

2017-2018 Assessment Cycle EDUC_ Educational Leadership M Ed

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the college to be responsive to community, regional, and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the college strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

M.Ed. in Educational Leadership program mission/goals:

- Develop the knowledge and competencies of aspiring leaders to prepare them to provide optimal leadership for the education of all learners
- Develop leaders who are responsive, inquiring, reflective practitioners
- Develop leaders who are competent in data-based decision making and able to identify and implement effective research-based school improvement strategies
- Develop leaders who value, encourage, and facilitate professional development focused on student achievement
- Develop leaders who can create and maintain a school culture conducive to teaching and learning
- Develop ethical leaders who value, understand, and support diversity in education
- Develop leaders who can understand and act accordingly to legal issues in educational settings
- Develop leaders who can manage the organization, operations, and resources of the school

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)**Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)****Assessment List**

Goal/Objective	Organizing the Environment: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by managing the organization, organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. School and Community Relations: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. Ethics: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. Influencing the Larger Context: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.(Imported)							
Legends	SLO - Student Learning Outcome/Objective (academic units);							
Standards/Outcomes								
Assessment Measures								
	<table border="1"> <thead> <tr> <th data-bbox="326 1125 488 1220">Assessment Measure</th> <th data-bbox="488 1125 651 1220">Criterion</th> <th data-bbox="651 1125 1529 1220">Attachments</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1220 488 1978">Direct - Capstone Assignment</td> <td data-bbox="488 1220 651 1978">Standards Review Portfolio All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Standards Review Portfolio (also known as the Capstone Portfolio)</td> <td data-bbox="651 1220 1529 1978">ELCC_PVIII_Capstone_Artifact_Rubric_SPA12.docx</td> </tr> </tbody> </table>	Assessment Measure	Criterion	Attachments	Direct - Capstone Assignment	Standards Review Portfolio All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Standards Review Portfolio (also known as the Capstone Portfolio)	ELCC_PVIII_Capstone_Artifact_Rubric_SPA12.docx	
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	<p>which is designed to provide evidence of candidates' ability to demonstrate mastery of the Educational Leaders Constituent Consortium (ELCC) Standards and sub-parts through the experiences, projects, artifacts, internship log, and overall program requirements. This includes the successful defense of their portfolio during an oral hearing before a committee. This instrument is administered in EDLD 512: Capstone course and utilizes a 3-point Likert scale. One hundred percent (100%) of</p>	
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		<p>our candidates will attain an average score of 2.0 (Meets Expectations) or above on the Standards Review Portfolio.</p>	
	<p>Direct - Project</p>	<p>Six (6) Mandatory Internship Activities: All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Final Internship Evaluation (renamed the 6 Mandatory Internship Activities) which is designed to provide evidence of candidates' abilities in the areas of vision, school culture, planning, management, instructional leadership,</p>	<p>ELCC_PVIII_6_Mandatory_Internship_Activities_Reflection_Paper_Rubric_SPA12.docx</p>

	<p>and personal leadership. This instrument is administered in the EDLD 507: Internship Course and utilizes a 3-point Likert scale. One hundred percent (100%) of our candidates will attain an average score of 2.0 (Meets Expectations) or above on the 6 Mandatory Internship Activities.</p>
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

- 1) What strategies exist to assess the outcomes?

The faculty of the M.ED. program in Educational Leadership primarily focuses on the SLLA results to identify the various levels of success that our graduating students achieve on this national assessment of educational leadership knowledge and skills. The faculty also uses student scores achieved on the Standards Defense which is a culminating assessment where students orally present evidence that they have mastered ELCC professional knowledge and skills.

2) What does the program/department expect to achieve with the goals and objectives identified above?

Our primary goal is to make certain that our individual courses and overall program outcomes are in alignment with the ELCC Standards professional knowledge and skills for building level K-12 building leaders.

3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?

We have rewritten/revised EDLD 504 Using Research to Lead Change course to better reflect the learning outcomes of ELCC Standard 1.1 and expect that our candidates will be more capable and better informed consumers of research literature as it relates to the school improvement process and research based best practices.

4) What is the plan for using data to improve student learning and/or operations?

Our plan is ongoing. Faculty members collect and analyze assessment data from each of the courses they teach in our leadership program and make adjustments to course content and assessment projects.

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)

the data are shared on an as needed basis throughout the academic year and especially at the end of the Spring semester after many of our candidates have taken the SLLA.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Organizing the Environment: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by managing the organization, organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. School and Community Relations: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. Ethics: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. Influencing the Larger Context: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.(Imported)

Goal/Objective	Organizing the Environment: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by managing the organization, organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. School and Community Relations: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. Ethics: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. Influencing the Larger Context: Candidates will demonstrate the appropriate knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.(Imported)	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes		
Assessment Measures	Assessment Measure	Criterion
	Direct - Capstone	Standards Review Portfolio All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Standards Review

	<p>Assignment</p>	<p>Portfolio (also known as the Capstone Portfolio) which is designed to provide evidence of candidates' ability to demonstrate mastery of the Educational Leaders Constituent Consortium (ELCC) Standards and sub-parts through the experiences, projects, artifacts, internship log, and overall program requirements. This includes the successful defense of their portfolio during an oral hearing before a committee. This instrument is administered in EDLD 512: Capstone course and utilizes a 3-point Likert scale. One hundred percent (100%) of our candidates will attain an average score of 2.0 (Meets Expectations) or above on the Standards Review Portfolio.</p>			
	<p>Direct - Project</p>	<p>Six (6) Mandatory Internship Activities: All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Final Internship Evaluation (renamed the 6 Mandatory Internship Activities) which is designed to provide evidence of candidates' abilities in the areas of vision, school culture, planning, management, instructional leadership, and personal leadership. This instrument is administered in the EDLD 507: Internship Course and utilizes a 3-point Likert scale. One hundred percent (100%) of our candidates will attain an average score of 2.0 (Meets Expectations) or above on the 6 Mandatory Internship Activities.</p>			
<p>Assessment Findings</p>					
	<p>Assess ment Measure</p>	<p>Criterion</p>	<p>Summary</p>	<p>Attachments of the Assessments</p>	<p>Improvement Narratives</p>
<p>Direct - Capstone Assignment</p>	<p>Has the criterion Standards Review Portfolio All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Standards Review Portfolio (also known as the Capstone</p>	<p>TARGET: One hundred percent (100%) of our candidates will attain an average score of 2.0 (Meets Expectations) or above on the Standards Review Portfolio. STATUS: MET SEM: SU17=SP18 NOTES: 100% of the</p>		<p>ELCC_PVIII_Capstone_Artifact_SU17_to_SP18.xls.pdf</p>	<p>- Assessment Process: Continuous monitoring : All of the candidates in our M.Ed. program in educational leadership have performed at levels meeting or exceeding our requirements. As a result no areas of concern were identified.</p>

	<p>Portfolio) which is designed to provide evidence of candidates' ability to demonstrate mastery of the Educational Leaders Constituent Consortium (ELCC) Standards and sub-parts through the experiences, projects, artifacts, internship log, and overall program requirements. This includes the successful defense of their portfolio during an oral hearing before a committee. This instrument is administered in EDLD 512: Capstone course and</p>	<p>candidate s scored Meets Expectations or Exemplary on the ELCC PVIII Capstone Artifact</p>		<p>We will continue the current program and assessment while at the same time continue to monitor our candidates' progress and will make any changes we deem necessary.</p>
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		<p>utilizes a 3-point Likert scale. One hundred percent (100%) of our candidates will attain an average score of 2.0 (Meets Expectations) or above on the Standards Review Portfolio. been met yet? Met</p>			
	<p>Direct - Project</p>	<p>Has the criterion Six (6) Mandatory Internship Activities: All candidates enrolled in the Masters in Educational Leadership Program are assessed with the EDLD Portal 8: Final Internship Evaluation (renamed the 6 Mandatory</p>	<p>TARGET: One hundred percent (100%) of our candidates will attain an average score of 2.0 (Meets Expectations) or above on the 6 Mandatory Internship Activities. STATUS: MET SEM: SU17-SP18 NOTES: 100% of the candidate</p>	<p>PVIII_6_Mandatory_Intern_Act_Refl_Paper_SU17_to_SP18.xlsm.pdf</p>	<p>- Assessment Process: Continuous monitoring : Although all of the candidates in our M.Ed. program in educational leadership have performed at levels meeting or exceeding our requirements we have determined that it will be necessary to modify</p>

	<p>y Internship Activities) which is designed to provide evidence of candidate s' abilities in the areas of vision, school culture, planning, management, instructional leadership, and personal leadership. This instrument is administered in the EDLD 507: Internship Course and utilizes a 3-point Likert scale. One hundred percent (100%) of our candidate s will attain an average score of 2.0 (Meets Expectations) or above on the 6 Mandatory</p>	<p>s scored Meets Expectations or Exemplary on the PVIII 6 Mandatory Internship Activities Reflection Paper</p>		<p>some of the 6 mandatory internship activities to better reflect the changing responsibilities and challenges K-12 educational leaders face today. Once the changes are made during this academic year, we will of course continue to monitor our candidate s' progress.</p>
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		Internship Activities. been met yet? Met			
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

- Distributed via email
- Presented formally at staff / department / committee meetings
- Discussed informally (selected)
- Other (explain in text box below)

The College of Education now requires all divisions to review data/rubrics/assessments at least once per semester and to document the meeting on the MAST Form (Official Minutes and Action Steps Taken Documentation). The faculty members of the EDLD Masters in Educational Leadership program will begin this process in Fall 2018.

2) How frequently were assessment results shared?

- Frequently (>4 times per cycle)
- Periodically (2-4 times per cycle)
- Once per cycle (selected)
- Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

- Department Head
- Dean / Asst. or Assoc. Dean (selected)
- Departmental assessment committee
- Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Since our past results were very good, we saw little reason to make major changes to our courses. The faculty regularly make minor changes to adjust for additions to published research as well as for changes in Federal and State higher

education policies, and most importantly refining course content to better reflect ELCC standards.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Over the past several assessment cycles our scores have remained stable in the higher performance range and have made a few minor changes to our courses.

Attachments (optional)

Upload any documents which support the program / department assessment process.