

CMU Assessment Plan Template

Program: Ed.D. Educational Leadership

Assessment Coordinator: Pamela L. Eddy

Department(s) or Interdisciplinary Council Responsible for the Program: EACL

Five-Year Implementation Dates: (2005-2006 to 2009-2010)

1. Student Learning Outcomes for the program. List the Student Learning Outcomes in each of the domains that apply to the program.

Upon completion of the program students will be able to:

1. Critique research that uses both quantitative and qualitative methods; undertake research and practical inquiry using various research methods.
2. Recognize their own leadership orientations, understanding strengths and weaknesses of various leadership theories and assume leadership roles as appropriate to advance in the profession.
3. Apply a holistic organizational perspective in practice that focuses on a vision of learning. [ISLLC Standard 1]
4. Distinguish among different organizational cultural elements that impact student learning and staff professional growth. [ISLLC Standard 2]
5. Engage in critical analysis of organizational issues arising from professional practice and from alternative solutions to pressing institutional problems, including issues of diversity. [ISLLC Standard 3]
6. Demonstrate an understanding of various communication theories and the impact of different models in practice on organizational outcomes, particularly as they relate to meeting diverse community interests and needs and how they aid in mobilizing community resources. [ISLLC Standard 4]
7. Identify elements of personnel administration and the dynamic interaction among various components, including supervision and motivation from an ethical foundation. [ISLLC Standard 5]
8. Identify important issues in the field, in particular issues related to relevant laws, finance, policies, and politics. [ISLLC Standard 6]

2. Curriculum Alignment of Student Learning Outcomes. Where is the information introduced, emphasized, and/or reinforced in the course required in the program? Use the format below to list the program Outcomes and the Core Course. Fill in each cell with either an 'I' where the outcome is *introduced*, an 'E' where the outcome is *emphasized*, and/or an 'A' where the information is *applied and practiced*.

Learning Outcomes	Core Research					Core Cohort Classes							
	700	800	801	897	899	810	825	860	865	870	875	885	880
1	E, A	E, A	E, A	A	E, A	E	E	E	E	E	E	E	
2							E	E, A	E				A
3					I, E			E, A			E		A
4						E	E	E	E, A	A	E	E	
5	E	E	E	A				E, A		E, A	E		A
6					E, A			E				E, A	A
7						I, E, A		E					A
8	E			A	E			E		E, A	E, A		
I=Introduced E=Emphasized A=Applied and Practiced													

3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan. What instruments will be used in each of the five years? When and where will they be administered in each of the five years? Which Student Learning Outcomes will be assessed during the each of the 5 years? How will results be reported (e.g., percentages, ranks, state or national comparisons) for each of the 5 years?

Outcomes to be Assessed each Year	Instruments to be used each Year	Expected Measures from the Instruments	Academic Year
#1-Research Critique #2-Leadership #5-Org Issues	<ul style="list-style-type: none"> • Program Review • Mini-Proposal EAD 899 • Concept Maps from EAD 860 	<ul style="list-style-type: none"> • Review feedback • Scoring Rubric for Mini-Proposal (sample entire cohort) • Scoring Rubric for leadership concept map (sample entire cohort) 	2005-2006
#3-Org Learning #4-Culture #8-Ethics	<ul style="list-style-type: none"> • Culture exam • Students' Code of Ethics • Internship Portfolio 	<ul style="list-style-type: none"> • Rubric for culture exam • Rubric for ethics code • Rubric for Portfolio 	2006-2007
#5-Org Issues #8-Important Issues	<ul style="list-style-type: none"> • Comp Exam • Benchmark Survey with Comparable Institutions 	<ul style="list-style-type: none"> • Rubric Comps • Comparison of curriculum and course/program objectives 	2007-2008
#1-Research Critique #6-Communication	<ul style="list-style-type: none"> • Dissertation Proposal EAD 897 • Completed Dissertations 	<ul style="list-style-type: none"> • Rubric for dissertation Proposal • Rubric for dissertation 	2008-2009
#3-Org Learning	<ul style="list-style-type: none"> • Survey Employers • Focus Group with Alumni 	<ul style="list-style-type: none"> • Analysis of learning objectives with employer feedback • Analysis of learning objectives with graduates 	2009-2010

4. Dissemination of Information over the 5 year period of this Plan. When, where, and how will results be disseminated to stakeholders in each of the 5 years?

Expected Measures from the Instruments	Affected Stakeholders	Dates and Locations for dissemination results
<ul style="list-style-type: none"> • Rubrics mini-proposal concept map comprehensives internships culture ethics • Employer survey • Focus group 	<p>Internal</p> <ul style="list-style-type: none"> • students • faculty <p>External</p> <ul style="list-style-type: none"> • community members • employers • alumni 	<ul style="list-style-type: none"> • Yearly program review on file in academic affairs office • In May of each year, the EACL faculty will collect the data for the given year and write an annual assessment report that will be posted on the EACL webstie • A fall meeting will be dedicated to reviewing the data from the Assessment Report and the report will be posted on the EACL website • Statistics on program completion rates, progress to degree, and attrition will be part of the annual assessment report that will be posted on the EACL website

Date sent to the Assessment Council September 23, 2005

Date reviewed by the Assessment Council _____

Approval Date _____