Assurance of Student Learning 2018-2019	
College of Education and Behavioral Science	Educational Administration, Leadership, and Research
Educational Leadership Doctoral Program **#0010**	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.			
Student Learning Outcome 1: Demonstrates behaviors of a visionary leader by developing, articulating, and implementing a vision focused on improved student learning and achievement (or client success) that is shared and communicated by a group or organization			
Instrument 1	Discussion Boards		
Instrument 2	Group presentations		
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		**Met**	**Not Met**
Student Learning Outcome 2: Designs and defends resource allocation plans and decisions to maximize system performance as aligned with vision and improvement plans			
Instrument 1	Literature review		
Instrument 2	Case study assignments		
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	**Not Met**
Student Learning Outcome 3: Demonstrates effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization			
Instrument 1	Class discussion boards and discussion board assignments		
Instrument 2	Case presentations		
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	**Not Met**
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
Program improvement for student success in presentations especially group presentations need to be examined. Students need to be able to effectively communicate. Fall 2019, ensure more courses incorporate ways to measure student outcomes as it relates to group presentations and case analysis presentations. Courses should meet rigorous quality measures for in-class presentations. Spring 2020, from the courses (EDLD 730, 720, 710, 702), instructors need rubrics to serve as a criteria to examine the rigor of reflection papers.			

Student Learning Outcome 1			
Student Learning Outcome	Demonstrates behaviors of a visionary leader by developing, articulating, and implementing a vision focused on improved student learning and achievement (or client success) that is shared and communicated by a group or organization		
Measurement Instrument 1	Discussion Boards—Taken together, the courses (EDLD 730, 720) were used to examine this PLO. Student discussions were used as a method to measure how students articulate and demonstrate their understanding of being a visionary leader.		
Criteria for Student Success	Demonstrate an understanding of the key assumptions, strengths, and limitations of each of the leadership approaches presented; Apply leadership concepts and behaviors to other ideas, people, case studies and real-life situations, specifically related to equity and school improvement in K-12 settings; Describe how goals and environmental context interacts with leadership and its potential implications for one's own preferred leadership style and that of others; Apply principles of group processes and team dynamics to facilitate effective group interaction to accomplish organizational objectives.		
Program Success Target for this Measurement	100%	**Percent of Program Achieving Target**	95% (Aggregate of EDLD 730 and 720)
Methods	Student outcomes from EDLD 730 and 720 were used to assist in the examination of this PLO. Discussion boards were used by students. Among the criteria used here was to examine the extent students described and discussed leadership achieved through building trust and relationships. Students were also required to solve problems with and through others. Students read cases and leadership articles. *Excellent* postings – "A" grade level: All parts of the prompts are addressed. *Satisfactory* postings – "B" grade level: The points of the prompts are addressed with only some detail. *Needs Some Work* postings – "C" grade level: Participation in the discussion is minimal. *Unacceptable* – "F" grade level: No postings are made or too few		
Measurement Instrument 2	Group presentations-- Students communicated ideas in context and lead groups.		
Criteria for Student Success	Apply theories of employee motivation to appropriately direct follower efforts within the organization; Demonstrate continuing improvement of analytical and critical thinking skills as well as the ability to communicate ideas effectively; Describe how goals and environmental context interacts with leadership and its potential implications for one's own preferred leadership style and that of others.		
Program Success Target for this Measurement	100%	**Percent of Program Achieving Target**	**95% (average of two courses-EDLD 720, 710)**
Methods	A sample of students (*n*=21) were used to assist in the examination of this PLO. *Excellent* postings – "A" grade level. All parts of the prompts are addressed. *Satisfactory* postings – "B" grade level. The points of the prompts are addressed with only some detail. *Needs Some Work* postings – "C" grade level. Participation in the discussion is minimal. *Unacceptable* – "F" grade level. No postings are made or too few		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<mark>Met</mark>	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

The overall approach for the program requires more specific ways to ensure that more of the courses in the program address this PLO. Some of the driving actions need to be informed by the answers to questions that include a) Are student learning outcomes (SLOs) at the course level aligned to the University mission? b) What artifacts will be preserved and will provide the most accurate data to assess SLOs? c) Are the learning outcomes measurable and what are the specific rubrics that measure SLOs?

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Program improvement for student success in presentations especially group presentations need to be examined. Students need to be able to effectively communicate. Fall 2019, ensure more courses incorporate ways to measure student outcomes as it relates to group presentations and case analysis presentations. Courses should meet rigorous quality measures for in-class presentations. Spring 2020, from the courses (EDLD 730, 720, 710, 702), instructors need rubrics to serve as a criteria to examine the rigor of reflection papers.

Student Learning Outcome 2			
Student Learning Outcome	Designs and defends resource allocation plans and decisions to maximize system performance as aligned with vision and improvement plans		
Measurement Instrument 1	Literature review-- Taken together, the courses (EDLD 730, 720, 710, 702), were used to examine the use of literature reviews		
Criteria for Student Success	Apply principles of and strategies for decision making and problem solving to lead followers to decisions that have both quality and acceptance; Apply theories of employee motivation to appropriately direct follower efforts within the organization; Describe research related to effective educational leadership with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture; Demonstrate continuing improvement of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement.		
Program Success Target for this Measurement	100%	**Percent of Program Achieving Target**	**95% (average of two courses-EDLD 720, 730)**
Methods	Students in EDLD 720 and 730 were used to assist in the examination of this PLO.		
Measurement Instrument 2	Case study assignments		
Criteria for Student Success	Demonstrate the application of this content knowledge in a hands-on project that leads a group through a problem-solving activity; Read and interpret a variety of journal articles		
Program Success Target for this Measurement	100%	**Percent of Program Achieving Target**	**95% (average of two courses-EDLD 720, 730)**
Methods	Students in EDLD 730 were used to assist in the examination of this PLO. Multiple quizzes and quiz scores used.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		==Met==	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

The overall approach for the program requires more specific ways to ensure that more of the courses in the program address this PLO. Some of the driving actions need to be informed by the answers to questions that include a) Are student learning outcomes (SLOs) at the course level aligned to the University mission? b) What artifacts will be preserved and will provide the most accurate data to assess SLOs? c) Are the learning outcomes measurable and what are the specific rubrics that measure SLOs?

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Resource allocation is an important aspect of leadership skills. Program improvement for student success as it relates to designing and defending resource allocation plans to maximize system performance should extend to all courses especially EDLD 702, 710, 720, and 730. Fall 2019, more courses should include projects that address the challenges of resource allocation relating to problems and possible solutions. Spring 2020, a sampling of student projects from the courses (EDLD 730, 720, 710, 702), should be used along with rubrics to serve as a criteria to examine the rigor of how students use methods and strategies in their approaches to solving resource allocation issues.

Student Learning Outcome 3			
Student Learning Outcome	Demonstrates effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization		
Measurement Instrument 1	Class discussion boards and discussion board assignments		
Criteria for Student Success	Apply theories of employee motivation to appropriately direct follower efforts within the organization; Apply principles of group processes and team dynamics to facilitate effective group interaction to accomplish organizational objectives; Apply principles of and strategies for decision making and problem solving to lead followers to decisions that have both quality and acceptance.		
Program Success Target for this Measurement	100%	**Percent of Program Achieving Target**	100%
Methods	Students from EDLD 720 were used to assist in the examination of this PLO. Student discussions relating to democratic leadership (engaging others) and practice the principles of improvement of both climate and culture. . *Excellent* postings – "A" grade level: All parts of the prompts are addressed. *Satisfactory* postings – "B" grade level: The points of the prompts are addressed with only some detail. *Needs Some Work* postings – "C" grade level: Participation in the discussion is minimal. *Unacceptable* – "F" grade level: No postings are made or too few		
Measurement Instrument 2	Case presentations		
Criteria for Student Success	Describe leadership style and strengths and best opportunities for enhancing leadership capacity and leading for equity; Discuss theories of employee motivation to appropriately direct follower efforts within the organization; Explain historical and contemporary perspectives of leadership.		
Program Success Target for this Measurement	**100%**	**Percent of Program Achieving Target**	**95% (average of two courses-EDLD 720, 730)**
Methods	Students in EDLD 720 and 730 were used to assist in the examination of this PLO. Presentation of cases relating to the reading.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		==Met==	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Resource allocation is an important aspect of leadership skills. Program improvement for student success as it relates to designing and defending resource allocation plans to maximize system performance should extend to all courses especially EDLD 702, 710, 720, and 730. Fall 2019, more courses should include projects that address the challenges of resource allocation relating to problems and possible solutions. Spring 2020, a sampling of student projects from the courses (EDLD 730, 720, 710, 702), should be used along with rubrics to serve as a criteria to examine the rigor of how students use methods and strategies in their approaches to solving resource allocation issues.