Last revised 10/28/04

FEB 17 2005

Degree Program
Assessment of Student Learning Plan
Kansas State University

☐ Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: College of Education
Department: Department of Educational Leadership (Educational Administration program)
Date: October 26, 2004

B. Contact Person(s) for the Assessment Plans
Chair: David Thompson
Assessment Committee: Trudy Salsberry, Mary Devin, Teresa Miller

C. Degree Program
Ed.D. in Educational Administration

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)
The two outcomes selected for the first round of assessment plans (see full description in the attachment regarding Student Learning Outcomes) are:

Identified Content Area (Educational Administration and Leadership)
Our primary goal is to prepare educational leaders to acquire knowledge, establish beliefs, and develop skills in the following areas: Vision for Learning, Culture for Learning, Management for Learning, Community for Learning, Ethics for Learning, Context for Learning, and Internship for Learning. Specifically, the educational leader (student) will be able to promote the success of all students by:

Vision for Learning
• facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
Culture for Learning
• advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Management for Learning
• ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Community for Learning
• collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
Ethics for Learning
• acting with integrity, fairness, and in an ethical manner.

Context for Learning
• understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Internship for Learning
• synthesizing and applying knowledge, beliefs, and skills of educational leadership in real settings, planned and guided cooperatively by the institution and school district personnel.

Internship
The student will be able to interpret theoretically grounded and research based information, adapt to changing situations, make complex decisions, solve problems, and evaluate actions in a professional education setting.

Special rationale for selecting these learning outcomes (optional): The four outcomes outlined in the November 2003 document (see attachment regarding Student Learning Outcomes) were selected on the basis of their direct correspondence to each of the areas of study deemed appropriate for doctoral students earning an ED.D. in Education. The COE requires coursework for all ED. D. students in the areas of educational foundations, an identified content area, internship, and research. Furthermore, a sub-committee of COE graduate faculty recommended the use of the four outcomes and indicated each program would tailor the content area outcome to reflect the uniqueness of their program. The content area outcome (educational leadership) is guided by national standards of educational leadership preparation endorsed by several professional organizations, adopted by the National Council for Accreditation of Teacher Education (NCATE), and a majority of the U.S. state departments of education for their accreditation and licensing processes. These guiding standards are frequently referred to as the Interstate Leadership Licensure Consortium (ISLLC) standards.

Ed.D. in Educational

	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
Program SLOs	Knowledge	Skills	Attitudes and Professional Conduct	
2. Identified Content Area	x	x	x	
3. Internship	x	x	x	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?
All students admitted to the doctoral program in Educational Administration will be assessed on a regular basis (as described under question 3) for each of the outcomes. Preliminary exams and the dissertation defense will serve as direct measures (numbers of pass/fail) of the achievement of content area outcomes. An indirect measure, a self-assessment rubric containing the ISLLC standards, will also be used to document progress on the content area outcome (based on the student's perceptions of acquisition of knowledge, skills, and attitudes related to successful leadership.)

The internship outcome will use the site supervisor and university advisor assessment rubrics (again structured to reflect the ISLLC standards) as direct measures of student learning. The site supervisor will complete the rubric based on observations of performances in the field and the university advisor will score the rubric based on the internship supervisor evaluations, evidence provided by the student in an executive summary of the internship, an d the student self-assessment ratings. Students will also provide ratings on a similar rubric of their perceptions of acquisition of knowledge, skills, and attitudes related to ISLLC standards (indirect measure.)

(Sample rubrics and a description of the ISLLC standards have been attached.)

Student Learning Outcome	**Direct**	**Direct**	**Indirect**	**Student population**
Identified content area	Preliminary exams	Dissertation defense	Student Self-Assessment (with ratings upon entering the program, after completing the internship hours, and when completing the dissertation)	All students in the doctoral program
Internship	Supervisor evaluations (completed after conclusion of experiences with each supervisor and tabulated at the end of all 12 internship hours)	Advisor evaluation based on supervisor evaluations, executive summary prepared by the student at the conclusion of all 12 hours of internship, and the student self-assessment ratings	Student Self-Assessment (with ratings upon entering the program, after completing the internship hours, and when completing the dissertation)	All students in the doctoral program

3. **When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

Learning Outcomes	**2005**	**2006**	**2007**	**Results**
Identified content area	Program data collected each semester and compiled for the year	Program data collected each semester and compiled for the year	Program data collected each semester and compiled for the year	Yearly results reviewed each spring (at the conclusion of the calendar year) beginning Spring 06
Internship	Program data collected each semester and compiled for the year	Program data collected each semester and compiled for the year	Program data collected each semester and compiled for the year	Yearly results reviewed each spring (at the conclusion of the calendar year) beginning Spring 06

Data from each of the measures will be compiled yearly in an aggregated format (results for all students for that year) and reviewed at a regularly scheduled departmental meeting early each spring. All faculty members involved in the Educational Administration program will review the results and make recommendations for program revisions.

While the matrix above reflects the data collection, analysis, and program revision process for the two identified outcomes, the department is working toward adding all outcomes by 2007. Some rubrics are still being developed in late 2004 and refinement will be on-going the first year (2005) as baseline data are established. The format and process of using the rubrics (or any data collection process) will be shared with all department faculty in January 2005. There will also be some training of faculty (for inter-rater reliability) in the spring of 2005 (at regularly scheduled departmental meetings) and internship supervisors will be informed (trained) via the university faculty advisor for the student enrolled in the internship.

4. What is the unit's process for using assessment results to improve student learning? Revisions made following dept meetings

Results of the assessments will be examined with respect to trends in growth on each of the outcomes. Recommendations for changes based on those trends will be viewed from the perspective of curriculum (content and range of courses being taken) as well as delivery systems. Evidence of the use of assessment results may be found in the changes in course syllabi, course offerings, and minutes from departmental meetings.