

2012-2013 Educational Leadership and Policy Studies Annual Assessment Report

EDLP – Masters Program

California State University, Sacramento

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

The CSUS Educational Leadership and Policy Studies Program offers two options leading to a Master's in Education Leadership and Higher Education Leadership. The MA option in Educational Leadership generally mirrors the course work required for the Preliminary Administrative Credential but emphasizes a research-based perspective. The MA in Higher Education emphasizes coursework more relevant to the issues and challenges facing leaders in the community college and university arenas.

Both options also require that program candidates be assigned an MA faculty advisor in addition to their academic advisor. Key culminating courses include:

- EDLP 230: Master's of Arts Thesis/Project Seminar
- EDLP 500A & B: Master's of Arts Thesis/Project

The new College organization (see response, question #2) has led to a closer working relationship with and support from the Associated Dean's office in the areas of common student/candidate assessment practices and development of Key Course Assessments. This effort parallels similar efforts that the program has undertaken for the credential program.

- **Key Course Assessments**

Specific to EDLP program assessment efforts, we have initiated the development of Key Course Assessment for all our MA classes. This past academic year program faculty developed all Key Course Assessments with a view toward full implementation and data-gathering to begin in Fall 2013.

All EDLP faculty identified and assumed ownership for developing *Key Course Assessments* for courses that have or are currently teaching. These assessments resulted from ongoing program faculty collaborative meetings and are now in integral part of the program courses.

These specific assessments are part of a broader plan to develop a more comprehensive portfolio assessment process for each candidate. In the coming academic year (2013-2014) the program will gather the assessment results of all the key course assessments with a view toward program improvement in terms of instructional delivery, quality of courses, and MA advising.

(SEE APPENDIX A: Examples of Key Course Assessments/Rubrics)

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

During academic year 2011-2012 the EDLP department was part of a major program re-organization effort involving a college-wide paradigm shift with regard program delivery and organization. Specifically, during this period the EDLP program engaged in a year-long process of dialogue and planning in collaboration with other departments with a view toward streamlining and consolidating all the departments in the College of Education under three primary branches: 1) Undergraduate Studies in Education, 2) Teaching Credentials Department, and 3) Graduate and Professional Studies in Education effective, all effective in fall 2013.

Presently, the EDLP department chair position no longer exists and the program as a whole is now housed in Graduate and Professional Studies Department under the leadership of Department Chair Dr. Susan Heredia. This clearly has had implications for both faculty and students. Given that this new direction is still in its first year of implementation, a number of challenges have surfaced that are being addressed through the various standing committees. These include:

- Faculty retention and tenure,
- Sharing of common staff responsibilities/duties across departments,
- Training of support staff,
- Timely and accurate response for student/faculty questions and concerns,
- Logistical coordination across programs for classrooms and events.

Conversely, the new organization appears to leading to:

- Better networking and richer collaboration among colleagues from different and diverse education fields,
- More centralized, one-stop student services for all College of Education students,
- A more focused and systematic effort with regard to student/candidate assessment and data gathering.

It should be noted that these recent organizational changes have not had a negative impact on our course offerings nor caused the program to deviate from adherence to the stated CTC Standards or program learning goals. Still, we do feel it is vitally important to survey students in the coming semesters regarding concerns, questions, and suggestions for improving our program.

Moreover, the new organization has led to a closer working relationship with and support from the Associated Dean's office in the areas of common student/candidate assessment practices and

development of Key Course Assessments. Admittedly, the need for a College-wide Student Assessment Data system as stipulated in the most recent CTC Accreditation review is being currently addressed and is clearly still in the developmental stages. Indeed, the EDLP program's efforts at implementing a comprehensive candidate assessment data system is closely tied to the progress of and articulated with the College's assessment system. We are working closely with the Associated Dean's office to this end.

PROPOSED PROGRAM CHANGES FOR THE 2010-2011 ACADEMIC YEAR

Three primary areas of focus have been identified for program changes/improvement. They are:

- Modification of current course delivery model to one that now includes two evenings a week plus selected all-day Saturday sessions. In the past, students attended only one evening per week plus corresponding Saturdays. We will still have six week sessions for each course but within a tighter time frame. This was necessary given that the prior course start and end dates fell outside the traditional semester leading to concerns regarding liability, room availability, and part-time faculty salary issues.
- Implementation of ongoing collaborative stake-holder meetings with regional educational partners such as district and county offices of education. These meetings cover improved articulation for field study program candidates, relevant EDLP program offerings, and candidate recruitment.
- Conceptualization of ways to develop increased Distant/E-Learning opportunities utilizing a hybrid approach where possible. We are anticipating that one or two courses will serve as pilot(s) for the coming spring 2013.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

(Please see Appendix B: GRADUATE LEARNING GOALS/OBJECTIVES)

4. What method(s)/measure(s) have you used to collect the data?

The EDLP program collects data via a number of instruments:

- Quality of Master's Thesis/Project and adherence to established scholarly expectations for research/Human Subjects and APA formatting requirements,
- Key Course Assessments for all courses,
- Completion rates for MA Candidates,
- Student on-line survey,
- Formal meetings with stakeholder school districts emphasizing feedback and recommendations from the field regarding usefulness and effectiveness of MA experience.

5. What are the criteria and/or standards of performance for the program learning outcome?

(Please see Appendix B: GRADUATE LEARNING GOALS/OBJECTIVES)

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

a. In what areas are students doing well and achieving the expectations?

b. In what areas do students need improvement?

In collaboration with the College of Education and a result of recent college-wide accreditation review, we are currently in the process of compiling/aggregating data. We anticipate we will have a more comprehensive data base beginning in Spring 2013 with the full implementation of all our Key Course Assessments in Fall of 2012.

Moreover, in APPENDIX D: EDLP Masters Graduates, specific candidate data is outlined.

I. Analysis of Candidate Assessment Data

In reviewing the number of 'completers' for all program options outlined above and analyzing available data, for example the EDLP Candidate Survey (Spring 2013 (See Appendix C), we can focus on the strengths and areas for improvement.

Strengths:

- a. Candidate performance: An overwhelming majority of the MS candidates for both options demonstrate that they meet the program's expectations with regard to developing a comprehensive and quality product for their culminating experience. An ongoing review and improvement quality review process specific to thesis/projects under the leadership and guidance of a designated EDLP graduate coordinator.
- b. Based on feedback from our regional stakeholders such as school district employers and professional organizations, it appears that the program's objectives emphasizing quality research with implications for education practice are being met.

Areas for improvement:

- a. Candidate performance: To strengthen the assessment system, the EDLP faculty realize the need to develop processes and instruments that allow for ongoing assessment data collection. Toward that end, the faculty has finalized a series of key course assignments and associated assessment tools (e.g., rubrics) which will help guide their evaluation of each candidate. This should be valuable in helping to generate formative and summative data needed to discern the specific strengths and weaknesses of each candidate. As noted above, these assessments are scheduled to be implemented in Fall 2013.

- b. Program effectiveness: The implementation of a candidate portfolio with faculty review each semester will improve the program's effectiveness by providing formative data on a regular basis. The establishment of key assessments across common courses will establish the efficacy of the program to deliver Masters level learning outcomes. We expect this new system to be operational by Spring 2014.
- c. MASTERS time to completion: Although the majority of candidates are able to complete their thesis/project in a timely manner, there are some who do not within the same year that they are taking EDLP 500AB combination. In the last few years we have had a growing number of returning students who were not able to complete their Masters within the seven (7) year window. Subsequently, they are required to retake/challenge or apply for currency in expired courses in order to finally complete their Masters.

Additional Data Sources (SEE APPENDIX C: EDLP Candidate Survey – Spring 2013)

In the spring 2013 semester, the program administered an EDLP Candidate Student Survey which provided a number of insights and avenues for program improvement. For example, based on preliminary review of the results, it does appear that a significant number of candidates see a need for more emphasis on School Management and related tasks. Clearly, this will be an area of focus in the coming semesters. Still, we are in the initial steps of distilling all the data results and will make program improvements and modifications once a clearer assessment is made of all the survey results.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

a. If so, what changes do you anticipate? How do you plan to implement those changes?

b. How do you know if these changes will achieve the desired results?

This past academic year the EDLP Program made significant improvements to how we will assess our program candidates and what instruments we will use. As noted earlier, we have completed the development of Key Course Assessments/Rubrics and will be generating candidate performance data relative these assessments beginning in fall 2012. T

Two other sources of data will be included in each candidate's portfolio: (1) pre- and post-program assessment of candidate competencies and (2) candidate reflections for each course. This information will supplement the data generated by performance data to help promote both candidate and program improvement.

Given these ongoing improvement efforts, the ELDP faculty will be implementing monthly planning and collaboration meetings. We are very optimistic given the commitment of all faculty to move forward as evidenced by the completion of Key Course assessments for all Masters level courses.

8. Which program learning outcome(s) do you plan to assess next year? How?

We are planning to assess all program learning outcomes noted Appendix B: GRADUATE LEARNING GOALS/OBJECTIVES. As previously noted, the program learning outcomes for 2013-2014 will be assessed utilizing various measures. A key challenge will be how quickly the College will be able to develop and implement a broader assessment and data gathering system that can be articulated with the EDLP's own assessment/data gathering efforts.

APPENDIX A: Examples of Key Course Assessments/Rubrics

EDLP 203 Key Assessment

EDLP 203 Key Assessment	Standards Assessed
<p>Each candidate will generate a two year plan for school improvement with a corresponding budget of \$375,000 annually (\$750,000 total). The plan must not exceed 15 pages and must include the following components: (a) Review and analysis of school’s instructional program including identification of problem based on student achievement data, (b) Proposed plan and activities for school improvement with at least two major objectives, (c) Corresponding budget narrative detailing program costs, (d) Personnel details, and (e) Evaluation and monitoring plan.</p>	<p>Standard 10c. Know how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.</p> <p>Standard 12d. Demonstrate the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.</p> <p>Standard 15b. Be able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory, and fiscal requirements.</p> <p>Standard 15e. Know how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.</p>

Scoring Rubric for EDLP 203 Key Assessment

Plan Element	Maximum Points	Weak Response	Acceptable Response	Exemplary Response
Review and analysis of school’s instructional program including achievement data	10	Presentation lacks clarity or supporting data to draw conclusions regarding school’s needs (0-5 points)	Explanation of school’s program is understood but lacks appropriate details or data to support needs (6-7 points)	Succinct explanation of school’s program with clear and concise identification of needs of school with supporting data (8-10 points)
Proposed plan and activities for school improvement with at least two major objectives	15	Plan lacks focus and details regarding either proposed activities or objectives are not applicable; alignment between activities and objectives is weak. (0-9 points)	Plan describes proposed activities related to at least two objectives; activities are reasonable and have potential to improve school. (10-12 points)	Plan’s proposed activities are detailed, well-conceived, and clearly aligned with stated objectives; activities have solid potential to improve school. (13-15 points)
Corresponding budget narrative detailing program costs	5	Excel spreadsheet is either lacking or reflects limited details and calculation errors.	Excel spreadsheet provides major details of proposed budget; calculations are	Excel spreadsheet is included with well-organized, clear, and accurate details of

		(0-3 points)	accurate. (4 points)	proposed budget. (5 points)
Description of project personnel and work responsibilities	5	Limited and/or vague description of personnel and specific responsibilities. (0-3 points)	Project personnel are described and correspond to proposed budget; adequate details regarding major responsibilities given. (4 points)	All project personnel are clearly identified by position, major responsibilities, and time base. (5 points)
Evaluation and monitoring plan	5	Proposal lacks plan or specificity in plan regarding monitoring and evaluation procedures. (0-3 points)	Proposal describes general plan for monitoring and evaluation. (4 points)	Proposal includes clear and appropriate plan to monitor and evaluate project with corresponding timeline. (5 points)
TOTAL	40	(0-27 points)	(28-35 points)	(36-40 points)

Key Assessment for EDLP 204 Categorical Programs Module

EDLP 204B Key Assessment	Standards Assessed
Students will review the Single Plan for Student Achievement for a school and develop a written critique (no more than 5 pages) of the plan. Critiques are to comment on the plan's development, involvement of the School Site Council, understanding by the faculty, and corresponding budget.	<p>10c. Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.</p> <p>11g. Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility that reflects a democratic society.</p> <p>11i. Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.</p> <p>13a. Each candidate is able to incorporate information about family and community expectations into school decision making and activities.</p> <p>15b. Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements to ensure a democratic education for all students.</p> <p>15c. Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.</p>

Scoring Rubric for EDLP 204B Categorical Programs Key Assessment

Plan Element	Max Points	Weak Response	Adequate Response	Exemplary Response
Critical review of plan’s development including the involvement of all stakeholders and use of student data.	7	Little or no characterization of how the plan was developed nor the involvement of stakeholders; insufficient discussion on use of student data that demonstrates an effective annual review. (0-3 points)	Critique characterizes the involvement of the SCC and other stakeholders and clearly judges the plan’s use of data in its review. (4-5 points)	Critique thoroughly characterizes the involvement of the SCC and others and clearly explains how well the plan utilizes student achievement data in its review. (6-7 points)
Determination of plan’s effectiveness, particularly use of meaningful strategies to improve achievement	10	Critique fails to describe and discuss the potential effectiveness of the overall plan; inadequate discussion of key strategies is evident that precludes making a determination of plan’s full potential. (0-5 points)	Critique describes and discusses the potential effectiveness of the overall plan with specific reference to key strategies to improve student achievement. (6-8 points)	Critique thoroughly describes and discusses clearly the potential effectiveness of the overall plan; key strategies are analyzed in terms of research-based methods and evaluated as to soundness of application. (9-10 points)
Determination of cost effectiveness and legal use of categorical funds in the plan	5	Critique fails to evaluate neither the plan’s budget nor references plan’s compliance with categorical program rules. (0-2 points)	Critique judges plan’s budget in terms of cost effectiveness and compliance with categorical program rules. (3-4 points)	Critique presents a clear and comprehensive evaluation of the plan’s budget including appropriateness of costs and compliance with categorical program rules. (5 points)
Constructive feedback that would strengthen plan	3	Little or no suggestions for improving the plan provided. (0-1 point)	Critique offers some suggestions that would improve the plan. (2 points)	Critique provides meaningful and constructive feedback that clearly improves the plan. (3 points)
	25	0-14 points	15 -22 points	23-25 points

Scoring Rubric for EDLP 201 (Foundations of Educational Admin.)

Major Project: The Sonoma Case/Migrant Children in California

Plan Element	Maximum Points	Weak Response	Adequate Response	Exemplary Response
Review and analysis of potential issues (Required Fields: <i>legal, instructional, administrative, public relations, and human impact</i>) that the Sonoma Case raises.	8	Lacks depth of research and clarity. Limited discussion with regard to potential issues arising from the case study. (0-4 points)	Outlines at least one issue for the given fields and includes an adequate discussion of each. Depth of discussion is still limited. (5-6 points)	Goes beyond fields identified with exemplary analysis and discussion for each. Succinct explanation of how and when specific issue could arise. (7-8 points)
Interest Groups and Related Political Agendas pertaining to the Sonoma Case	12	Limited interest groups/agendas identified (Less than four). Little analysis regarding their impact on the decision-making process for school administrators. (0-6 points)	At least 5 interest groups identified and their respective agendas discussed. (7-9 points)	Six or more potential interest groups identified and their political agendas discussed in detail. Impact on the administrative decision-making process succinctly discussed and analyzed. (10-12 points)
Impact on a Human Level of the Sonoma Case	5	Little or no discussion on how the Sonoma Case impacts both the Plaintiff and migrant children in California. (0-3 points)	Discussion evident but lacks depth. Demonstrates limited awareness of how school policy can impact children from linguistically diverse backgrounds. (4 points)	Clearly and succinctly identifies potential policy effects of the case on the child beyond academics. Anticipates and discusses negative impact on migrant families. (5 points)
Legal Resources/Assistance	5	Identification/discussion of potential resources/assistance that school administration could consult relating to resolution of the case is very limited and/or vague. (0-3 points)	At least four sources of assistance are outlined and a brief discussion accompanies each. (4 points)	Five or more sources of assistance are outlined and a clear discussion is included of how each can function as a resource for school administration in addressing the case. (5 points)
Implications of the Sonoma Case on School Policy	5	Little or no discussion included in analysis/discussion pertaining to potential impact of Sonoma case on school policy. (0-3 points)	Brief discussion is included with short-term effects identified. (4 points)	Clear and well-articulated analysis /discussion are evident. Both short and long-term effects are identified and

		points)		discussed in depth. (5 points)
TOTAL	35	(0-19 points)	(28-27 points)	(32-35 points)

Scoring Rubric for EDLP 202 (Legal Basis of Education) Major Project: Selected Legal Case Study Analysis and Presentation

Plan Element	Maximum Points	Weak Response	Adequate Response	Exemplary Response
Research Skills and Strategy Relating to Assigned Legal Case.	8	No or Little effort pertaining to research skill development as evidenced by limited written case analysis and depth of knowledge articulated during class presentation. (0-4 points)	Student is able to outline legal case and satisfactorily respond to questions from peers/professor (5-6 points)	Strong court case knowledge evident, both in written analysis and during presentation. Student is able to articulate her/his research strategy and clearly identify legal issues involved. (7-8 points)
Key Terms/Concepts Associated with Navigating the Legal System and Researching School Cases(ie. Plaintiffs/Petitioners, Respondents, Court Holding, Case/Common Law, etc).	12	Limited awareness of key legal terms and concepts. Participation in class discussions is limited or non-existent. (0-6 points)	Can identify and discuss on a limited basis key terms and concepts both individually and in class discussions. (7-9 points)	Clearly demonstrates grasp of legal terms and concepts and is able to actively engage in class discussion. Is able to formulate and critically analyze case points from varied perspectives.(10-12 points)
Procedural History and Facts of a School-Related, Landmark Legal Decisions	5	Can only provide vague descriptions of Educational Landmark Court Cases (facts and procedural history) and unable to articulate clear implications of legal decisions.	Can provide a general overview of landmark court cases but only demonstrates a limited understanding of implications for selected court cases.(4 points)	Clearly and succinctly can identify, articulate and present coherent analysis of key court cases. Commands strong knowledge base of facts and procedural history of selected landmark cases. Is able to identify implications of assigned court cases. (5 points)
Communication and Presentation Skills of Selected Court Cases.	5	Limited communication skill set and unable to successfully present an oral case overview to class. Little to no participation in class	Is able to participate as a co-presenter in a limited role. Limited participation in whole class discussions. (4 points)	Has a clear grasp of key presentation skills and can effectively communicate as determined via a peer/professor

		discussion. (0-3 points)		evaluation/feedback form. Can lead class discussions and model for peers. (5 points)
TOTAL	35	(0-19 points)	(28-27 points)	(32-35 points)

EDLP 250 - Research Proposal

During this course, you will develop a plan to carry out a particular research project. Whether or not you actually implement the plan is secondary to the planning aspect.

You will draw from your knowledge of the literature and the material covered in class with regard to organizing research, identifying a sample, collecting and analyzing data and interpreting the findings. You will be *required* to use, at the very least, a survey method in your research. You may identify other data collection methods, and plan to use them as well. However, you will be required to develop and field test a questionnaire as part of your planned research.

In class, we will walk through a research plan and discuss how you might apply it. We will discuss the decisions researchers make to plan their studies, and then you will make the same decisions to develop your proposal. As was indicated previously, all research begins with a thorough knowledge of the research literature. Therefore, your proposal must begin with your review of the research literature.

As your plan develops, you will be faced with decisions about subjects, data collection methods, and interpretations. You will have to make decisions about protecting your subjects and ensuring the integrity of the study. You will find examples in the research literature of how other researchers have addressed similar issues.

After we review the research plan and walk through the process you will be required to develop your own proposal. It will likely happen in stages. Therefore, the following timeline will apply:

Activity/**Assignment** (activities in bold must be submitted by the Date due)

Tentative Date due

-
- **Literature review outline**

1/27

- **First draft of the literature review** **2/3**
- Review the research plan elements 2/5
- Draft data collection instrument (survey, questionnaire) 2/10
- Field test data collection instrument 2/17
- Determine research plan elements 2/5
- First draft of narrative research plan 2/17
- **Final draft of literature review & research plan** (*submit as a single document*) **2/28**

Each activity will be discussed and described on the first day of the course. All assignments are to be submitted through the assignment dropbox on SacCT no later than the dates identified above.

The final paper to be submitted must include both the narrative description of the planned research, and the literature review. Your final paper is expected to be at least 15 pages, and no more than 30. You are expected to apply APA style (6th edition) to your writing. The following format should be applied:

INTRODUCTION

Provide a brief overview of the literature that you have reviewed regarding this topic/issue. You will discuss the literature in greater depth in the Mini-Literature Review assignment.

STATEMENT OF THE PROBLEM (*Online Thesis/Project Guide, p. 8*)

The statement of the problem is actually a definition of what the investigator proposes to do. As such it clarifies, outlines, limits, and brings specific focus to the problem under investigation. The problem statement performs two main functions:

- a. to give specific direction to the study and
- b. to unify all of the efforts undertaken during the conduct of the study.

OR

PURPOSE OF THE PROJECT (*Online Thesis/Project Guide, p. 9*)

State the problem or issue or concern that is to be addressed by the project.

You will not need both a Statement of the Problem and a Purpose of the Project!!

DEFINITION OF TERMS (*Online Thesis/Project Guide, p. 10*)

Identify and define concepts, words and phrases that have unusual or restricted meaning.

IMPORTANCE OF THE STUDY/SIGNIFICANCE OF THE PROJECT (*Online Thesis/Project Guide, p. 11*)

Rethinking the leadership standards in the EDLP Program can help you answer these questions.

Preparation of this section on problem/project significance includes discussion of the following areas:

- Why have I selected this problem/project?
- Why is there a need for this study/project?
- Will it revise, extend or create new knowledge in the field of educational leadership?
- Will the research contribute to the field of education administration internationally, nationally, in California, in Sacramento, in my school district, college, university or agency?
- What theoretical and/or practical application(s) does my study or project have?
- How will educational leaders change or improve their professional practices?

Again, you will not need both the Importance of the Study and the Significance of the Project!

PROPOSED METHODOLOGY (*Online Thesis/Project Guide, p. 12*)

Describe in narrative form:

- The setting in which the study or project is to be conducted requires specific description of the school or district demographics.
- The population to which the study or project applies;
- The sample of the population from which data will be collected and how it will be selected (how many, selection procedures);
- What data will be collected (test scores, narrative interview data, etc.);

- Precisely what steps will be taken to carry out the study.

REVIEW OF THE RELATED LITERATURE

- *Introduction*
What is the topic of your review? This is to serve as the Introduction to the entire Literature Review, as if you were going to write a thorough Review of the Literature. What is the research question you are interested in exploring? What subtopics, or related issues, will the review cover? You must indicate at least three (3) subtopics your review will explore, and briefly say why.

- *Subtopics (Use the actual subtopic as the heading)*
Discuss the three subtopics you chose to organize your review of the literature. This will be discussed and described in class.

- *Summary*
Summarize what the research has told you, and present the rationale for your area of study, based on the literature.

- *Bibliography*
Any articles that you discuss, refer to, or quote from, must appear in the bibliography, following APA format.

APPENDIX B: GRADUATE LEARNING GOALS/OBJECTIVES

GRADUATE LEARNING GOALS/OBJECTIVES

Goal/Objective

To articulate and apply theories and practices of leadership in educational settings

Outcome (Assessment Components)

Students can:

- Describe four (4) theories of leadership
- Identify leadership behaviors associated with each of four (4) theories of leadership
- Explain the differences among four (4) leadership theories

To integrate leadership behaviors with management and supervisory practices

Students can:

- Explain the difference between leadership and management
- Identify leadership behaviors that enhance management effectiveness
- Identify supervisory practices that support effective organizational leadership

To competently apply leadership skills to complex education organizations

Students can:

- Identify five (5) significant leadership skills
- Describe how each of the five (5) significant leadership skills affects education organizations
- Demonstrate the application of three (3) leadership skills to education organizations and/or sub-units

To master leadership competencies required to meet state standards for educational leadership/administration

Students can:

- Describe the vision that “all students can learn”
- Identify required elements of education organizations that serve all members of their communities effectively
- Describe management practices that ensure proper use of educational resources
- Identify the process for curriculum assessment and revision in response to changing standards
- Describe the process and elements necessary to assess student learning
- Describe seminal legal precedents that have influenced current educational delivery

regarding special education and school diversity
 Explain the use of data to make educational decisions

To apply theories of ethics to leadership decision making

Students can:

- Identify ethical issues in decisions to be made and/or organizational problems to be resolved
- Describe theories of ethics and their application to leadership

To develop knowledge, understanding and skills needed to utilize research in education, becoming familiar and competent with the use of available research literature, the tools to access it, and its application to current educational issues, practices, and delivery systems

Students can:

- Identify theoretical frameworks discussed in research literature
- Discuss, interpret and report research findings relevant to particular problems/issues in education
- Identify, and explain the findings of, leading theorists in education

To develop and utilize the skills of research in education to develop and evaluate educational programs and initiatives

Students can:

- Describe the process of empirical research in education
- Develop a plan to study a specific issue or problem in education
- Utilize the findings from their research to plan or improve a program or initiative in education

To appropriately and effectively address, improve, and maximize educational opportunity and achievement for diverse learners

Students can:

- Identify ways to assess the learning needs of diverse student populations
- Explain the impact of diversity in education on diversity in the community and in the workforce
- Describe strategies to recruit and retain under-represented students and their families in their educational aspirations
- Define cultural competency in an education organization

To plan and lead change in education organizations

Students can:

- Describe the change process
- Identify skills needed to effectively manage educational and organizational change
- Evaluate change process

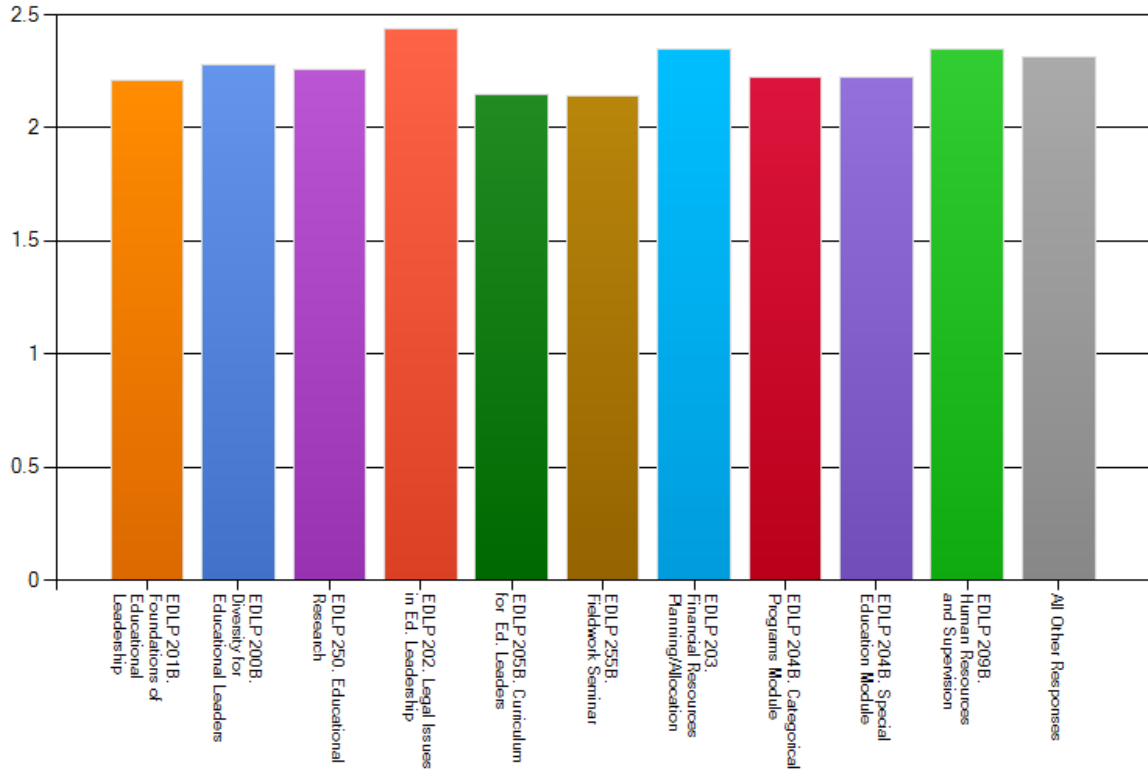
APPENDIX C: EDLP Candidate Survey (Spring 2013)

Not valuable (1)

Valuable (2)

Very valuable (3)

Please indicate the value of each of the following courses with regard to the Administrative/Leadership standards addressed.

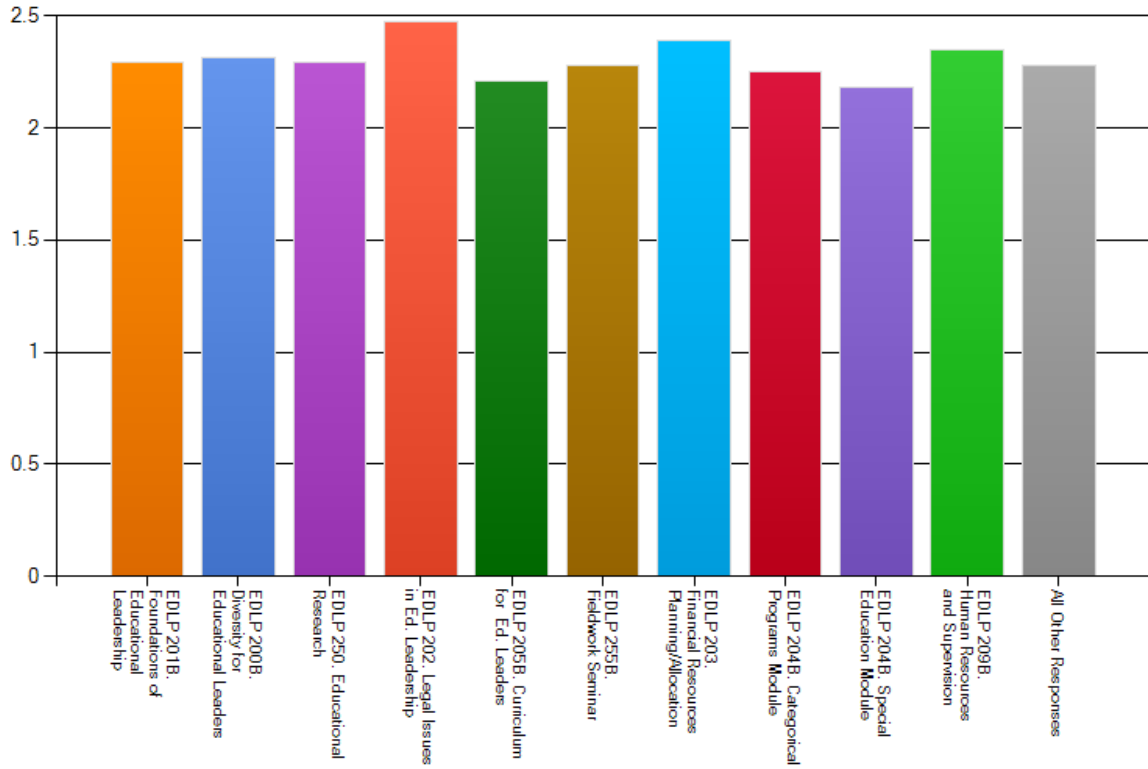


Not relevant (1)

Relevant (2)

Very relevant (3)

Please indicate how well each of the following program courses met your expectations regarding content.



APPENDIX D: EDLP ADMISSION AND COMPLETION

Admission and Completion rates for 2010-2013

Fall 2010				Admitted	Spring/summer 2012 completions
	162	applied	Credential	18	
	114	Matric	MA	63	26
Rate	0.70		Higher Ed	33	17
Spring 11				Admitted	Fall 2012 completions
	27	applied	Credential	7	
	20	Matric	MA	12	10
Rate	0.74		Higher Ed	1	0
Fall 11				Admitted	
	91	applied	Credential	7	
	64	Matric	MA	57	
Rate	0.70		Higher Ed	27	
Spring 12				Admitted	
	41	applied	Credential	2	
	27	Matric	MA	10	
Rate	0.66		Higher Ed	15	
Fall 12				Admitted	
	97	applied	Credential	4	
	59	Matric	MA	35	
Rate	0.61		Higher Ed	20	