

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Minimum 3.0 mean response on a 4-point scale using the Ed Leadership Component Evaluation Instrument. Candidates will evaluate case studies to determine the focus of the problem and the accompanying educational issues. The section of the evaluation instrument assessing critical thinking is called, "Practice with case studies."</p> <p>Score of at least one on a 0-2 scale used by the case study scoring rubric.</p>	<p>3.1 rating on a 4.0 scale, indicating a high to highest rating of value on the Ed Leadership Component Evaluation Instrument, "Practice with case studies".</p> <p>20% of the candidate scores were '2' on the rubrics 70% of the candidate scores were '1', 10% of the candidate scores were '0'.</p> <p>3.1 rating on a 4.0 scale, indicating a high to highest rating of value on</p>	<p>Although case studies were originally conceived as being for independent study, Ed Leadership faculty will ensure that each case study, whether completed in class or as an at-home assignment, will be discussed immediately in class. Critical issues will be identified and discussed.</p> <p>Since the scores were unexpectedly low, every course will incorporate case studies of the type found on the state licensure exam. Furthermore, candidates will, as a class, develop case studies, analyze them, develop a rubric, and score each others' anonymously.</p>

Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p><u>Minumum</u> 3.0 mean response on a 4-point scale for “identified papers/reports” using the Ed Leadership Component Evaluation Instrument.</p> <p><u>Minumum</u> 3.0 mean response on a 4-point scale for “oral presentations” using the Ed Leadership Component Evaluation Instrument.</p> <p><u>Minumum</u> 3.0 mean response on a 4-point scale for “power point presentations” using the Ed Leadership Component Evaluation Instrument.</p> <p>During a +/-Delta exercise, a minumum 50% of the candidates will identify these areas as being effective in facilitating communication.</p>	<p>3.4 mean response on a 4-point scale for “identified papers/reports” using the Ed Leadership Component Evaluation Instrument.</p> <p>3.7 mean response on a 4-point scale for “oral presentations” using the Ed Leadership Component Evaluation Instrument.</p> <p>3.8 mean response on a 4-point scale for “power point presentations” using the Ed Leadership Component Evaluation Instrument Note: ratings are on a 4.0 scale and indicate that all three media are high to highest in efficacy.</p> <p>During the Plus/Delta technique, 60% of the candidates verified the value of the above media, but linked their usefulness to what they called "real-life situations." That is, they wanted to embrace practical applications in their discussion.</p>	<p>Program faculty made the judgment to continue oral and written assignments, since they are perceived to be effective, but to also include a practical application for each, such as researching for and role playing a principal-parent conference.</p>

Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>On their field experience and practicum logs, 100% of the candidates will log and reflect upon activities that document their perception the richness of the global communities in which they live and work</p>	<p>The Plus/Delta technique revealed field experiences and real world discussions as being valuable in promoting awareness of the global community. The technique also revealed that candidates wanted more real world discussion and to become more familiar with the ISLLC standards.</p> <p>100% of the candidates logged and reflected upon activities that documented their perceptions of their global communities. Exapmple: Use of school performance data to document performance of the different subgroups at their schools.</p>	<p>Unit faculty determined that reflections on pertinent field experiences must include reference to ISLLC Standard 6, "Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context". The standard will be emphasized in all courses and examples of reflections that include it will be discussed during each course.</p>