**PROGRAM ASSESSMENT REPORTS**

**SCHOOL OF EDUCATION**

**GRADUATE PROGRAMS**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**Goals and Objectives:**

The specific goals and objectives of the Educational Leadership programs are instilled through the following principles:

1. Effective leaders develop and articulate reasonable personal and school goals;
2. Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.);
3. Effective leaders create nurturing and caring educational environments;
4. Effective leaders are knowledgeable about safe practices regarding ethical, legal, social, and political issues;
5. Effective leaders skillfully communicate with internal and external publics;
6. Effective leaders emphasize the importance of literacy, and
7. Effective leaders skillfully practice leadership theories in real world settings.

**Ed.S. Educational Leadership (Principal Licensure)**

**Mission: The Educational Leadership program will prepare leaders to be confident, caring, and reflective decision makers. This hybrid program will equip candidates to become change agents for positively impacting their students’ lives socially, emotionally, physically, and academically. This program is designed for seasoned educators with a strong background in best practice teaching and building positive learning environments, and who are advocates for all students (K-12).**

1. **Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the Ed.S. Educational Leadership has six singular, specific, and measureable SLOs.**
	1. **Scoring Guide for Case Scenario One –** As measured by the Case Scenario Scoring Guide, students will identify communication principles, use of implementation strategies, organization of the implementation program, and program rationales when reviewing an effective instructional program. The mean score will be a 3.0 or higher on a four-point Likert scale.
		1. Principles of communication and group processes (building consensus, motivating, and team building);
		2. Implementation and/or change strategies;
		3. Response to the question asked;
		4. Organized steps or actions; and
		5. Logical and reasonable rationales for answers.

Table 1. Case Scenario

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Communication | 3.63 | 3.78 | 4.00 |
| Implementation/Change | 3.61 | 3.94 | 4.00 |
| Response to question | 3.78 | 3.98 | 4.00 |
| Organized steps | 3.71 | 3.96 | 4.00 |
| Logical rationales | 3.73 | 3.98 | 4.00 |
| N= | 49 | 49 | 8 |

* 1. **Principal Leadership Project** – As measured by the PLP rubric, students will analyze leadership types using four dimensions of leadership styles. The mean score will be 3.0 or higher on a four-point Likert Scale.
		1. Dimension 1: Understanding self and others;
		2. Dimension 2: Understanding of complexity of organizational life;
		3. Dimension 3: Building bridges through relationships; and
		4. Dimension 4: Engaging in leadership best practices.

Table 2. Principal Leadership Project

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Dimension 1 | 3.88 | 3.86 | 4.00 |
| Dimension 2 | 3.86 | 3.85 | 4.00 |
| Dimension 3 | 3.92 | 3.89 | 4.00 |
| Dimension 4 | 3.94 | 3.91 | 4.00 |
| N= | 50 | 93 | 2 |

* 1. **Efforts to Raise Test Scores –** Students will analyze national models of effective learning interventions to raise student test scores. The mean will be 3.0 or higher on each indicator. The analysis will have seven indicators:
		1. The model’s efforts described;
		2. The model’s justification for those strategies implementations;
		3. The model’s application of the interventions;
		4. Models, theories, and conceptual frameworks;
		5. Data analyzed;
		6. Description of data collection and management; and
		7. Reflection.

Table 3. Efforts to Raise Test Scores

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Efforts | 4.00 | 4.00 | 3.90 |
| Justification | 4.00 | 4.00 | 3.86 |
| Application | 4.00 | 4.00 | 3.92 |
| Theories | 4.00 | 4.00 | 3.76 |
| Data | 3.63 | 4.00 | 3.56 |
| Data Collection | 3.75 | 4.00 | 3.90 |
| Reflection | 3.38 | 4.00 | 3.70 |
| N= | 8 | 9 | 50 |

* 1. **Human Resources Management–** Students will analyze strategies in recruitment, retention practices, diversity, and employment incentives from model districts. The mean will be 3.0 or higher on each indicator. The analysis will have three indicators:
		1. Summaries of recruitment, hiring, retention practices, diversity, recruitment incentives;
		2. Evaluations of recruitment, hiring, retention practices, diversity, recruitment incentives;
		3. Recommendations for improvement of Personnel Management Policy.

Table 4. Human Resources Management

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Summaries  | 3.00 | 4.00 | 4.00 |
| Evaluations | 3.00 | 3.80 | 3.86 |
| Recommendations | 3.00 | 4.00 | 3.86 |
| N= | 3 | 5 | 7 |

* 1. **Court Case Analysis–** Students will analyze and comprehend the impact of current court case law by presenting the fact summary, the summary of the judges’ decision, rationalization of the decision based on the judges’ discussion, and personal reflection. The mean will be 3.0 or higher on each indicator. The analysis will have five indicators:
		1. Correct Case Citation and References;
		2. Facts of Case – pro and con;
		3. Decision(s) rendered;
		4. Rationale/Implications for the district, school, and classroom;
		5. Personal Reflection.

Table 5. Court Case Analysis

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Case Citation | - | 4.00 | 4.00 |
| Facts of the Case | - | 4.00 | 4.00 |
| Decision | - | 4.00 | 4.00 |
| Rationale/Implications | - | 4.00 | 4.00 |
| Reflection | - | 4.00 | 4.00 |
| N= | 0 | 2 | 4 |

* 1. **Logic Model Project –** Students will analyze and comprehend the impact of a highly effective program model through the use of a logic model rubric. The mean will be 3.0 or higher on each indicator. The analysis will have ten indicators:
		1. Statement of the model’s rationale;
		2. Inputs into the model program;
		3. Description of the model’s process;
		4. Description and analysis of the model’s outcomes;
		5. Outline the participants’ relationships;
		6. Evaluate the presentation effectiveness;
		7. Evaluate the contributions made;
		8. Evaluate the timeliness of the model;
		9. Summarize the model’s performance;
		10. Describe the cooperative elements.

Table 6. Logic Model Project

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Statement of Rationale | 3.24 | 3.32 | 4.00 |
| Inputs | 3.93 | 3.12 | 4.00 |
| Process | 3.89 | 3.04 | 4.00 |
| Outcomes | 3.92 | 2.96 | 3.67 |
| Relationships | 3.86 | 3.17 | 4.00 |
| Presentation | 3.61 | 3.36 | 4.00 |
| Contribution | 3.83 | 3.43 | 3.67 |
| Timeliness | 3.32 | 3.08 | 3.67 |
| Performance | 3.82 | 3.17 | 4.00 |
| Cooperation | 3.86 | 3.32 | 4.00 |
| N = | 75 | 25 | 3 |

2. **What students learned as documented by learning measurements?**

The Ed.S. Educational Leadership program is a degree designed to advance leadership best practices for administrators working in a P-12 setting. As demonstrated by the SLO’s, educators learn to design and implement action plans based on research findings to improve school and community climate and culture, curriculum development, student achievement by reviewing data, and professional development.

3. **Documented evidence of what students learned and did not learn based on SLOs. What students learned?**

Ed.S.Educational Leadership student results reported high scores when analyzing program components, especially in demonstrating knowledge and application when completing the Logic Model (overall mean =3.93), developing the Four Dimensions of Leadership project (overall mean = 3.93), and developing a professional development plan (overall mean =3.93).

Based on data analysis, the SLOs that students scored the lowest on were designing an action plan based on current data analysis (overall mean=3.85).

4. **Evidence of continuing appropriate programmatic SLOs.**

Based on all measures of central tendency, none of the ten SLO’s has been revised according to student growth analysis in the courses.

5. **Evidence of programmatic revision or improvement for weak results on SLOs**.

Based on evidence of programmatic evaluation, revisions and improvements have been made in the following areas:

1. All SLOs have been updated to reflect the new Professional Standards for Educational Leaders.
2. New textbooks were added to EDL 607 and EDL 602 to include assignments that include the newest research available.
3. Assignments and course content for EDL 605 were developed to reflect the Mississippi New Teacher Assessment tool (MS Educator and Professional Growth System).
4. Video content presentations and weekly overviews were added to course presentations in Canvas.