

Student Learning Objectives (SLO) for the Masters Degree in Educational Administration

A total of six SLO are now being used to assess the Masters program in Educational Administration to meet the requirements of the Higher Learning Commission's (HLC) accreditation process. These outcomes reflect the first six Standards for School Leaders, created by the Interstate School Leaders Licensure Consortium (ISLLC) and used as a framework for school leadership licensure by the Kansas State Department of Education (KSDE) and the National Council for Accreditation in Teacher Education (NCATE). Each of the first six standards includes an assessment of the application of knowledge, performances, and dispositions through a portfolio process that includes artifacts demonstrating application to real settings. The seventh outcome (Internship for Learning) integrates all of the six SLOs (or content areas guiding the program) and will not be reported to the HLC (but is a part of the assessment process for KSDE/NCATE).

COE Graduate (MS) Student Learning Outcomes for EDADL

The MS degree in Educational Administration and Leadership provides experiences that ensure educational leaders will acquire knowledge, establish beliefs, and develop skills in the following areas: Vision for Learning, Culture for Learning, Management for Learning, Community for Learning, Ethics for Learning, Context for Learning, and Internship for Learning. Specifically, the educational leader (candidate) will be able to promote the success of all students by:

- (1) Vision for Learning
 - facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- (2) Culture for Learning
 - advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- (3) Management for Learning
 - ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- (4) Community for Learning
 - collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- (5) Ethics for Learning
 - acting with integrity, fairness, and in an ethical manner.
- (6) Context for Learning
 - understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- (7) Internship for Learning
 - synthesizing and applying knowledge, performances, and dispositions of educational leadership in real settings, planned and guided cooperatively by the institution and school district personnel.

Direct Measurements:

All learning outcomes will be assessed through two components of the MS exam (portfolio). The first component consists of artifacts to demonstrate leadership knowledge, performances and dispositions related to the identified standard. The second component to be used for assessment is a narrative summarizing the student's/candidate's evidence of knowledge, performances, and dispositions related to these standards. A rubric for assessing each of the components of the exam (portfolio) has been developed and was used for the first time in the summer of 2006.

Indirect Measurement:

All students/candidates will complete a self-assessment of their progress in the acquisition of knowledge, performances and dispositions related to each of the first six ISLLC standards (SLO). The self-assessment instrument is a matrix using four levels of attainment for the areas of knowledge, performances, and dispositions for each of the six standards. The program assessment team will record final attainment levels and degree of perceived growth for each M.S. student/candidate preparing the exam portfolio. Totals for the whole group and by disaggregated groups (gender, format of the program) will be calculated and reported by numbers and percents at various attainment levels.

Additional Measurements:

In addition to the data being collected and reported to the HLC, the program will be using nine measures (some similar to those used for the SLO) to assess program effectiveness for the KSDE and the NCATE. Information from these measures will only be briefly summarized for NCA at the end of the accreditation cycle but will be reported in great detail to those respective organizations using the format they have prescribed.

Student Sample:

All students/candidates completing a degree and submitting a portfolio for the M.S. exam will be included in the program assessment process. Scores from the rubrics will be compiled for the academic year and then reported by the total group and by disaggregated groups (as appropriate.) For the relatively small number of students/candidates not seeking licensure and not completing the portfolio process the M.S. committee members will conduct an assessment deemed appropriate for that student. Only narrative summaries will be reported for that group of students/candidates.

Timetable:

The three measures will be used at the end of each semester to assess students/candidates completing the portfolio (and/or completing the degree). Data from each semester in one academic year will be compiled, analyzed, and reported to all EDADL faculty in the fall of the next academic year to assist with program development.

Summary Table of SLO Assessments

SLO	Direct Measure	Direct Measure	Indirect Measure	Student population	Results
1-6	Rubric to assess artifacts regarding SLO 1-6 (submitted with the MS Exam Portfolio)	Rubric to assess Knowledge, Performances, Dispositions for SLO 1-6 found in student reflections (submitted with the MS Exam Portfolio)	Self-Assessment regarding SLO 1-6 (Submitted with the MS Exam Portfolio)	All students/candidates completing MS degree using a portfolio process	Yearly results to be reported to EDADL faculty each fall (to determine appropriate program revisions)