**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. Higher Education Administration**

**Mission: The higher education administration program prepares students for positions in four-year, community and technical colleges, and universities. Students interested in careers as future higher education administrators receive a comprehensive program of study that explores academic, student, and administrative affairs. Courses offered in the program develop knowledge, skills, and dispositions necessary for success in higher education administration.**

**Goals and Objectives:**

The vision and values are instilled through the following principles:

1. Effective institutional leaders should demonstrate knowledge of higher education history and foundation;
2. Effective institutional leaders should understand legal and ethical issues related to higher education;
3. Effective institutional leaders should understand the role and importance of curriculum in students’ lives;
4. Effective institutional leaders analyze current trends in higher education and understand how it might impact their institutions, faculty, staff, and students;
5. Effective institutional leaders should understand finance and budgeting, and how to maintain financially solvent institutions;
6. Effective institutional leaders should understand the importance of the role of the two-year colleges in higher education.
7. **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. in Higher Education Administration has eight singular, specific, and measureable SLOs.**
8. **What students learned as documented by learning measurements.**
   1. Students will demonstrate knowledge of higher education foundations and principles through a study of higher education history and traditions.

(W.C.U. Goals 1, 4) (EDU Goals 1, 3, 4, 5, 7)

* 1. Students will describe and develop a curricular model for a higher education setting.

(WCU Goals 1, 2, 4) (EDU Goals 1, 2, 3, 4, 6)

* 1. Students will demonstrate knowledge of legal and ethical practices related to higher education. (WCU Goals 1, 2, 4) (EDU Goals 1, 2, 7)
  2. Students will understand and demonstrate knowledge of the role of community/junior colleges in higher education. (WCU Goals 1, 4) (EDU Goals 3, 4, 5)
  3. Students will demonstrate an understanding of higher education finance and budgeting.

(WCU Goals 1, 4, 6) (EDU Goals 1, 4, 5, 7)

* 1. Students will research continuing education programs and understand the role they have in colleges/universities and how they serve their communities.

(WCU Goals 1, 2, 3, 4, 5) (EDU Goals 1, 3, 4)

* 1. Students will distinguish, examine, and analyze current issues and trends in higher education.

(WCU Goals 1, 2, 3, 4, 5, 6) (EDU Goals 1, 2, 3, 4, 5, 6, 7)

* 1. Students will analyze and synthesize existing knowledge and then develop and original problem to research in higher education.

(EDU Goals 1, 2, 4, 5) (WCU Goals 1, 2, 3, 4, 5, 6, 7)

1. **Documented evidence of what students learned and did not learn based on SLOs.**

**What students learned?**

1. Research paper by 13 students meet APA standards according to grading rubric. (exceeded 90% goal)
2. A “web-based” description of a curricular program in higher education including a syllabus for at least one course in the program and course description of other courses. 16 students scored at least proficient according to class grading rubric. (exceeded 90% goal)
3. Written summary and analysis of a legal case related to higher education. 13 students scored at least proficient according to class grading rubric. (exceeded 90% goal)
4. Formal written paper and presentation on a community college including a detailed history of the institution. 14 students scored at least proficient according to class grading rubric. (exceeded 90% goal)
5. A written higher education budget analysis and a process for preparing a cut in such a budget. 13 students scored at least proficient according to class grading rubric. (exceeded 90% goal)
6. Formal written paper and class presentation on a continuing education program in higher education. 4 students scored at least proficient according to class grading rubric. (exceeded 90% goal)
7. Formal written and classroom oral discussion of five case studies on issues in higher education. 10 students scored at least proficient according to class grading rubric. (failed to meet 100% goal)
8. Prepare an APA compliant field research project and successfully defend it before a committee of higher education administration faculty. 14 students scored at least proficient according to the class rubric. (exceeded 90% goal)

**What students did not learn based on SLOs?**

All SLOs were exceeded.

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

Evidence supported that all but one SLO was met or exceeded. That level of compliance was a function of one student who did not submit the assignments. That SLO will be revisited.

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

Program faculty met before the beginning of each term to discuss the program goals and SLOs. If issues are noted, they are discussed and adjustments are made to the assignments accordingly. SLO “g” (above) will be reviewed next academic year to determine if it needs to be modified.

Evidence of revisions

No revisions to the program were made this year.