum as well.

**Assessment Methods**

Since the last NCATE visitation, the Pk-12 sector has developed the following rubrics to use for assessment.

1. Admissions rubric (which assesses the candidate’s readiness and qualifications for the program). This rubric provides information about previous GPA, teaching experience, writing sample, essay response, career aspirations, resume, and recommendations.
2. Course outcomes are assessed in each course.
3. Rubrics for EDL Leadership comps have been developed per cohort, per program, and are being used to assess and review each student, as well as the individual cohort. Written cops are designed for students to synthesize knowledge and apply skills in response to essay questions on case-based situations.
4. Processes for EDL Leadership comps have been developed per cohort, per program, and are available on Blackboard sites.
5. Rubric for the oral examination (starting in summer 2014) is aligned with the EDL 579 research course curriculum, for – closing the loop. This will also support any Pk-12 Dissertation outside committee members’ understanding of our three dissertation meeting processes and expectations of documents.
6. Dissertations are completed under the guidance of a faculty advisor and are ready and approved by the candidate’s 5-member committee. Pk-12 has a rubric per chapter and a format for the committee members to provide feedback prior to a dissertation meeting/and or for during a meeting.
7. Rubric for the dissertation has been completed, and is being piloted for Summer 2014.
8. Course syllabi, assignments, activities have been aligned to meet the new ELCC District level standards 1 # 6.
9. EDL Pk-12 sector now meets once a month to do an oral review of data, and students
10. An external evaluator has assessed all programs via survey and student focus groups of current and alumni. We have had this completed in 2010 and 2013, each spring respectively. The reports are available in paper format only. The EHD Dean has a copy, the Director of T & L has a copy, and the EDL department has a copy.

**Timeline**

There is no timeline for continue improvement. Only that the following goal contributes to identification of a timeline.

Goal: Pk-12 began a tracking of graduates (see attachment), but desires to follow students who begin the doctoral program in an administrative position, but because of the cohort education change leadership positions within the three-year cohort course model.

Data is collected via individual courses, admissions, and dissertation phases.

Most of the assessment goals and changes have occurred without technology support. The Pk-12 sector has reviewed numerous electronic methods for supporting keeping of the data. During the 2013-2014 academic year, the Pk-12 faculty will work with Dr. Barbara Combs, EHD Associate Dean, to enter the data into the Live Text program. This is the most pressing issue for our data assessment to date.

**Responsibilities**

- Faculty are delineating who should be responsible AFTER the data is entered into Live Text, as to the collection/and or gathering of the data.
- Pk-12 Program Coordinator is responsible for keeping of the minutes regarding the data review each month, and per semester.
- Department assessment coordinator will analyze data and present to the faculty for discussion at the spring and fall EDL sector(s)retreat.
- Department assessment coordinator will analyze departmental data and present to the faculty for discussion at the spring and fall EDL departmental retreat.
- Every three years, the department chair will hire an external evaluator to complete the two programs (Higher Ed and Pk-12) assessment, and delineate between the two programs, and one department with data and recommendations. This has been done for 2010 and 2013.
Use of Results and Process for Documentation & Decision-making
The assessment results will be used to evaluate the success of the recent
departmental curriculum changes and how these changes have impacted student
learning.

Pk-12 now has tracked their graduates for licensure and administrative positions.
This began in 2007. See attachment.

The assessment results will be used to evaluate the success of the recent
departmental curriculum changes (including the new higher education program
being separated from the Pk-12); and how these changes are impacting student
learning, and career aspirations.

Focus groups have been conducted and the department has gathered data for the
Graduate School program review.

All data will continue to drive decisions for new programs, curriculum revision, and
at the Pk-12 level – for international experiences

All results are to be used in relation to the NCATE, CAEP, state, and CAS standard for
programs.
The department is currently in the process of a significant curriculum and program development process regarding the Ed.D./Ph.D. degree plans. The submitted plan reflects the current curriculum and program requirements. During the curriculum revision process, the faculty will be building in new assessment activities to reflect program changes. It is anticipated that this process will be completed during the 2005-06 academic year.

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<td>Program objectives are to prepare educational leaders with the knowledge and skills for roles in educational</td>
<td>Educational experiences will include an orientation to establish a learning community and to assist students in</td>
<td>Rubrics will be developed for the admissions essay and seminar assessments.</td>
<td>Data will be collected at admissions and in the EDL 503 Seminar.</td>
<td>Faculty advisors will be responsible for gathering data from the entry and written comprehensive exams and providing that</td>
<td>The assessment results will be used to evaluate the success of the recent departmental curriculum changes and how these changes</td>
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<td>Leadership in K-12 schools and higher education.</td>
<td>Preparing for the academic rigor of graduate programs.</td>
<td>Students will complete the required degree coursework in a cohort model over a 38-month period.</td>
<td>Students will complete written comprehensive exams.</td>
<td>Students will complete a dissertation.</td>
<td>Assessed in each of the courses. Rubrics will be developed for the written comprehensive exams. At the present time they are scored by 2 faculty members with a 3rd reader if there is disagreement. Written comps are designed for students to synthesize knowledge and skills in response to a question or case-based situation. The dissertation is completed under the guidance of a faculty advisor and is read and approved by the student’s 5-</td>
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