

MED in Educational Leadership Major Field Assessment Report

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>University Strategic Planning Goals for 2000 – 2005 that are impacted by the Educational Leadership Program include:</p> <ol style="list-style-type: none"> 1. To organize all activities, including program design and delivery, evaluation and reward systems upon the principle of genuine concern for the education of students, their social and intellectual growth, and a demonstrated willingness of all personnel to become involved in that growth. 2. To implement plans aggressively that will ensure a comprehensive enrollment model appropriate to our mission. 3. To support select mission areas that will strengthen Columbus State University as a distinguished academic institution. 	<p>Graduates will be able to promote the success of all students</p> <ol style="list-style-type: none"> 1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. 2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth 3. Ensuring management of the organization operations and resources for a safe, efficient, and effective learning environment. 	<ol style="list-style-type: none"> 1. Class assessment tests, exit exams and interviews, oral/written reports or exams, portfolios, field experience, surveys, advisory council and Praxis II exam. 1 – 5. The BOR report for 2003 as well as the Professional Standards Commission report for 2003 serve as assessment instruments. Muscogee/CSU Leadership Academy placement of Academy graduates serves as an assessment. 	<p>1 – 5. Results indicate composite grades by sites are equal (Columbus, Houston Co., and Griffin). Praxis II pass rate – 89% 100% pass rate for the exit exams 98% of students have successful interviews. 100% of the attendees completed the Leadership training and three (3) were hired in leadership positions by the Muscogee County School District.</p>	<p>1 – 5. The M.Ed. Educational Leadership has undergone program redesign to conform to NCATE, BOR and ISLLC Standards The new curriculum was approved by the COE and university curriculum committee April 2002. Implementation began Fall 2002. The new curricular will prepare future Educational Leaders to remove barriers, sustain a school culture and institutional program conducive to student learning that is supported by the school community.</p> <p>Professors travel to each of the distance sites during the semester. There is no difference in program delivery or assessment methods. The New M.Ed. program emphasizes program improvement for the student achievement</p>

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<p>4. To increase the visibility of the university in the community, region, state, nation and other countries.</p> <p>5. To adopt new strategies to increase and strengthen the diversity of the university community – faculty, staff, and students</p>	<p>4. Acting with integrity, fairness, and in an ethical manner by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>5. Utilizing new and emerging technologies into the instructional and other programs and is innovative in the use of technology.</p>	<p>See previous page</p>	<p>See previous page</p>	<p>See previous page</p>

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SY 2002 - 2003

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<p>4. To increase the visibility of the university in the community, region, state, nation and other countries.</p> <p>5. To adopt new strategies to increase and strengthen the diversity of the university community – faculty, staff, and students</p>	<p>4. Use technology to support both the instructional and other programs by being a leader and innovative in the use of technology.</p> <p>5. Have practical knowledge and skill in carrying out a school-wide or district-wide special project and can set an example and inspire others.</p>	<p>See previous page</p> <p>5. Action research Verbal Analysis Portfolio District mentors evaluation</p>	<p>See previous page</p> <p>5. Action research from 100% of students</p>	<p>See previous page</p> <p>5. Used to modify courses and/or programs.</p>