

## 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 2006 – 2011 that are impacted by the Educational Leadership Program include:</p> <p>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.</p> <p>2. To implement plans aggressively that will ensure a comprehensive enrollment model appropriate to our mission.</p> <p>3. To support select mission areas that will strengthen Columbus State University as a distinguished academic</p>	<p>1. Raise the level of proficiency of candidates with regard to leading teachers and staff in analyzing data, developing a plan for program improvement, and implementing the plan for program improvement. The program promotes candidate knowledge, dispositions, and skills in the areas of teacher supervision, development and implementation of appropriate professional development, the promotion of a learning community, the alignment and revision of curriculum, and the management of program operations.</p> <p>2. Candidates are proficient in various aspects of human relations and serve as facilitator and mentor for all students, staff, and community persons.</p> <p>3. Use all available resources to support the</p>	<p>1-6 Review of course objectives, delivery methods, and assessment methods in light of Educational Leadership Constituent Council (ELCC) Standards 1-7, Southern Regional Educational Board (SREB) Standards 1-13, Georgia Leadership Institute for School Improvement (GLISI) Eight Roles for School Improvement, and Georgia Professional Standards Commissions (GA PSC).</p> <p>1-6 Review of course product created by candidates to include: strategic plans, program improvement plans, curriculum development projects, communication plans, and action research projects.</p> <p>1-6 Results of Praxis II exam</p> <p>1-6 Survey of all graduates from 2004-2005.</p>	<p>Assessment results from the review of course objectives, delivery methods, assessment methods are reflected in minutes of program meetings. A determination was made align courses more effectively with ELCC standards and to design appropriate course products and assessments.</p> <p>Faculty ascertained a necessity for candidate products that require fieldwork consistent with ELCC Standard 7.</p> <p>There was a 90% pass rate on the Praxis II exam.</p> <p>Surveys of previous graduates yielded a high rate of satisfaction with the program.</p> <p>Surveys of cohort candidates at the end of Fall 2005 yielded the following: technology issues needed to be addressed early in the cohort</p>	<p>Faculty have aligned curriculum with appropriate ELCC standards as course objectives, modified course sequence to more effectively address instructional issues, developed course assessments in terms of student product that is field-based and reflects ELCC standards. Syllabi were rewritten and faculty reviewed textbooks and materials that more effectively promoted course objectives aligned with ELCC Standards</p> <p>Course products have been designed to require that candidates do work in the field consistent with ELCC Standard 7.</p> <p>A review session has been scheduled for students prior to their taking the Praxis II exam.</p> <p>After reviewing input from the members of the first cohort, the M.Ed. Program scope and sequence</p>

<p>institution.</p> <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</p> <p>6. To develop and implement a comprehensive master plan for the acquisition, use, and maintenance of technology in instruction and university operations.</p>	<p>instructional program as well as proposing grants and other means of support</p> <p>4. Candidates demonstrate expertise in teaching, scholarship and professionalism. Candidates act 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. Candidates reflect the diversity of the community.</p> <p>6. Candidates demonstrate the knowledge and skills necessary to lead in the development and implementation of technology in a district. Candidates demonstrate facility with technology.</p>	<p>1-6 Survey of all cohort candidates at the end of Fall 2005 (in EDUF 6795). Review of portfolios and electronic portfolios submitted in fulfillment of internship requirements.</p> <p>1-6 Input from Program Advisory Council (PAC) and Educational Leadership student organization, Community of Aspiring School Leaders (CASL).</p> <p>5 Review by faculty.</p>	<p>experience.</p> <p>The M.Ed. internship has been embedded in coursework. Concerns were expressed regarding the necessity of internships with substantial field experience.</p> <p>Faculty ascertained that effort needed to be expended to recruit candidates from diverse backgrounds.</p>	<p>for SY 2004-2005 was changed so that candidates enroll in the technology course at the beginning of the cohort experience. For the 05-06 school year, this still continues.</p> <p>An internship was designed for implementation in Fall 2005 with M.Ed. candidates working in the area of school improvement in partner schools. As this has worked well, it will continue into the 06-07 school year.</p> <p>Faculty initiated a recruiting effort to include visits to area schools and job fairs, use of television, advertising in area newspapers, the development of an interactive web site, and instant responses to requests on web, by phone, and by email for information about the program hoping to have greater diversity among candidates.</p>
---	---	---	--	---

## EDS 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 2006 – 2011 that are impacted by the Educational Leadership Program include:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. To implement plans aggressively that will ensure a comprehensive enrollment model appropriate to our mission.</li> <li>3. To support select mission areas that will strengthen Columbus State University as a distinguished academic institution.</li> <li>4. To increase the visibility of the university in the community, region, state, nation and other countries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Raise the level of proficiency of candidates with regard to leading teachers and staff in analyzing data, developing a plan for program improvement, and implementing the plan for program improvement. The program promotes candidate knowledge, dispositions, and skills in the areas of teacher supervision, development and implementation of appropriate professional development, the promotion of a learning community, the alignment and revision of curriculum, and the management of program operations.</li> <li>2. Candidates are proficient in various aspects of human relations and serve as facilitator and mentor for all students, staff, and community persons.</li> <li>3. Use all available resources to support the instructional program as well as proposing grants and other means of support</li> <li>4. Candidates demonstrate expertise in teaching, scholarship and</li> </ol>	<p>1-6 Review of course objectives, delivery methods, and assessment methods in light of Educational Leadership Constituent Council (ELCC) Standards 1-7, Southern Regional Educational Board (SREB) Standards 1-13, Georgia Leadership Institute for School Improvement (GLISI) Eight Roles for School Improvement, and Georgia Professional Standards Commission (GA PSC).</p> <p>1-6 Review of course product created by candidates to include: strategic plans, program improvement plans, curriculum development projects, communication plans, and action research projects.</p> <p>1-6 Results of Praxis II exam 1-6 Survey of all graduates from 2004-2005.</p> <p>1-6 Survey of all cohort candidates at the end of Fall 2005 (in EDUF</p>	<p>Assessment results from the review of course objectives, delivery methods, assessment methods are reflected in minutes of program meetings. A determination was made to align courses more effectively with ELCC standards and to design appropriate course products and assessments.</p> <p>Course products have been designed to require that candidates do work in the field consistent with ELCC Standard 7.</p> <p>There was a 100% pass rate on the Praxis II exam. Surveys of previous graduates yielded a high rate of satisfaction with the program.</p> <p>Surveys of cohort candidates at the end of Fall 2004 yielded the following: technology and internship issues needed to be addressed early; course load needed to be more effectively balanced.</p> <p>Input from PAC (reflected in minutes)</p>	<p>Faculty have aligned curriculum with appropriate ELCC standards as course objectives, modified course sequence to more effectively address instructional issues, developed course assessments in terms of student product that is field-based and reflects ELCC standards. Syllabi were rewritten and faculty reviewed textbooks and materials that more effectively promoted course objectives aligned with ELCC Standards</p> <p>The Ed.S. internship program has been redesigned to emphasize field experiences in partner schools consistent with Educational Leadership Licensure Consortium standard 7</p> <p>Ed.S. Program scope and sequence for SY 2004-2005 was changed to focus on technology and internship-related issues at the beginning of the course sequence and to balance the course load during times when candidates work. For the 05-06</p>

<p>5. To adopt new strategies to increase and strengthen the diversity of the university</p> <p>6. To develop and implement a comprehensive master plan for the acquisition, use, and maintenance of technology in instruction and university operations.</p>	<p>professionalism.</p> <p>5. Candidates demonstrate knowledge and skill in collaboration with community. Candidates represent diversity of community.</p> <p>6. Candidates demonstrate the knowledge and skills necessary to lead in the development and implementation of technology in a district. Candidates demonstrate facility with technology.</p>	<p>6795). Review of portfolios and electronic portfolios submitted in fulfillment of internship requirements.</p> <p>1-6 Input from Program Advisory Council (PAC) and Educational Leadership student organization, Community of Aspiring School Leaders (CASL).</p> <p>1-6 Candidate Verbal Analysis—Candidates present their internship portfolios and action research results to faculty.</p> <p>5 Review of diversity of cohort by faculty.</p>	<p>concern with internships that provide field experience in leadership at both degree levels. Concerns were expressed regarding the necessity of coursework in school law and operations that were practical.</p> <p>There was a 92% first-time pass rate on portfolios submitted and a 100% second-time pass rate on portfolios submitted. Review of the internship process in light of ELCC Standard 7.0 led faculty to redesign the internship to emphasize field experiences in partner schools consistent with Educational Leadership Licensure Consortium standard 7.0.</p> <p>Faculty ascertained that effort needed to be expended to recruit candidates from diverse backgrounds.</p>	<p>school year, this still continues.</p> <p>The internship has been redesigned to more effectively meet PAC recommendations. Courses have been designed to be more consistent with PAC recommendations.</p> <p>The internship has been redesigned to more effectively meet the requirements of ELCC Standard 7.0 and NCATE.</p> <p>Faculty initiated a recruiting effort to include visits to area schools and job fairs, use of television, advertising in area newspapers, the development of an interactive web site, and instant responses to requests on web, by phone, and by email for information about the program.</p>
---	--	---	---	---