

**Assurance of Student Learning
2019-2020**

College of Education and Behavioral Science

Educational Administration, Leadership, and Research

Educational Leadership Doctoral Program (10)

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 | Reflection Papers

Instrument 3 | Case presentations

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 | Case presentations

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 | Papers

Instrument 3 | Case presentations

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.)

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, 710, 702) used to examine this PLO included discussion boards as way 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	100%
Methods	A sample of students ($n=21$) were used to assist in the examination of this PLO. The discussion board was used by students. Among the criteria used here was to examine the extent students described and discussed leadership achieved through building trust and relationships. <i>Excellent</i> postings – “A” grade level: All parts of the prompts are addressed. <i>Satisfactory</i> postings – “B” grade level: The points of the prompts are addressed with only some detail. <i>Needs Some Work</i> postings – “C” grade level: Participation in the discussion is minimal. <i>Unacceptable</i> – “F” grade level: No postings are made or too few		
Measurement Instrument 2	Reflection Papers— Taken together, the core EDLD courses (EDLD 730, 720, 710, 702), required students to write a number of papers.		
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 in the context of K-12 school improvement; 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. Taken together, these courses required students to use Motivation theory because it undergirds translating vision into success through others regardless of context. Excellent Paper, A Grade Level. All directions were followed as indicated in the syllabus and all parts of the issues are fully addressed. Satisfactory Paper, B Grade Level. Directions were generally followed as indicated in the syllabus and all parts of the issues are adequately addressed. Need More Work, C Grade Level. Few directions were followed as indicated in the syllabus. Unacceptable Paper, F Grade Level. You do not turn in a paper at all or what is submitted falls far below what is offered above for a “grade-able” paper.		
Measurement Instrument 3	Case presentations		

Criteria for Student Success	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 your leadership style and strengths and best opportunities for enhancing leadership capacity and leading for equity; Demonstrate the application of this content knowledge in a hands-on project that leads a group through a problem-solving activity.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	A sample of students ($n=21$) were used to assist in the examination of this PLO. Taken together, these courses were used to advance the notions of mastery of leadership concepts and behaviors. Students worked with other students to solve problems with and through others. Students used case studies as a method of problem solving and decision making.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		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 additional courses, if not all 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 writing papers should continue with care to the use of reflection papers. Students need to be able to effectively communicate. Fall 2020, ensure more courses incorporate rigorous writing. Courses should include papers that meet rigorous academic quality papers. Spring 2021, a sampling of student papers from the courses (EDLD 730, 720, 710, 702), should be used along with 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, core 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, 710)
Methods	A sample of students ($n=21$) were used to assist in the examination of this PLO. Taken together, these courses required students to use Motivation theory because it undergirds translating vision into success through others regardless of context. Excellent Paper, A Grade Level. All directions were followed as indicated in the syllabus and all parts of the issues are fully addressed. Satisfactory Paper, B Grade Level. Directions were generally followed as indicated in the syllabus and all parts of the issues are adequately addressed. Need More Work, C Grade Level. Few directions were followed as indicated in the syllabus. Unacceptable Paper, F Grade Level You do not turn in a paper at all or what is submitted falls far below what is offered above for a "grade-able" paper.		
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; Describe research related to effective educational leadership with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	A sample of students ($n=21$) were used to assist in the examination of this PLO. Case studies were used as projects in the application of readings about leading with and through others. Part of the case study approach required students to recognize how resources affect solutions; students used cases to examine how resource allocation is given consideration for problem-solving.		
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 should extend beyond these four courses (EDLD 730, 720, 710). Fall 2020, more courses should include projects that address the challenges of resource allocation relating to problems and possible solutions. Spring 2021, 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	A sample of students ($n=21$) were used to assist in the examination of this PLO. A major theme is the analysis of democratic leadership and employee ownership of organizational improvement. Students discuss democratic leadership (engaging others) and practice the principles of improvement of both climate and culture. Students examine how employees share in solving an organization problems and become more engaged in influencing climate and culture.		
Measurement Instrument 2	Papers		
Criteria for Student Success	Describe your leadership style and strengths and best opportunities for enhancing leadership capacity and leading for equity; Synthesize learning into a coherent and practical philosophy of leadership that reflects both personal and professional codes of ethics in the context of equity; Apply theories of employee motivation to appropriately direct follower efforts within the organization; Explain historical and contemporary perspectives of leadership. Excellent Paper, A Grade Level All directions were followed as indicated in the syllabus and all parts of the issues are fully addressed. Satisfactory Paper, B Grade Level Directions were generally followed as indicated in the syllabus and all parts of the issues are adequately addressed. Need More Work, C Grade Level Few directions were followed as indicated in the syllabus. Unacceptable Paper, F Grade Level You do not turn in a paper at all or what is submitted falls far below what is offered above for a “grade-able” paper.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	A sample of students ($n=21$) were used to assist in the examination of this PLO. Major theme of course (hit regularly) is democratic leadership and employee ownership of organizational improvement – 100%		
Measurement Instrument 3	Case presentations		
Criteria for Student Success	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; 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	100%
Methods	A sample of students ($n=21$) were used to assist in the examination of this PLO. Students use "facilitator" approach to leadership that improves engagement of others. Students share in solving problems of organizations and analyze how engaging behaviors influence climate and culture.		
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.)			
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 the specific rubrics that measure SLOs are.			
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 effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization should extend beyond these four courses (EDLD 730, 720, 710, 702). Fall 2020, more courses should include projects that address the challenges of effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate. Spring 2021, a sampling of student projects and papers 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 organization culture and climate issues.			