

Program Assessment

Instructions: Complete the report of your department’s assessment activities for 2007–08 year. The University Assessment Council reviews these reports and will provide feedback to each department. A record of all reports is maintained by the Assessment Council for accreditation purposes.

Submit a separate report for each degree program (undergraduate and graduate) in your department.

These reports will be posted on the Assessment and General Education websites in February, which will allow departments a wider distribution of their results and recommendations.

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Department:	Educational Foundations, Research, Technology, and Leadership (EFRTL)
Degree Program Covered by This Report:	Master of Science in Educational Administration
College:	Beeghly College of Education
Date Submitted:	October 30, 2008

Section 1 – Outside Accreditation*

1. Does the program covered by this report undergo program-specific accreditation? (If “no,” please skip to question 5 below.)	Yes
2. What is the name of the accreditation agency?	National Council on Accreditation of Teacher Education
3. How often does your accreditation occur, and when is your next review?	Every 7 years 2010
4. How often do you submit interim reports to your primary accreditation agency?	Not applicable

**Programs undergoing outside accreditation must answer the following questions and can refer to relevant page numbers in the accreditation report as necessary. Please attach a copy of the relevant pages of the accreditation report. (Electronic copy is preferred but a hard copy of the relevant pages of the accreditation report is acceptable).*

Section 2 — Yearly Report on Student Learning Outcomes

—Changes in the Department’s Learning Outcomes and/or Assessment Plan

5. Have you changed the learning outcomes for any of your degree programs?

YES _____	NO <u> X </u> (skip to question 6 below)
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If the learning outcomes have been changed, attach a separate file of all learning outcomes for your degree program. These outcomes will be posted on the University Assessment website and appear in the *Bulletin*. A separate file makes sharing that material far easier.

6. Have you changed the Assessment Plan previously approved by the University Assessment Council (e.g., sampling, tools, and procedures for involving faculty/students)?

YES _____	NO <u> X </u> (skip to question 7 below)
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If the assessment plan has changed, attach a separate file of the new Assessment Plan with the changes highlighted. Explain why these changes were made

7. List the learning outcomes assessed this year (number these outcomes according to the numbering scheme used in the Assessment Plan and provide a short description of each outcome).

1. Candidates will be able to facilitate the development, articulation, implementation, and stewardship of a school vision of learning that is supported by the school community.
2. Candidates will be able to promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff.
3. Candidates will be able to manage school organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Candidates will be able to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.
5. Candidates will be able to act with integrity, fairly, and in an ethical manner.
6. Candidates will be able to influence the larger political, social, economic, legal, and cultural context.
7. Candidates will be able to synthesize and apply the above outcomes through substantial, sustained, standards-based work in real settings.

8. List the direct measures of student learning and/or indirect measures of student learning included in this report.

<p>Direct measure(s): (test results, supervisors' evaluations, classroom embedded assignments, rubrics for evaluating student writing or oral presentations, portfolios)</p>	<p>The assessment consists of two components: (a) candidate performance on learning outcomes based on the standards of the Educational Leadership Constituent Council (ELCC), and (b) candidate performance on learning outcomes included in departmental comprehensive examinations.</p> <p>(a) Each semester the faculty conducts course-embedded assessments of candidate performance on ELCC standards. Performance is scored on a four-point system and aggregated for annual analysis.</p> <p>(b) Each semester the faculty administers comprehensive examinations that are scored on a pass/fail basis. Overall performance is converted into a four point scale (Unsatisfactory, Satisfactory, Competent, and Exemplary). The results are assembled annually for review and consideration.</p>
<p>Indirect measure(s): (surveys, interviews, questionnaires, focus groups, reflective essays)</p>	<p>The candidates who continue to seek Principal or Superintendent Licensure go through appropriate clinical training experience. These candidates are assessed (on knowledge, skills, and dispositions) by cooperating supervisors through a survey.</p> <p>EFRTL is also in the process of conducting a post graduation survey of our candidates. This will go out in fall 08.</p>

9. Describe whether and/or how the following areas have been assessed or incorporated into the assessment process during this reporting period.

Capstone Project	All the courses include a culminating semester project, which is to be presented to the whole class by each candidate.
Oral Intensive Assignment(s)	Some courses are offered in a seminar format. So, class participation is mandatory. Interactive discussion taking place in class meeting enriches candidates' understanding of subject matter and professional skills
Writing Intensive Assignment(s)	All the courses include a culminating semester project, for which candidates are being gradually trained to produce good products.
Critical Thinking Exercises/Assignment(s)	1. Assignments in Educational Research Methods – 6904, Philosophical Analysis of Education – 6901, Educational Policy, Politics, and Change – 6933,

	Legal and Ethical Issues in Public Administration – 6949. 2. Comprehensive exam
Graduate Thesis	N/A
Other (describe)	

10. Explain how data on student learning are evaluated (e.g. what types of criteria are used to summarize and review the data?)

1. Data on candidate performance are collected based on the learning outcomes of this program, which mirror the ELCC Standards. Most of these assessment instruments were newly created for program review report in 2007-08 and therefore, data collection procedure is in progress. Assessment instruments are designed with scoring rubrics with a numerical score range from 1 to 4 (Unsatisfactory, Satisfactory, Competent, and Exemplary).

2. Existing data (e.g., Comprehensive Exam Assessment) are evaluated and/or reviewed at a variety of levels – the program level, the department level, and the unit (BCOE) level including the Dean’s Advisory Council (DAC), the Performance Assessment and Program Evaluation Committee (PAPEC), and the Professional Education Council (PEC) – according to procedures developed for the NCATE-mandated BCOE Assessment and Evaluation System.

11. Without referring to individual faculty performance, summarize the data on student learning.

Comprehensive Exam Data: Thirty four Masters candidates took the comprehensive exam during the 2007-08 academic year. Of those, 19 candidates performed at Exemplary level; 7 candidates performed at Competent level; 7 candidates performed at Satisfactory level; and one candidates performed at Unsatisfactory level.

12. Indicate both *strengths* and *weaknesses* of the program as related to the student learning outcomes selected for review this reporting period.

Strengths: With Comprehensive exams, high passage rates once retakes are completed, but this is unavoidable as the candidates go through this transition point to complete their studies.

Weaknesses: The program faculty was concerned about the lack of preparation of some candidates for the first attempt at the comps. Some candidates seem to use failure as a reminder or incentive for them to prepare for the test.

Feedback Loop

Review of data on Student Learning

13. Describe the mechanisms used to disseminate assessment results (regarding student learning) to:

Faculty	Through review and discussion at regular area faculty meetings.
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Contact and send reports to Eileen Esposito at ejesposito01@ysu.edu

Students	Through individual ratings and feedback on assignments, projects, and tests; course grades; comprehensive results notice; and academic advisement.
Other Constituents	Through regular approval related reports to accrediting/approving bodies (e.g., ELAA, NCATE); recommendations to prospective employers; and so on.

14. List 1 or 2 key recommendations that each group provided based on data obtained this period.

Faculty	<ol style="list-style-type: none"> 1. need to emphasize the importance of preparation for comps in comps related courses. 2. monitor progress of individual students by respective academic advisors.
Students	<ol style="list-style-type: none"> 1. provide some sample questions for comp exams. 2. when appropriate courses are not offered prior to taking the comp exams, allow independent studies for candidates to prepare for comp exams.
Other Constituents	<ol style="list-style-type: none"> 1. ELCC provided no further recommendations as the reviewers were happy with the assessment instruments. 2. BCOE is in the process of collecting formal data from employers. Supervising employees of our candidates who undergo their training in clinical experiences are impressed with the candidates' knowledgebase.

Action Steps (changes in curricula, instruction, or use of resources based on data)

15. List one or two key action steps for program improvement that the department has **previously** implemented (refer to prior reports).

1. A pool of comps items were developed. This will ensure that candidates' retake questions differ from those used in the initial comprehensive exam or in any previous retake.
2. Candidates are to take comps one semester prior to the semester in which they plan to graduate.

16. Describe how these action steps were connected to **previous** data-collection efforts regarding student learning.

<ol style="list-style-type: none"> 1. When the same questions were used for retakes, candidates seemed to have not paid much attention to preparing for their initial take of the comps, as they feel comfortable in retaking the test in the event of a failure. Using an item pool would prevent this possibility. 2. When candidates were allowed to take comp exams during the semester in which they plan to graduate, the data showed we sometimes had to offer more than two retake opportunities for candidates as they have planned their graduation activities.

17. Describe whether these **prior** action steps for program improvement were effective.

<p>Establishing an item pool seemed to have encouraged candidates to prepare better for comp exams. The requirement to take the comp exam one semester in advance of graduation has limited the number of attempts on comp exams to two. This has encouraged candidates to prepare for comp exams better.</p>

18. Based on the **current** Assessment Report you prepared for your department, describe future action steps that will be implemented to improve student learning.

Data collection will continue on the assessment instruments identified for ELCC review. As longitudinal data are collected, based on data analytical results, appropriate adjustments/revisions will be made.

19. How is the evaluation of data on student learning connected to the future action steps?

As stated in #18 above, data collection will continue on the assessment instruments identified. As longitudinal data are collected, based on data analytical results, appropriate adjustments/revisions will be made.

Departmental Archive

20. List the types of documentation on file in your department related to program assessment (annual assessment reports, minutes of relevant meetings, rubrics, data files or reports, matrices, and other related materials) and the years covered by your departmental archive.

ELCC approved Assessment instruments, scoring rubrics, and performance data, 2007	MS candidate admission decision-making data, 2006-2008
Comprehensive Exam tracking data, 2003-2008	NCATE Assessment database, 2006-2008
Comprehensive Exam results data, 2003-2008	Departmental area meeting minutes, 2005-2008

Resources

21. What additional resources are needed to improve student learning in your department? Please describe.

Some examples include: supplies, travel funds for candidates to present their research at state and regional conferences, etc.

Best Practices

22. Use the following space to share examples of best practices regarding teaching and learning from your department that you would like to share with other departments.

Using role models; using actual cases (legal and documented cases) for instruction; using simulations; using discussion boards for interactive engagement; visiting practitioners, etc.