Student Learning Summary Form AY2016-17   Due to your dean by August 28th
                                                     Due from dean to assessment office by September 1st

Degree Program Name: EDLR PhD K-12   **Contact Name and Email** Dr. Terry McDaniel (Director) terry.mcdaniel@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One

a. What learning outcomes did you assess this year? If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.	b. (1) What method(s)s did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What expectations did you establish for achievement of the outcome? Note: We are moving toward an expanded system in discussing book reviews and additional items. The transition is formative, so we have included data from our stand-by assessments in this report.	d. What were the actual results? *Data for Assessments were taken from the two course experiences that we have drawn from in the past – The Prelminary Exams and the Conceptual Model. We are hoping to move more toward the assessment ideal denoted in column c to the left, as we revise our assessment system further.*	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?
1.1 Comprehensive Knowledge Students will demonstrate knowledge of different theories on leadership and management, in a manner that evidences reflective leadership proficiency. Aligned with Graduate Student Learning Outcome: **Students achieve mastery of the knowledge required in their discipline or profession.**	Book Review and Reflections of Book Reviews Assignment in EDLR 708 Discussion Board assignments of the assigned texts. and Completion of **Preliminary Examinations** at End of Coursework.	For the rubrics and the preliminary examinations we established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. For the book review and reflections of book reviews the students are required to select a leadership book from the list provided by the instructor. Students must read the book and write a book review that is graded. The student must also read at least three other book reviews posted by other students and comment on these.	Prelims 1.1 Score of 4: 9 Score of 3: 17 Score of 2: 6 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 1.1 Score of 4: 21 Score of 3: 5 Score of 2: 0 Score of 1: 0	Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.

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		Students must also complete the discussion board assignments. (From the EDLR 708 Syllabus:) Each week I will post a thread on the discussion board relating to the reading assignment for the week. **You will need to post a reaction to the thread. You will also be required to comment on at least two other threads from your classmates.** Since this is summer and I know your time is valuable in terms of family vacations and balancing school and your work I will be posting all the discussion board threads and you can react as you want. Just be sure to post to each discussion board and to react to two classmates.		
1.2 Critical Reflection Students will demonstrate the ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice.. Aligned with Graduate Student Learning Outcome: **Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**	Book Review and Reflections of Book Reviews Assignment in EDLR 708 Discussion Board assignments of the assigned texts. and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. For the book review and reflections of book reviews the students are required to select a leadership book from the list provided by the instructor. Students must read the book and write a book review that is graded. The student must also read at least three other book reviews posted by other students and comment on these. Students must also complete the	Prelims 1.2 Score of 4: 3 Score of 3: 11 Score of 2: 18 Score of 1: 0 14 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 1.2 Score of 4: 25 Score of 3: 1 Score of 2: 0 Score of 1: 0	Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.

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1.3 Articulate a Philosophy Students will demonstrate the ability to articulate an integrated philosophy of education and leadership. Aligned with Graduate Student Learning Outcome: **Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**	Book Review and Reflections of Book Reviews Assignment in EDLR 708 Discussion Board assignments of the assigned texts. and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. For the book review and reflections of book reviews the students are required to select a leadership book from the list provided by the instructor. Students must read the book and write a book review that is graded. The student must also read at least three other book reviews posted by other students and comment on these. Students must also complete the discussion board assignments. (From the EDLR 708 Syllabus:)	Prelims 1.3 Score of 4: 11 Score of 3: 21 Score of 2: 0 Score of 1: 0 32 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 1.3 Score of 4: 21 Score of 3: 5 Score of 2: 0 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above	Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.

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1.4 Exercise Leadership Students will demonstrate the ability to exercise leadership within an educational setting. Aligned with Graduate Student Learning Outcome: **Students recognize and act on professional and ethical challenges that arise in their field or discipline. and Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**	Book Review and Reflections of Book Reviews Assignment in EDLR 708 Discussion Board assignments of the assigned texts. and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. For the book review and reflections of book reviews the students are required to select a leadership book from the list provided by the instructor. Students must read the book and write a book review that is graded. The student must also read at least three other book reviews posted by other students and comment on these. Students must also complete the discussion board assignments. (From the EDLR 708 Syllabus:) Each week I will post a thread on the discussion board	Prelims 1.4 Score of 4: 12 Score of 3: 20 Score of 2: 0 Score of 1: 0 32 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 1.4 Score of 4: 25 Score of 3: 1 Score of 2: 0 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.	Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.

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2.1 Construct and Support Interpretations and Arguments Students will demonstrate the ability to apply knowledge, comprehension, and application, in analyzing, synthesizing, and evaluating persuasive information and claims regarding application of research. Aligned with Graduate Student Learning Outcome: **Students demonstrate professional communication proficiencies.**	Development and Construction of beginning drafts of Chapter 1, 2, and 3 of the dissertation through courses EDLR 761 Inquiry of Higher Education and EDLR 859 Research Seminar in Educational Administration and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. In EDLR 761 and Inquiry of Higher Education and EDLR 859 Research Seminar in Educational Administration the student will be developing drafts of Chapters 1, 2, and 3 of the dissertation. Students will be reading research, analyzing its value and accuracy for inclusion in the dissertation. They will be using the research to support the need for their area of study, to support the research questions, and to develop review or survey questions to support their research.	Prelims 2.1 Score of 4: 14 Score of 3: 18 Score of 2: 0 Score of 1: 0 32 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 2015-2016 2.1 Score of 4: 23 Score of 3: 3 Score of 2: 0 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.	Steve Gruenert and Mark Frederick are the instructors for EDLR 761 and EDLR 859. (During an academic year one or both could teach one of both courses.) They could be responsible for input on dissertation drafts of Chapters 1, 2, and 3. Often the student's dissertation chair may also offer input on the drafts. Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.

2.2 Employ Multiple Perspectives and Theoretical Frames Students will demonstrate the facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices. Aligned with Graduate Student Learning Outcome: **Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**	Development and Construction of Student **Conceptual Model of Human Relations** in Educational Administration (EDLR 657); and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. In EDLR 761 and Inquiry of Higher Education and EDLR 859 Research Seminar in Educational Administration the student will be developing drafts of Chapters 1, 2, and 3 of the dissertation. Students will be reading research, analyzing its value and accuracy for inclusion in the dissertation. They will be using the research to support the need for their area of study, to support the research questions, and to develop review or survey questions to support their research. The dissertation drafts will require an examination of multiple perspectives and theoretical framework as well as demonstrating analytic inquiry.	Prelims 2015 2.2 Score of 4: 12 Score of 3: 20 Score of 2: 0 Score of 1: 0 32 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 2.2 Score of 4: 23 Score of 3: 3 Score of 2: 0 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. .	Steve Gruenert and Mark Frederick are the instructors for EDLR 761 and EDLR 859. (During an academic year one or both could teach one of both courses.) They could be responsible for input on dissertation drafts of Chapters 1, 2, and 3. Often the student's dissertation chair may also offer input on the drafts. Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.
2.3 Critically Read and Review Research Students will demonstrate the ability to critically review various forms of research and to use it to resolve administrative challenges in educational situations. Aligned with Graduate Student Learning Outcome:	Development and Construction of Student **Conceptual Model of Human Relations** in Educational Administration (EDLR 657); and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. In EDLR 761 and Inquiry of Higher Education and EDLR 859 Research Seminar in Educational Administration the student will be developing drafts of Chapters	Prelims 2.3 Score of 4: 6 Score of 3: 26 Score of 2: 0 Score of 1: 0 32 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 2.3	Steve Gruenert and Mark Frederick are the instructors for EDLR 761 and EDLR 859. (During an academic year one or both could teach one of both courses.) They could be responsible for input on dissertation drafts of Chapters 1, 2, and 3. Often the student's dissertation chair may also offer input on the drafts. Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry

Students achieve mastery of the knowledge required in their discipline or profession. and **Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession**		1, 2, and 3 of the dissertation. Students will be reading research, analyzing its value and accuracy for inclusion in the dissertation. They will be using the research to support the need for their area of study, to support the research questions, and to develop review or survey questions to support their research. The dissertation drafts will require an examination of multiple perspectives and theoretical framework as well as demonstrating analytic inquiry and research proficiencies.	Score of 4: 16 Score of 3: 10 Score of 2: 0 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.	McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.
2.4 An Understanding of Research Students will demonstrate an understanding of qualitative and quantitative research paradigms. Aligned with Graduate Student Learning Outcome: **Students achieve mastery of the knowledge required in their discipline or profession.**	Development and Construction of Student **Conceptual Model of Human Relations** in Educational Administration (EDLR 657); and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. In EDLR 761 and Inquiry of Higher Education and EDLR 859 Research Seminar in Educational Administration the student will be developing drafts of Chapters 1, 2, and 3 of the dissertation. Students will be reading both quantitative and qualitative research, analyzing its value and accuracy for inclusion in the dissertation. They will be using the research to support the need for their area of study, to support the research questions, and to develop review or survey questions to support their research. The dissertation drafts will require an examination of multiple perspectives and	Prelims 2.4 Score of 4: 8 Score of 3: 24 Score of 2: 0 Score of 1: 0 32 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 2.4 Score of 4: 16 Score of 3: 10 Score of 2: 0 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.	Steve Gruenert and Mark Frederick are the instructors for EDLR 761 and EDLR 859. (During an academic year one or both could teach one of both courses.) They could be responsible for input on dissertation drafts of Chapters 1, 2, and 3. Often the student's dissertation chair may also offer input on the drafts. Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.

		theoretical framework as well as demonstrating analytic inquiry.		
3.1 Communication, Interpersonal and Process Skills Students will demonstrate communication, interpersonal, and process skills including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra- and inter-group relations. Aligned with Graduate Student Learning Outcome: **Students demonstrate professional communication proficiencies.**	Development and Construction of Student **Conceptual Model of Human Relations** in Educational Administration (EDLR 657); and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.	Prelims 3.1 Score of 4: 0 Score of 3: 30 Score of 2: 2 Score of 1: 0 30 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 3.1 Score of 4: 23 Score of 3: 3 Score of 2: 0 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.	Ryan Donlan was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.
4.1 Understanding of K-12 or Higher Education Students will demonstrate a theoretical understanding of K-12 education and its administration and the ability to relate theory to practice. Aligned with Graduate Student Learning Outcome:	Assignments in **EDLR 850 Advanced Leadership Theory** and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. EDLR 850 Advanced Leadership Theory examines the political, societal, and legal dynamics of educational theory. Students are required to complete two specific assignments to reflect the skills	Prelims 4.1 Score of 4: 11 Score of 3: 20 Score of 2: 1 Score of 1: 0 31 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model	Brad Balch teaches EDLR 850. He is responsible for assessment of all assignments. Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.

Students achieve mastery of the knowledge required in their discipline or profession.		and knowledge gained. Twice during the term, each student will provide a written reflection on a particular issue introduced in the course readings from a chapter of his/her choosing. These assignments call for more than simple summarization of the various elements of the chapter, although such summarization may serve as introduction for the topic. Rather, the student is expected to demonstrate adequate understanding of the issue. She/he should feel free to share personal experiences or examples to enliven the reading review. Once during the term, each student will make a 10-minute presentation on a political issue related to education. A PowerPoint will be used as part of the presentation. Q&A will follow the presentation with the presenter facilitating. As a means of addressing the political issue the proceeding political analysis framework will be used as a minimum: 1 What is the political issue and the source? 2. What is the political objective of the issue? 3. What is the overall impact of the issue? **4.** What is the effect of the political issue on different stakeholder groups? **5.** Are there unintended effects to consider? 6. How is the political issue	4.1 Score of 4: 26 Score of 3: 0 Score of 2: 0 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.	

		viewed by differing stakeholder groups (e.g., accepted, rejected, democratic, undemocratic)? 7. Any other considerations such as costs, resources, etc. to consider? 8. Does it conform to existing legislation or educational policy (e.g., local, state, federal)? 9. What is your position on the issue? 10. Any additional information you would like to share.		
4.2 Plan and Evaluate Policies and Programs Students will demonstrate the ability to plan and evaluate policies and programs within K-12 education. Aligned with Graduate Student Learning Outcome: **Students achieve mastery of the knowledge required in their discipline or profession.**	Assignments in **EDLR 850 Advanced Leadership Theory** and Completion of **Preliminary Examinations** at End of Coursework.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. EDLR 850 Advanced Leadership Theory examines the political, societal, and legal dynamics of educational theory. Students are required to complete two specific assignments to reflect the skills and knowledge gained. Twice during the term, each student will provide a written reflection on a particular issue introduced in the course readings from a chapter of his/her choosing. These assignments call for more than simple summarization of the various elements of the	Prelims 4.2 Score of 4: 11 Score of 3: 20 Score of 2: 1 Score of 1: 0 31 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Conceptual Model 4.2 Score of 4: 26 Score of 3: 0 Score of 2: 0 Score of 1: 0 26 of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.	Brad Balch teaches EDLR 850. He is responsible for assessment of all assignments. Terry McDaniel was responsible for collecting the data after analysis of performance on assessment task; Ryan Donlan tabulated the data, and Ryan Donlan and Terry McDaniel analyzed the data, sharing with program faculty intermittently throughout the year as available at program meetings and revised as necessary during the year.

| | | chapter, although such summarization may serve as introduction for the topic. Rather, the student is expected to demonstrate adequate understanding of the issue. She/he should feel free to share personal experiences or examples to enliven the reading review.

Once during the term, each student will make a 10-minute presentation on a political issue related to education. A PowerPoint will be used as part of the presentation. Q&A will follow the presentation with the presenter facilitating.

As a means of addressing the political issue the proceeding political analysis framework will be used as a minimum:

1. What is the political issue and the source?
2. What is the political objective of the issue?
3. What is the overall impact of the issue?
4. What is the effect of the political issue on different stakeholder groups?
5. Are there unintended effects to consider?
6. How is the political issue viewed by differing stakeholder groups (e.g., accepted, rejected, democratic, undemocratic)?
7. Any other considerations such as costs, resources, etc. to consider? | | |
|---|---|---|---|---|

		8. Does it conform to existing legislation or educational policy (e.g., local, state, federal)? 9. What is your position on the issue? 10. Any additional information you would like to share.	
Indirect measures of program assessment are included in the end-of-year submission for 2016-2017 (see end of this Student Learning Form Summary). At this time, they include an Employer survey that was constructed and sent to Indiana Schools, which includes data on a variety of district and building administrators. One limitation of this survey, at this time, is that the results do not disaggregate among candidates with respect to their program of study. One might assume accurately that principals graduated from the M.Ed. program, yet whether Superintendents graduated from the Ed.S. or Doctoral Program, we'll need to refine data collection measures in order to determine this. Nevertheless, we are pleased that indirect measures are a focus of our ongoing improvement efforts, once again.			

* See https://www2.indstate.edu/graduate/forms/review.pdf.

Indirect Measures:

The indirect assessment of the Ph.D. program in K-12 Educational Administration is obtained through various sources. While this is not a licensure program, a student is qualified for the superintendent licensure in Indiana by completing the program and taking the state examination. The coursework for the Ed.S. is mainly contained in the required coursework for the Ph.D.

Indirect measures are also provided through the Educational Development Council (EDC). The EDC is the advisory committee for the program. This committee consists of superintendents in the regional area. Meetings are held each semester. The EDC serves to offer input on the Ed.S. and Ph.D. programs. They are asked to inform the department about the effectiveness of the program. They identify the current needs of graduates in terms of skills and knowledge. They discuss if individual courses are appropriate for the present needs of districts. They also assess the quality of the candidates graduating from the program. Many of the members of the EDC are graduates of the program. Burt others are graduates of different programs at other universities and provide a good check and balance to the quality of this program.

Another indirect measure is the interviews and conversations with both students in the program and students applying for the program. Students in the program offer input and suggestions on assignments and outcomes. Students entering the program are asked why they selected the Indiana State program instead of another. A consistent response is because of the nature of the program meeting the needs of educational leaders in districts of all sizes and providing and how well it prepares candidates for the district-level responsibilities. Students are often interested in using this path to higher education. Many of the graduates of this program have become either instructors, professors or adjunct faculty at universities in Indiana, Kentucky, and Illinois.

Both the EDC and the interviews and conversations with present and incoming students reflect that the EDLR (Department of Educational Leadership courses prepare students very well for present and future leadership responsibilities. The preliminary examinations provide an excellent assessment of the readiness the student is for candidacy to the dissertation process. The dissertations are a final product measuring the knowledge and skills gained through the entire program.

Most criticism from the EDC and students is directed at the non-educational leadership required courses. Students are often frustrated with the instructors in EPSY 612 and 712, the two statistics courses in the Ph.D. program. Through continued discussions and observations, we have determined the quality of these courses depend entirely on the quality of the instructor. We have continued to work with the chairperson of this department to assure quality instructors.

If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes
   a. Use your outcomes library as a reference.
   b. Each outcome must be assessed by at least one direct measure (project, practice, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.

c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."

d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark).

e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two
In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.

Narrative in the following section, in answer to the questions above, is gleaned from department review of assessment results, which include informal, indirect feedback from candidates in our program and stakeholders in the field, as well as faculty program meeting reflections and conversations:

(1) <u>What do assessments and our assessment processes allow us to know about our Ph.D. students and their learning</u>? The assessment reveals that we are blessed with students entering the Ph.D. program who come to us with a high level of knowledge and success as school leaders. Our typical student is a very successful school leader who has been recruited by their district to be a part of our Ph.D. program. They are experienced and well-versed in the leadership and managerial responsibilities of school leadership. They come to us with a high level of knowledge. They have been held to the ELCC and state standards for educational leaders and have typically been licensed by the state to be leaders. Entering into our program, they are faced with a new challenge, that of balancing their already heavy responsibilities of being a building or district leader with undertaking a rigorous Ph.D. program. The program requires them to focus on the research aspect of leadership and balance this with the practical aspect of their leadership position. It requires them to examine the purpose of education, leadership, and research and to develop a philosophical orientation toward leadership and scholarship. The rigor of the program is a transformation for most, going from a comfortable environment of their leadership position to an uncomfortable environment of balancing their leadership role with that of once again being a student in an intensive doctorate program.

<u>What do assessments and our assessment processes tell us about our curriculum?</u>

This annual assessment is based on our grades for each course and our recent adjustment of assessments in most of the major courses of the program. Our grades of mainly As and our rubric scores of mainly 3s and 4s indicate a high level of mastery. We also have a rubric for preliminary examinations. This is a sort of capstone of the program, indicating the complete development of the student. Again, the prelim assessment indicates a high degree of mastery by our students as they prepare for candidacy.

The assessments demonstrates that our curriculum needs to continually evolve. The curriculum must address legislative directives, research on best practices, and the latest in educational trends. The program has a high focus on the use of seminars. This means the courses must be as much student-driven as faculty-driven. Our assessments tell us that we are maintaining a strong balance of what is needed to make the program effective.

<u>What do assessments and our assessment processes allow us to understand and learn about our departmental processes?</u>

Currently, we have made adjustments in our assessment procedures to better reflect all of the required Ph.D. core courses. This provides assessment from different levels of scholarship and the perspective of more insrtuctors.

 Program changes in the last year have included the following: We have made some adjustments to the scheduling of the courses in a rotation that should be more meaningful for the students. We have concentrated on improving the instruction of the statistics courses and the research courses. This has included assuring our residency program has a face-to-face statistics instructor who is better equipped to meet student needs and that our regional program has a statistics instructor who is more "student-friendly" in terms of providing assistance and follow-up. Our research classes are better designed to provide proper direction toward the dissertation process. We have also designed our summer on-line courses to be self-paced, allowing the students more flexibility for some time away from the program to "re-energize " from the rapid pace of the program.

Assessment Plan for the Coming Year: the Ph.D. program has undergone a complete self-study and will be evaluated by assessors from outside the university. Additionally we have initiated an examination of the program to adjust courses, course titles, and curriculum mapping. Continued use of the assessments will guide the process. This will begin with a re-examination of our goals and objectives.

Appendix A
INDIRECT MEASURES

Note: A shortcoming of this year's survey was that the intentional collection of PhD data was not included in the candidate directions. That said, we are intuitively confident that PhD candidates are reflective in some of these responses, so we are including them here for consideration, as we are using the results to inform our program's continuous improvement.

Educational Leadership Employer Survey

Q2 - What type of employee are you reporting your responses for in this survey?

#	Answer	%	Count
1	Teacher	6.25%	2
2	Assistant Principal	6.25%	2
3	Principal	25.00%	8
4	Assistant Superintendent	18.75%	6
5	Superintendent	40.63%	13
6	Other	3.13%	1
	Total	100%	32
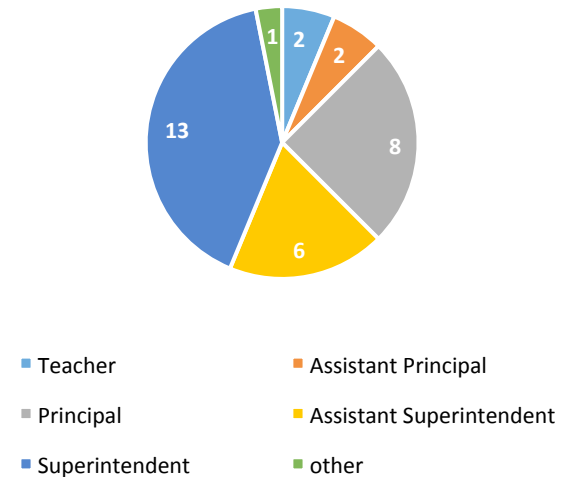
Note: Data Limitations – These numbers include teacher (2) and other (1) categories, which were not taken into consideration for the other categories in the survey.

#	Answer	%	Count
1	Masters of Educational Leadership	12.90%	4
2	Educational Specialist's Degree	87.10%	27

16

	Total		100%	31

Q3 – Which degree program did this person complete while at ISU?
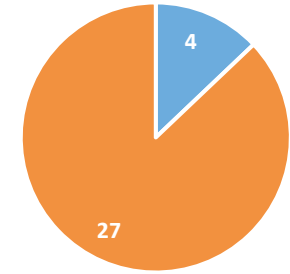
Master's of Educational Leadership

cialist's Degree

Q4 - How many years has this person been employed at your school/system since graduating?

#	Answer	%	Count
1	0 – 5 years	62.5%	20
2	6 – 10 years	28.12%	9
3	11 – 15 years	6.25%	2
4	16 – 20 years	3.13%	1
	Total	100%	32
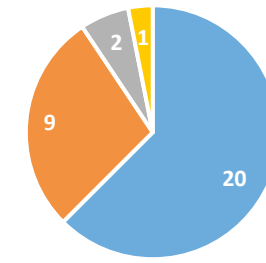
- 0 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years

Q1 - The employee understands the importance of the school vision.

#	Answer	%	Count
1	Does Not Meet Expectations	7.14%	2
2	Developing	10.71%	3
3	Meets Expectations	25.00%	7

17

| 4 | Exceeds Expectations | 57.14% | 16 |
| | Total | 100% | 28 |
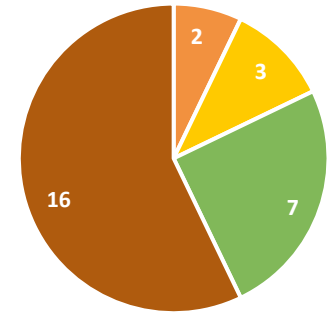
Q2 - The employee understands the process of developing a vision.

#	Answer	%	Count
1	Does Not Meet Expectations	7.14%	2
2	Developing	10.71%	3
3	Meets Expectations	21.43%	6
4	Exceeds Expectations	60.71%	17
	Total	100%	28
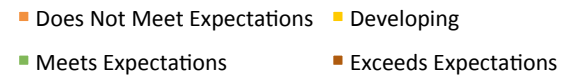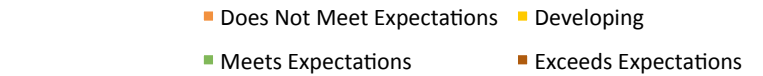
#	Answer	%	Count
1	Does Not Meet Expectations	7.14%	2
2	Developing	14.29%	4
3	Meets Expectations	25.00%	7
4	Exceeds Expectations	53.57%	15

	Total	100%	28

Q3 - The employee can effectively assess goals to meet the vision.
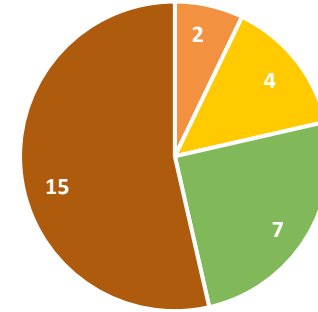
Q1 - The employee understands the importance of organizational culture.

#	Answer	%	Count
1	Does Not Meet Expectations	14.29%	4
2	Developing	3.57%	1
3	Meets Expectations	25.00%	7
4	Exceeds Expectations	57.14%	16
	Total	100%	28

#	Answer	%	Count
1	Does Not Meet Expectations	14.29%	4
2	Developing	3.57%	1

19
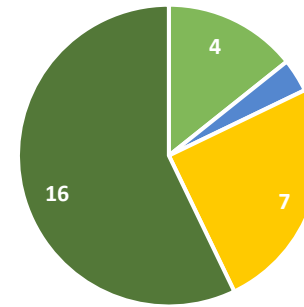
3	Meets Expectations	28.57%	8
4	Exceeds Expectations	53.57%	15
	Total	100%	28

organizational culture.

Q2 - The employee understands the process of shaping the
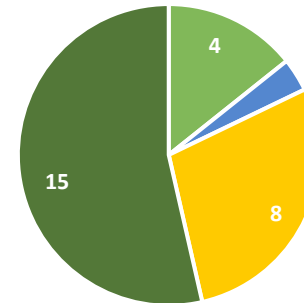
Q3 - The employee can effectively assess the organizational culture.

#	Answer	%	Count
1	Does Not Meet Expectations	10.71%	3
2	Developing	7.14%	2
3	Meets Expectations	28.57%	8
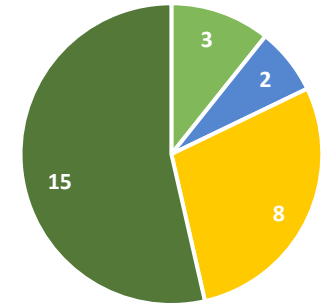
4	Exceeds Expectations	53.57%	15
	Total	100%	28

Q4 - The employee has adequate knowledge of curriculum, instruction, and assessment.

#	Answer	%	Count
1	Does Not Meet Expectations	7.14%	2
2	Developing	10.71%	3
3	Meets Expectations	35.71%	10
4	Exceeds Expectations	46.43%	13
	Total	100%	28
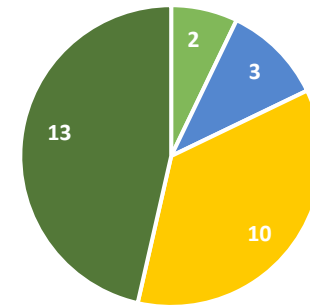
Q5 - The employee promotes the most appropriate technologies to support the culture.

#	Answer	%	Count
1	Does Not Meet Expectations	10.71%	3
2	Developing	7.14%	2
3	Meets Expectations	39.29%	11
4	Exceeds Expectations	42.86%	12
	Total	100%	28
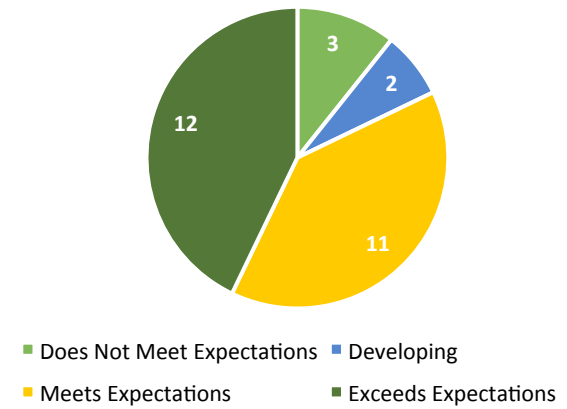
Q1 - The employee can effectively manage daily operations.

#	Answer	%	Count
1	Does Not Meet Expectations	10.71%	3
2	Developing	7.14%	2
3	Meets Expectations	25.00%	7
4	Exceeds Expectations	57.14%	16
	Total	100%	28
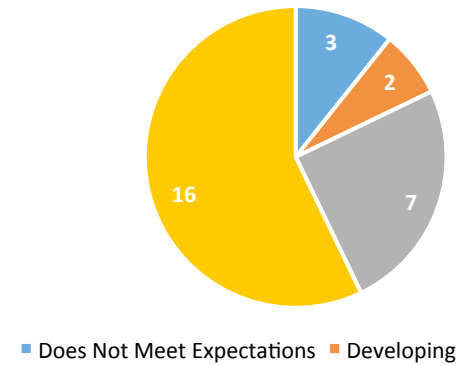
Q2 - The employee can promote school/district policies and procedures.

#	Answer	%	Count
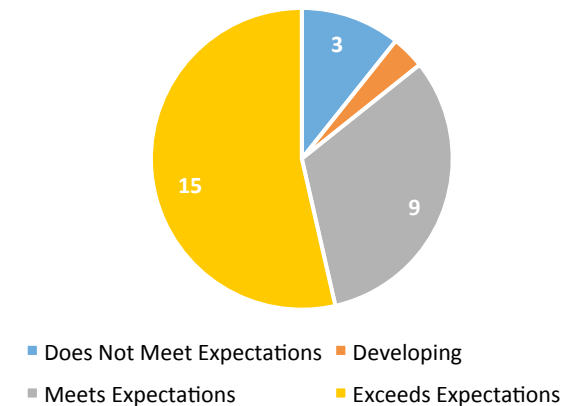
1	Does Not Meet Expectations	10.71%	3
2	Developing	3.57%	1
3	Meets Expectations	32.14%	9
4	Exceeds Expectations	53.57%	15
	Total	100%	28

Q3 - The employee protects the welfare and safety of all stakeholders.

#	Answer	%	Count
1	Does Not Meet Expectations	10.71%	3
2	Developing	3.57%	1
3	Meets Expectations	21.43%	6
4	Exceeds Expectations	64.29%	18
	Total	100%	28
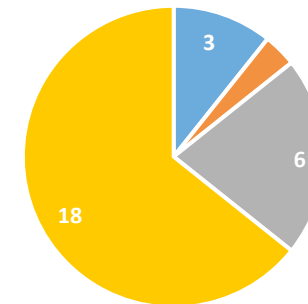
#	Answer	%	Count
1	Does Not Meet Expectations	14.29%	4

2	Developing	7.14%	2
3	Meets Expectations	32.14%	9
4	Exceeds Expectations	46.43%	13
	Total	100%	28

Q1 - The employee understands community influence.

Q2 - The employee recognizes and supports the role of diversity.

#	Answer	%	Count
1	Does Not Meet Expectations	7.14%	2
2	Developing	10.71%	3
3	Meets Expectations	28.57%	8
4	Exceeds Expectations	53.57%	15
	Total	100%	28
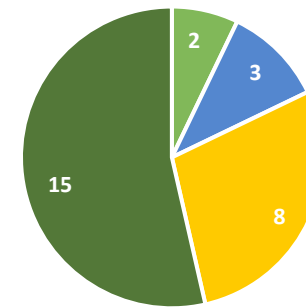
Q3 - The employee develops relationships with community   partners.
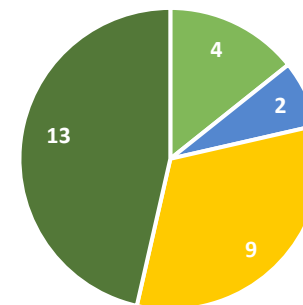
#	Answer	%	Count
1	Does Not Meet Expectations	14.29%	4
2	Developing	7.14%	2

24

3	Meets Expectations	32.14%	9
4	Exceeds Expectations	46.43%	13
	Total	100%	28

#	Answer	%	Count
1	Does Not Meet Expectations	3.70%	1
2	Developing	11.11%	3
3	Meets Expectations	14.81%	4

4	Exceeds Expectations	70.37%	19
	Total	100%	27

Q1 - The employee exhibits integrity.

Q2 - The employee promotes social justice.

#	Answer	%	Count
1	Does Not Meet Expectations	11.11%	3
2	Developing	7.41%	2
3	Meets Expectations	29.63%	8
4	Exceeds Expectations	51.85%	14
	Total	100%	27
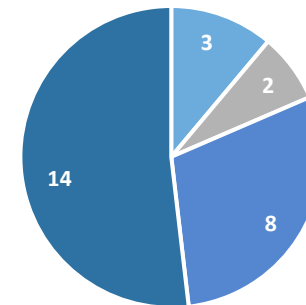
Q1 - The employee acts to influence all political decisions affecting student learning.

#	Answer	%	Count
1	Does Not Meet Expectations	14.81%	4
2	Developing	7.41%	2
3	Meets Expectations	48.15%	13
4	Exceeds Expectations	29.63%	8
	Total	100%	27

Does Not Meet Expectations Developing
Meets Expectations Exceeds Expectations
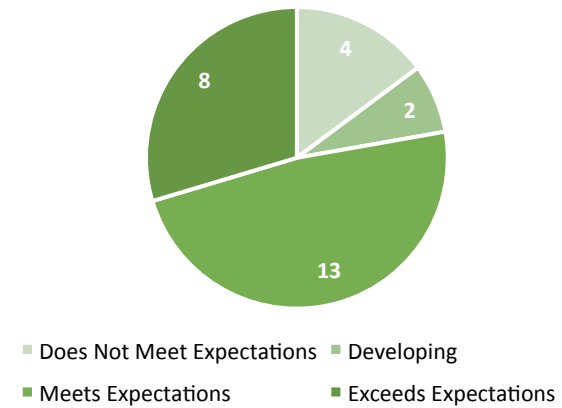
Q2 - The employee recognizes emerging trends and develops strategies to address the trends.

#	Answer	%	Count
1	Does Not Meet Expectations	11.11%	3
2	Developing	0.00%	0
3	Meets Expectations	40.74%	11
4	Exceeds Expectations	48.15%	13
	Total	100%	27

Does Not Meet Expectations Developing
Meets Expectations Exceeds Expectations
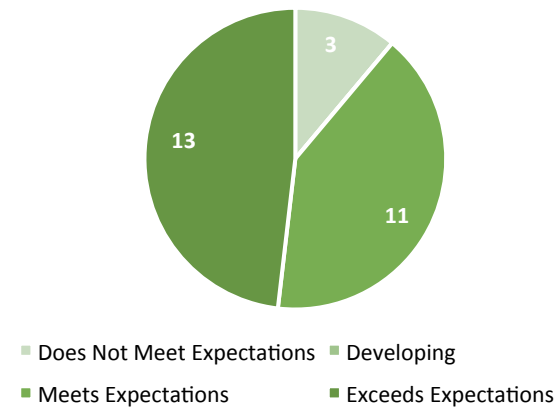
APPENDIX B
PHD RUBRIC

PhD
Master Assessment Rubric

Student's Name: _____

Please evaluate and score your student's ability on each of the following outcomes, as they pertain to Doctoral Prelims:

	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Does Not Meet Expectations (1)
1.1 Comprehensive Knowledge **Score:**	Displays superior knowledge of different theories on leadership and management, in a manner that evidences reflective leadership proficiency.	Displays sufficient knowledge of different theories on leadership and management, in a manner that evidences reflective leadership proficiency.	Displays developing knowledge of different theories on leadership and management, in a manner that evidences reflective leadership proficiency.	Displays little knowledge of different theories on leadership and management, in a manner that evidences reflective leadership proficiency.
1.2 Critical Reflection **Score:**	Displays superior ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice, in a manner that	Displays sufficient ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice, in a manner that	Displays developing ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice, in	Displays little ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice, in a manner that

	evidences reflective leadership proficiency.	evidences reflective leadership proficiency.	a manner that evidences reflective leadership proficiency.	evidences reflective leadership proficiency.
1.3 Articulate a Philosophy **Score:**	Displays superior ability to articulate an integrated philosophy of education and leadership, in a manner that evidences reflective leadership proficiency.	Displays sufficient ability to articulate an integrated philosophy of education and leadership, in a manner that evidences reflective leadership proficiency.	Displays developing ability to articulate an integrated philosophy of education and leadership, in a manner that evidences reflective leadership proficiency.	Displays little ability to articulate an integrated philosophy of education and leadership, in a manner that evidences reflective leadership proficiency.
1.4 Exercise Leadership **Score:**	Displays superior ability to exercise leadership within an educational setting, in a manner that evidences reflective leadership proficiency.	Displays sufficient ability to exercise leadership within an educational setting, in a manner that evidences reflective leadership proficiency.	Displays developing ability to exercise leadership within an educational setting, in a manner that evidences reflective leadership proficiency.	Displays little ability to exercise leadership within an educational setting, in a manner that evidences reflective leadership proficiency.
2.1 Construct and Support Interpretations and Arguments **Score:**	Displays superior ability to construct and support reasonable interpretations and arguments, in a manner that evidences analytic inquiry and research proficiencies.	Displays sufficient ability to construct and support reasonable interpretations and arguments, in a manner that evidences analytic inquiry and research proficiencies.	Displays developing ability to construct and support reasonable interpretations and arguments, in a manner that evidences analytic inquiry and research proficiencies.	Displays little ability to construct and support reasonable interpretations and arguments, in a manner that evidences analytic inquiry and research proficiencies.
2.2 Employ	Displays superior	Displays sufficient	Displays	Displays little

Multiple Perspectives and Theoretical Frames **Score:**	facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices, in a manner that evidences analytic inquiry and research proficiencies.	facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices, in a manner that evidences analytic inquiry and research proficiencies.	developing facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices, in a manner that evidences analytic inquiry and research proficiencies.	facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices, in a manner that evidences analytic inquiry and research proficiencies.
2.3 Critically Read and Review Research **Score:**	Displays superior ability to critically read and review various forms of research and to use it to resolve administrative challenges in educational situations, in a manner that evidences analytic inquiry and research proficiencies.	Displays sufficient ability to critically read and review various forms of research and to use it to resolve administrative challenges in educational situations, in a manner that evidences analytic inquiry and research proficiencies.	Displays developing ability to critically read and review various forms of research and to use it to resolve administrative challenges in educational situations, in a manner that evidences analytic inquiry and research proficiencies.	Displays little ability to critically read and review various forms of research and to use it to resolve administrative challenges in educational situations, in a manner that evidences analytic inquiry and research proficiencies.
2.4 An Understanding of Research **Score:**	Displays superior understanding of qualitative and quantitative research paradigms, in a manner that evidences analytic inquiry and research proficiencies.	Displays sufficient understanding of qualitative and quantitative research paradigms, in a manner that evidences analytic inquiry and research proficiencies.	Displays developing understanding of qualitative and quantitative research paradigms, in a manner that evidences analytic inquiry and research proficiencies.	Displays little understanding of qualitative and quantitative research paradigms, in a manner that evidences analytic inquiry and research proficiencies.

3.1 Communication, Interpersonal and Process Skills	Displays superior communication, interpersonal, and process skills necessary to function effectively in academic and professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra- and inter-group relations, in a manner that evidences communication proficiency.	Displays sufficient communication, interpersonal, and process skills necessary to function effectively in academic and professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra- and inter-group relations, in a manner that evidences communication proficiency.	Displays developing communication, interpersonal, and process skills necessary to function effectively in academic and professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra- and inter-group relations, in a manner that evidences communication proficiency.	Displays little communication, interpersonal, and process skills necessary to function effectively in academic and professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra- and inter-group relations, in a manner that evidences communication proficiency.
Score:				
4.1 Understanding of K-12 or Higher Education **Score:**	Displays superior and thorough, theoretical understanding of K-12 education and its administration and the ability to relate theory to practice.	Displays sufficient theoretical understanding of K-12 education and its administration and the ability to relate theory to practice.	Displays developing, theoretical understanding of K-12 education and its administration and the ability to relate theory to practice.	Displays little theoretical understanding of K-12 education and its administration and the ability to relate theory to practice.
4.2 Plan and Evaluate Policies and Programs	Displays superior ability to plan and evaluate policies and programs within K-12 education, in a manner that evidences field content area	Displays sufficient ability to plan and evaluate policies and programs within K-12 education, in a manner that evidences field content area	Displays developing ability to plan and evaluate policies and programs within K-12 education, in a manner that	Displays little ability to plan and evaluate policies and programs within K-12 education, in a manner that evidences field content area

Score:	proficiency.	proficiency.	evidences field content area proficiency.	proficiency.

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. **Student Learning Outcomes**	☐ No outcomes were identified. ☐ No Curriculum Map was provided.	☐ Outcomes were identified. ☐ Some of the outcomes are specific, measurable, student-centered, program-level outcomes. ☐ A Curriculum Map was provided.	☐ Outcomes are specific, measurable, student-centered, program-level outcomes. ☐ Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☐ The Curriculum Map identifies where/to what extent each outcome is addressed. ☐ At least one outcome was assessed in this cycle.	☒ Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. ☒ Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☒ Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). ☐ Learning outcomes are consistent across different modes of delivery (face-to-face and online.) *?* ☐ Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. ☒ The Curriculum Map identifies where/to what extent each outcome is addressed and offers

				evidence that students have sufficient opportunity to master the associated learning outcomes. ☒ Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	☐ No measures are provided. ☐ No goals for student performance are identified.	☐ Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. ☐ Measures are primarily indirect. ☐ Performance goals are identified, but they are unclear or inappropriate. ☐ Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	☐ At least one direct measure was provided for each outcome. ☒ Some information is provided to suggest that measures are appropriate to the outcomes being assessed. ☒ Clear and appropriate standards for performance are identified. ☐ Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. ☐ Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	☒ Multiple measures were employed, and most are direct. ☐ Detailed information is provided to show that measures are appropriate to the outcomes being assessed. ☒ Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) ☐ If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. *No score reported.* ☒ Some measures allow performance to be gauged over time, not just in a single course. ☐ If a measure is used to assess more than one outcome, a clear explanation

				is offered to substantiate that this is appropriate. ☐ Clear and appropriate standards for performance are identified and justified. ☒ Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do. *But levels of performance are not defined.* ☐ If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	☐ No data are being collected. ☐ No information is provided about the data collection process. ☐ No results are provided. ☐ Students are meeting few of the performance	☐ Some data are being collected and analyzed. ☐ Some results are provided. ☐ Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.	☒ Data are being collected and analyzed. ☒ Results are provided. ☒ Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. ☒ Students generally are	☐ Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. ☐ Students generally are achieving the performance standards expected of them and demonstrate continuous

	standards set for them.	☐ Students are achieving some of the performance standards expected of them.	achieving the performance standards expected of them.	improvement on standards they have yet to achieve/achieve less well. ☐ If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark. *State exam results?*
4. **Engagement & Improvement**	☐ No one is assigned responsibility for assessing individual measures. ☐ Assessment primarily is the responsibility of the program chair. ☐ No improvements (planned or actual) are identified. ☐ No reflection is offered about previous results or plans.	☐ The same faculty member is responsible for collecting and analyzing most/all assessment results. ☐ It is not clear that results are shared with the faculty as a whole on a regular basis. ☐ Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results. ☐ Little reflection is offered about previous results or plans.	☒ Multiple faculty members are engaged in collecting and analyzing results. Could be all; I can't say for sure. ☒ Results regularly are shared with the faculty. ☒ The faculty regularly engages in meaningful discussions about the results of assessment. ☐ These discussions lead to the development of specific, relevant plans for improvement. ☐ Improvements in student learning have occurred as the result of assessment.	☐ All program faculty members are engaged in collecting and analyzing results. ☐ Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines. ☐ Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. *Does this happen via the EDC?* ☐ Continuous improvement

				in student learning occurs as the result of assessment. ☐ Outcomes and results are easily accessible to stakeholders on/from the program website. ☒ Assessment is integrated with teaching and learning.
Overall Rating	☐ **Level 0 – Undeveloped**	☐ **Level 1 - Developing**	☒ **Level 2 – Mature**	☐ **Level 3 – Exemplary**

You have made a real effort to improve this year's plan—thank you! The eleven outcomes are written in traditional outcome statement form, at least seven measures are used to assess them, and the alignment between the outcomes and measures is much clearer. Once again students met most of the performance standards set for them (the one exception is that for 1.2's prelims: Only 44% earned a 3 or 4). Again, the employer survey and the EDC feedback are not indirect measures (since responses are being provided by individuals who actually have observed student performance), but they are valuable sources of information. In my comments on the Ed.S. report, I indicated that I too, would be interested in the disaggregated results of the employer survey, since overall results suggest there is some room for improvement that I know you will want to take action on. Anyway, the student "interviews and conversations" provide sufficient indirect evidence of student learning. I am sorry to learn that as was the case with the Ed.S. students, the Ph.D. students' biggest complaint pertains to the quality of teachers over whom you have no control.

Last, while I would appreciate more specific information about assessment results (i.e., exactly what do students know/what can they do well and less well?), I was pleased to see that you have made some changes to the program e.g., improving the stats course, making summer online courses more self-paced, etc.). I will assume you made these changes on the basis of assessment. ☺ I wish you well with your self-study and external evaluation!

As you know, we are gearing up for the Higher Learning Commission reaffirmation process. Thus, it is particularly important for us to be able to provide evidence that we are systematically assessing our curricular and co-curricular programs; using the information we derive from that process to develop actionable plans for improvement in student learning; and documenting the improvements that result. Your only task in this regard is to keep doing what you already are doing.