

CMU Assessment Plan Template

Program: Specialist in Education

Assessment Coordinator: Elizabeth Kirby

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 and analyze research that uses both quantitative and qualitative methods; undertake research and practical inquiry using various research methods.
2. Synthesize important issues in the field, in particular issues related to relevant laws, finance, personnel practices, administrative practices, and policies.
3. Engage in critical analysis of organizational issues arising from professional practice and form alternative solutions to pressing institutional problems, including issues of diversity.
4. Recognize their own leadership orientations, analyze strengths and weaknesses of various leadership theories and assume leadership roles as appropriate to advance in the profession.
5. Demonstrate an understanding of various communication theories and the impact of different models in practice on organizational outcomes and supervisor/employee, community, family relationships.
6. Evaluate personnel and curricula with the goal of improved student performance and raised standards. Use theory, research and best practice to enhance staff development and teacher performance.
7. Identify and analyze elements of personnel administration and the dynamic interaction between various components, including supervision and motivation.
8. Apply a holistic organizational perspective in practice using multiple frames in making decisions among a variety of alternatives.
9. Using data analysis, advocate instructional programs conducive to student learning and professional growth.
10. Demonstrate usage of a variety of forms of technology for professional and administrative purposes.

Specialist in Education

Degree Requirements

1. Courses in Educational Administration (15 hours)

EAD 600 (3) Research in Administration

EAD 660 (3) Principles of Educational Administration

EAD 700 (3) Advanced Administrative Research

EAD 760 (3) Leadership Theory and Practice

EAD 766 (3) Advanced Educational Law

2. Emphasis Strands (15 hours)

Elementary/Middle/Secondary Administration

EAD 663 (3) Personnel Administration

EAD 656 (3) Public School Law

EAD 664 (3) Public School Finance

EAD 773 (3) Instructional Supervision for Administrators

AND EAD 770 (3) Advanced Administration for Elementary Schools

OR EAD 772 (3) Advanced Administration for Secondary Schools

Higher Education Administration

EAD 626 (3) The Adult Learner

EAD 636 (3) Higher Education Law

EAD 763 (3) Personnel Administration in Higher Education

EAD 764 (3) Financing of Higher Education

EAD 776 (3) Administration of Higher Education

3. Capstone Project (6 hours)

Required:

A. Field-based Project

EAD 699 (3) Administrative Internship

EAD 797 (3) Field Study

OR

B. Thesis: EAD 798 (6)

4. Additional Courses (24 hours)

Selected in consultation with advisor.

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 Outcome	Core						Emphasis Area: Elementary/Middle/Secondary Administration				
	600	660	700	760	766	699/797 or 798	656	663	664	773	770/or 772
1	I, E,A		E, A			E,A					
2		I		E, A	E, A	E,A	I, E,A	E, A	E, A	E, A	E, A
3	E	I,E,A	E, A	E, A	E, A	E,A	I, E,A	I,E		E, A	
4		I,E,A		E, A				I		E, A	
5		I,E		E, A		A		E,A		E, A	
6		I,E		E, A					I, E		E, A
7		I						I,E,A		E,A	
8		I,E,A		E, A		E,A				E	
9	I,E									I,E	E, A
10	I, E, A	A	A	A		E,A			I, E, A	A	A
I = Introduced E = Emphasized A = Applied and Practiced											

Emphasis Area: Higher Education Administration					
Learning Outcome	626	636	763	764	776
1					I, E, A
2		E, A	E, A	E, A	
3	I, E	E, A	I, E		I, E, A
4			E		I, E

5			E, A		E, A
6				I, E	
7			E, A		I, E
8	I, E, A				I, E, A
9	I, E				
10				I, 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 reports (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-Imp. Issues #4-Leadership #8-Holistic Perspective #9-Data for learning #10-technology	<ul style="list-style-type: none"> Final Research Project in EAD 700 EAD 660 or 760 Concept maps-- exams 	<ul style="list-style-type: none"> Collect; Rubric for EAD 700 (randomly choose 10) Collect; Rubric for EAD 660 or 760 (randomly choose 10) 	2005-2006
#1-Research Critique #2-Imp. Issues #3-Critical Analysis #4-Leadership #5-Communication #6-Curr. Development #7--Personnel #8-Holistic Perspective	<ul style="list-style-type: none"> Focus Group— Students who have completed EAD 700 and EAD 660 or 760 Final Project EAD 663 and 763 Final Project EAD 773 Exit Questionnaire for Graduates 	<ul style="list-style-type: none"> Interview Protocol for 2005-2006 students who have completed 700, EAD 660 or 760 Rubric for EAD 663 and 763 Rubric for EAD 773 	2006-2007
#1-Research Critique #2-Imp. Issues #3-Critical Analysis #4-Leadership #5-Communication #7--Personnel #8-Holistic Perspective	<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 Compare curriculum with learning objectives Rubric for EAD 699 Learning Plans 	2007-2008
#2-Imp. Issues #7--Personnel #8-Holistic Perspective #9-Data for Learning #10-technology	<ul style="list-style-type: none"> Capstone Projects Thesis Proposals 	<ul style="list-style-type: none"> EAD 699/797 field study/thesis ; EAD 798 thesis Rubric capstone projects/thesis 	2008-2009
#1-Research Critique #2-Imp. Issues #3-Critical Analysis #4-Leadership	<ul style="list-style-type: none"> Follow-up survey with Employers Follow-up focus 	<ul style="list-style-type: none"> Analysis of feedback to see if improvements given any changes since year #3 	2009-2010

#5-Communication #7--Personnel #8-Holistic Perspective	group with alumni <ul style="list-style-type: none"> • Research Papers/Thesis • Concept Maps 	<ul style="list-style-type: none"> • Study and review rubric changes over time • Use assessment products and tie to curriculum and report back from the field (students/employers) • Job placements/promotions 	
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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 EAD 600 EAD 660/760 EAD 663/763 EAD 700 EAD 699/797 EAD 798 • Employer Survey • Graduate Focus Group • Students will receive an exit questionnaire upon graduation asking specific information regarding their educational experience 	<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"> • In May of each year, the EACL faculty will include information on assessment in its annual report—disseminated internally and posted on the department website • Executive summary posted to website—graduation rates; employment placements; student feedback • A portion of the fall retreat will be dedicated to reviewing the data from the Assessment Report and the report will be posted to the EACL website • In year 3 and 5, EACL will convene an advisory panel—one of employers and one of alumni. Assessment results to date will be shared—feedback collected.

Date sent to the Assessment Council _____

Date reviewed by the Assessment Council _____

Approval Date _____