Student Learning Goals and Objectives:

Program objectives are to prepared educational leaders with knowledge and skills to begin an entry-level position in educational leadership in Pk-12 schools. These positions are assistant/associate principals, building level principals, special education directors, curriculum coordinators, athletic directors, etc.

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

Educational Experiences

Educational experiences include the revamped EDL 503 Orientation Seminar to include the Developmental Assessment Center (DAC), and the Leadership Practice Inventory (LPI). These are new additions to the program, with the Orientation activities still remaining as part of the course objectives. The seminar assesses skills and knowledge as the student enters the program. External data is also collected on each student (embedded in the LPI). Students must also complete a professional development portfolio – which is graded – and used throughout the student’s program.

Students must complete the required coursework, which has changed since the last NCATE visitation based on their feedback, regarding a clinical/field experience outside of a course.

Educational experiences include course activities and assignments aligned with current practices, so students complete these activities and assignments based on building level, site experiences.

Educational experiences now include the EDL 520, 521, 522 Field Study for a variable credit of 1-3. One credit equates to a minimum of 40 hours of field study. Over 95% of students enroll in two of the Field Studies.
Students’ culmination project includes: the Independent Study and/or the 21st Century Principal Assessment Center (iD21); the electronic portfolio; and a comprehensive oral examination.

**Assessment Methods**
Since the last NCATE visitation, the Pk-12 sector have 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. Rubric for the oral examination, which includes the student’s presentation, and the information presented. The rubric also addressed the electronic portfolio, which is now (starting in summer 2014) aligned with the EDL 503 professional development portfolio – closing the loop.
3. Rubric for the Independent Study has been completed, and is being piloted for Spring 2014.
4. Rubric for the 21st Century Skill Assessment, with a likert-scale regarding nine skills. The likert-scale utilizes the scoring range of “derailed to noticeable area of deficiency to developing to competency to accomplished’.
5. Course syllabi, assignments, activities have been aligned to meet the new ELCC building level standards.
6. Dispositions have been developed, piloted, and redrafted to assess each student’s dispositions – which has occurred over a three-year period of time.
7. EDL Pk-12 sector now meets once a month to do an oral review of data, and students
8. 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 contribute to identification of a timeline.

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.
• Field Study instructor(s) are responsible for developing the rubric for the field study portfolio.
• Faculty advisors will be responsible for reviewing disposition data with students per semester.
• Department assessment coordinator will analyze data and present to the faculty for discussion at the spring and fall EDL Pk-12 sector retreat.
• Department assessment coordinator will analyze departmental data and present to the faculty for discussion at the spring and fall EDL PK-12 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.

All results are to be used in relation to the NCATE, CAEP, state, and CAS standard for programs.
**Departmental Plan for Assessment of Student Learning**

2004-2005 Academic Year

**Department:** Educational Leadership (Draft Plan)

**Program:** M.Ed, M.S., Specialist Degree

This plan will be implemented beginning Fall 2005 with the implementation of the newly approved M.Ed. and M.S. program and curriculum requirements.

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<th>Student Learning Goals &amp; Objectives</th>
<th>Educational Experiences</th>
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<tr>
<td>Program objectives are to prepare educational leaders with the knowledge and skills to begin an entry-level position in</td>
<td>Educational experiences will include an orientation Seminar that will assess skills and knowledge as students enter the</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 513 Seminar activities to establish baseline student data. Individual</td>
<td>Faculty advisors will be responsible for gathering data from the entry and capstone events and providing that data to the department</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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<tr>
<td>educational leadership in K-12 schools and higher education settings.</td>
<td>program. Students will complete the required degree coursework. Students will complete an internship experience. Students will complete the capstone experience, including oral comprehensive exams, an electronic portfolio, and an independent study.</td>
<td>the 2004-05 academic year for the oral comprehensive exam and rubrics are being developed for the portfolio and independent study. Students will present their project and portfolio to the faculty in a formal oral presentation.</td>
<td>course outcomes will be assessed in each course. Assessment of student outcomes will occur during capstone events in the last semester of the student's enrollment. This will include the independent study, oral comprehensive exams and submission of an electronic portfolio.</td>
<td>assessment coordinator. The department assessment coordinator will analyze the results and present them to the faculty for discussion at a faculty meeting each semester and for a full discussion at an annual department retreat.</td>
<td>have impacted student learning. The results will be reviewed in relation to NCATE and CAS standards for programs.</td>
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