**College of Education: Educational Leadership Data for 2012-2013 Semester Submitted: Fall 2013**

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| **Student Learning Outcome Report** | | | |
| **Department: College of Education** | | **Program: Educational Leadership** | |
| **SLO Certificate, Associate, Bachelor, Minor, or Master Degree Program\* Competencies** | **Process** How were the processes established? | **Results** What measurement tools do you use and what are your results? | **Improvement** What recent improvements have you made for this program? |
| 1. Shared Vision | New Mexico State Statute was implemented collaboratively with faculty and the Dean of the College of Education receiving input from school, agency and community partners. | Please see response to Results Question #4, in this document. | In a statewide collaborative process, all educational leadership programs were aligned to the ISLLC (Interstate School Leaders Licensure Consortium) Standards and programs across the state were coordinated.  Electives were focused specifically on Educational Leadership Issues  The entire program has been moved online, providing better access to courses for students. |
| 2. Instructional Leadership |
| 3. Organizational Leadership and Management |
| 4. Communication and Community Relations |
| 5. Values and Ethics |
| 6. Political Impact |

\* The Student Learning Outcomes (SLOs) while student centered are not individual course offerings but the overall SLOs for the program; certificate, associate, bachelor, minor, or master degree program.

Assessment Committee Evaluation Key: 0 - No Submission, 1 - No Statement, 2 - Undeveloped, 3 - Moderately Developed, 4 - Well Developed

**Processes**

1. **How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?**

The standards (Educational Leadership Preparation Competencies and the ISLLC Standards) are mandated by the New Mexico Public Education Department as identified in New Mexico Code Title 6, Chapter 62, Part 2: Licensure for Educational Administration, Grades Pre K-12. These apply to all candidates completing a master’s degree or certificate in Educational Leadership.

Finally, program reviews occur on a 5-year basis and are reviewed by the Graduate Council. That process is highly similar to this Student Learning Outcome analysis.

1. **How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?**

The objectives are mandated by the New Mexico Public Education Department as identified in New Mexico Code Title 6, Chapter 62, Part 2: Licensure for Educational Administration, Grades Pre K-12. The Educational Leadership program is aligned with other programs in the state as mandated by the legislature.

1. **How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?**

Educational Leadership Programs within the state of New Mexico must meet the same competencies as identified above and must be accredited and approved by the New Mexico Public Education Department, New Mexico Higher Education Department and National Council for Accreditation of Teacher Education. New programs must meet these same guidelines and must receive approval from the WNMU Board of Regents, the New Mexico Public Education Department, and the Professional Practices Standards Committee. Courses added to existing programs or designed for new programs must first meet the competencies identified in New Mexico State Statute. Additionally, feedback is sought from the local school districts, agencies, and communities served. Courses which go beyond state competencies have been added to existing programs based upon the needs of the districts and communities we serve.

1. **How do you design responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market?**

Educational Leadership Programs within the state of New Mexico must meet the same competencies as identified above and must be accredited by the New Mexico Public Education Department and the National Council for Accreditation of Teacher Education. Courses added to existing programs or designed for new programs must first meet the competencies identified in New Mexico State Statute. However, feedback is sought from the local school districts, agencies, and communities served through needs surveys and other instruments and through advisory councils, as is required by the Program Review process supported by the Institution. Curriculum which go beyond state competencies have been added to course work based upon the needs of the districts, agencies, and communities we serve.

1. **How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?**

At the state level, faculty participate in state-wide groups which foster the development and alignment of Educational Leadership programs to each other, to state competencies, and to the ISLLC Standards.

At the university level, there is a minimum GPA requirement for admission at the graduate level. Individual fields of study may have additional admission requirements. There are rarely any limits on registration for classes, but when those are needed, instructors evaluate student preparation and determine eligibility for enrollment. College of Education faculty work with students to make sure that the have the required writing and research skills in order to be successful in the Educational Leadership program.

The preparation required of students is determined by the objectives identified in New Mexico State Statute and the Licensure Requirements for the degree being obtained. Additionally, faculty within the College of Education work closely together to identify necessary prerequisites - meeting monthly to discuss program and student needs. Additionally, data from assessments completed by clinical faculty who work within the districts and surveys completed by graduates and employers are used to identify issues where students were not prepared to meet the competencies. Additionally, students must pass the state assessments for their program prior to graduation and subsequent licensure by the state of New Mexico. These data are also collated, reviewed and analyzed. This information is used to strengthen the program and better prepare students for the workplace.

1. **How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?**

At the university level, we communicate with students through such materials as the catalog, brochures, our webpages, online degree plans, syllabi for classes. At the program level, the advising relationship is essential for communicating expectations and objectives.

Admissions, student support, and registration services aid in the process by publishing revisions to the catalog and degree plans and by conferring with faculty. Representatives from the Registrar and the Library attend Curriculum and Instruction and Graduate Council meetings to remain up to date on program and course changes.

Information on all College of Education Programs are published within the University Catalog, online through the College of Education website, degree plans, and in the application packets which are provided to students taking an introductory course. Additionally, information is provided directly to students through advisors both within the College of Education and by the Academic Support Center.

1. **How do you help students select programs of study that match their needs, interests, and abilities?**

Students interested in pursuing a degree in Educational Leadership are referred to the College of Education by Admissions. Advising is conducted on a semester basis. At three points in their degree program, students and faculty complete Professional Behaviors and Dispositions Assessments on students - again helping students to clarify their ability to be an educational leader.

1. **How do you deal with students who are underprepared for the academic programs and courses you offer?**

At the university level, tutoring services are offered on campus, in the writing center, and through Smarthinking etutoring. Students are referred to these resources or are given individual support based upon their needs.

In the College of Education, underprepared students are identified early in the program either through the advising process, admission process to the College of Education, Professional Education Committee (PEC), or WNMU Gallup COE meeting, or through the Professional Behaviors and Dispositions Assessment. Students are supported through the advising process and if necessary a plan of assistance is created and an individual faculty member will work with a student to address concerns. Writing classes have been offered to support those students who do not have adequate writing skills to be successful at the graduate level. Students are also referred to the Writing Center and other support services available on campus.

1. **How do you detect and address differences in students’ learning styles?**

In the College of Education, a variety of techniques are utilized to assess student learning styles. Some faculty utilize formal assessments, such as the Multiple Intelligence Diagnostic Assessment, still others conduct pre-assessment activities within their individual classes. Many faculty rely on their personal conversations with students. To address these differences, instruction is provided using multiple learning styles, varying among the learning activities and instructional methods used within an individual class. Accommodations are made as appropriate and students are exposed to a variety of learning styles and learning opportunities which reflect those learning styles.

1. **How do you address the special needs of student subgroups (e.g. handicapped students, seniors, commuters)?**

This is a university-level issue, addressed by Disability Services, scheduling of access to resources such as the library, computing labs, and the Writing Center. For online students, access to online or phone-based resources such as the computer HELP desk and Writing Center is essential. When student needs are addressed, requests are made to appropriate units on campus to assist in helping students. The primary advocate for online programs is the staff in Extended University which oversees our Virtual Campus (online programs). Particular focus has been given to the scheduling of classes and course rotations to support the progress of all students. Efforts are currently underway to make our web-based services comply with ADA federal regulations.

In the College of Education, accommodations are made based upon the needs of the individual students. Faculty will provide additional instruction, time, or other accommodation as identified by the office of Disability Services. We work to teach all students - so individual needs are taken into consideration when at all possible following the university guidelines. Instruction is also provided using multiple forms of delivery, including: face-to-face, online (synchronous and asynchronous), web-enhanced, ITV, and lecture capture.

1. **How do you define, document, and communicate across your organization your expectations for effective teaching and learning?**

Regarding teaching… At the university level, we have an annual review (MBO) process by which faculty document their performance and are evaluated. Chairs review student evaluations with faculty and discuss ways to continually improve. Expectations for promotion and tenure are defined and described by the VPAA, and appropriate workshops offered throughout the academic year. We also have requirements for course evaluation administration. Professional development courses are offered by the University faculty developer to aid faculty in developing online courses. In departments, faculty members define and communicate expectations through meetings in which they discuss the program.

Regarding learning… There is a standard syllabus format that includes learning objectives, grading criteria and other expectations of students.

The College of Education has an active, in-depth MBO process requiring faculty to identify specific goals toward the support of effective teaching and learning, which align with the COE Faculty Strategic Priorities. Professional development opportunities are provided for all faculty members, which focus on effective teaching and learning. The culture of assessment that has been fostered within the College of Education is probably our strongest tool for defining, documenting, and communicating expectations for effective teaching and learning. Faculty gather monitoring data on student learning at three points in a student's program: entry, midpoint, and exit. These data are reviewed and analyzed annually: reports on entry data are due in January, midpoint data reports are due in May, and exit data reports are due in August. Additional data are also reviewed from EBI surveys, graduate surveys, employer surveys, and course evaluations. The process of reviewing the data and analyzing student learning has helped faculty identify instructional issues and improve the quality of teaching received by students, and supporting changes to individual courses and programs. This process is supported by our tri-annual data retreats. Communication is also facilitated through the handbooks created for each program.

1. **How do you build an effective and efficient course delivery system that addresses both students’ needs and your organization’s requirements?**

At the university level, administrators, dean, and chairs listen to the feedback from stakeholders in the communities we serve and review course evaluations to ensure we are offering courses at the times and frequencies that are needed. The various units in the institution that oversee course delivery in the modalities of videoconferencing, online, face to face, and hybrid meet once a semester to coordinate schedules and negotiate use of scarce resources. Academic Affairs and Student Affairs staff meet weekly during enrollment times—especially in the summer to monitor class sizes and create new class sections when needed.

In the College of Education, course rotations and schedules are based upon student need, as determined by student file audits conducted by faculty annually. Courses are offered online (asynchronous and synchronous), face-to face, lecture capture or via ITV based upon the needs of distance education students. Many students completing coursework within the College of Education are currently working within the school system, so most courses are offered in three hour blocks in the evening. Faculty meet over each course schedule to make sure that courses are scheduled so that they do not conflict with other courses.

1. **How do you ensure that your programs and courses are up-to-date and effective?**

At the university level, the program review cycle asks departments to evaluate the currency and effectiveness of classes using data on enrollment, student learning outcomes, and region wide demand. There is a three year review cycle for assessment of student learning outcomes. The university maintains a five year degree plan for new degrees that is reviewed each semester by the Dean’s Council and the Board of Regents.

College of Education faculty meet monthly to review student issues and discuss programs and course offerings in the Professional Education Committee (PEC) or the WNMU-Gallup COE meeting. The Dean of the College of education reviews syllabi, checks that faculty are using current textbooks, and reviews online courses. Input is gathered from our public school partners and additional input is gathered through the state and national peer reviewed accreditation process. Through the assessment processes implemented in the College of Education and the reports completed on each set of monitoring data, faculty identify current needs and issues related to individual programs and student learning. Recommended changes are reviewed by the faculty as a whole. If a change is implemented - the outcome of that change is reviewed in the next assessment cycle to assure that the intended outcome was obtained. Additional changes are made based upon the results obtain at COE Data Retreats and directives from the New Mexico Higher Education Department and the New Mexico Public Education Department.

1. **How do you change or discontinue programs and courses?**

At the university level, we engaged in a Program Prioritization process during the 2010-2011 academic year. This discussion continues. It is assumed that program support may change (increase or decrease) as a result of these analyses. In the past, programs have been discontinued as a result of low enrollment. They have also been discontinued as a result of the program review process.

Changes to or discontinuance of individual programs and courses are reviewed within the College of Education first at the Professional Education Committee. The recommendation is then taken to the full College of Education. Recommendations are then carried to Graduate Council.

1. **How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?**

A variety of methods are utilized to determine learning support needs. The department actively uses the services provided by the Disability Services Office in identifying students with special needs. Additionally, faculty conduct group and individual conversations with students to identify specific needs. When necessary students are either provided or referred for tutoring, advisement or training within special services such as are provided by the library. Placements are made on an individual basis and accommodations are made when possible. Programs such as our laptop lending program and the Teaching and Learning Center were created and maintained to meet such needs.

**How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?**

Specific exit assessments which address all of the competencies identified within the program are administered before the student leaves the program. For the Educational Leadership Program these assessments are: Internship, Professional Portfolio, Professional Development Plan, and a passing score on one of three assessment choices (Comprehensive Exam, Praxis Exam, NMTA Educational Leadership Exam). If the student does not pass one of the three assessment exams, they do not graduate from WNMU.

1. **How do you design your processes for assessing student learning?**

The assessment system utilized within the College of Education is aligned with the objectives (Competencies) identified in New Mexico State Statute. The assessments utilized were designed and developed collaboratively by faculty members teaching in each program and feedback has been obtained, and continues to be obtained, from school and district partners who work closely with our students during field experiences.

**Results**

1. **What measures of your students’ learning and development do you collect and analyze regularly?**

On a regular basis, monitoring data are collected on all students within the College of Education. Each program has identified entry, midpoint, and exit monitoring assessments. These data are collected, reviewed, and analyzed on an annual basis. In the Teacher Education Programs, the following measures are utilized:  
  
**Entry Monitoring Assessments**  
Bachelor’s Degree

3.0 GPA

2.75-2.99 GPA +  one semester graduate work with B or better  = Graduate Division FINAL Admission/Academic Probation

Letters of Recommendation

Resume or Vita

Career Goal Essay

Criminal Disclosure

Form

Successful completion of Professional Behaviors and Dispositions

**Midpoint Monitoring Assessments**  
Professional Leadership Framework—Gallup

Growth Plan—Silver

Current Educational Challenge—Gallup

School Leadership Challenge--Silver

Community Involvement Plan--Gallup

Educational Improvement Plan—Gallup

School and Community Public Relations Plan--Silver

Successful completion of Professional Behaviors and Dispositions Assessment

**Exit Monitoring Assessments**  
Successful completion of EDL 581-582 internship for all candidates

Comprehensive Exam OR Ed. Admin. Praxis Exam OR NMTA Ed Leadership Exam

Successful completion of Professional Portfolio

Successful completion of Professional Behaviors and Dispositions Assessment and Professional Development Plans (Gallup)

1. **What are your performance results for your common student learning and development objectives?**

As a general rule, 100% perform at or above expectations. On occasion, a student is performing at a lower level. When this happens, we work to identify the issues early and develop a plan of assistance for the student. Student learning and development are assessed at midpoint and entry, allowing us to work closely with students who are performing below expectations.

1. **What are your performance results for specific program learning objectives?**

Again, as a general rule, 100% of students perform at or above expectations. If a student is performing below expectations they are remediated either individually or as a group either by the faculty member teaching the course, the advisor, or through a tutoring session supported by the College of Education.

1. **What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?**

The results from Exit Monitoring Assessments for 2011-2012 are as follows:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Program** | **Successful completion of Internship** | **PBD Exit** | **Exit Exam** | **Portfolio** |
| W00066368 | Gary Wayne | Sherwood | Educational Leadership | Yes | 3.0 | 264 | Pass |
| W00042610 | Sylvia | Orquiz | Educational Leadership | Yes | 3.0 | 244 | Pass |
| W00043290 | Kay | Jenkins | Educational Leadership | Yes | 3.0 | 233 | Pass |
| W00047889 | Lucinda | Bitsoi | Educational Leadership | Yes | 3.6 | 249 | 96 |
| W00049206 | Jacqueline | Jones | Educational Leadership | Yes | 3.7 | 261 | 96 |
| W00052338 | Sandra | Freeland | Educational Leadership | Yes | 3.4 | 244 | 98 |
| W00056908 | Antoinette | Arrey | Educational Leadership | Yes | 3.0 | 252 | Pass |
| W00062897 | Prestine | Parten | Educational Leadership | Yes | 3.0 | 265 | Pass |
| W00073078 | Christine | Milo | Educational Leadership | Yes | 3.0 | 240 | Pass |
| W00073619 | Milton | Head | Educational Leadership | Yes | 4.0 | 281 | 95 |
| W00073620 | Beth | Head | Educational Leadership | Yes | 4.0 | 270 | 97 |
| W00075019 | JoAnna | Cristo | Educational Leadership | Yes | 3.0 | 251 | Pass |
| W00089408 | Roberto | Rodriguez | Educational Leadership | Yes | 3.0 | Pass | Pass |
| W00092861 | Sandy | Hyatt | Educational Leadership | Yes | 3.0 | 258 | Pass |
| W00143559 | Brennan | Morris | Educational Leadership | Yes | 3.6 | 247 | Pass |
| W00143903 | Sherelyn | Carattini | Educational Leadership | Yes | 3.0 | 264 | Pass |
| W00159842 | Shalyn | Rocha | Educational Leadership | Yes | 4.0 | 240 | 100 |
| W00164987 | Consuelo | Cuellar | Educational Leadership | Yes | 3.0 | 263 | 98 |
| W00165172 | Nancy | Taranto | Educational Leadership | Yes | 4.0 | 260 | 100 |
| W00169192 | Jill | Wellington | Educational Leadership | Yes | 3.0 | 256 | Pass |
| W00100827 | Reuben | McCabe | Educational Leadership | Yes | 3.0 | 249 | Pass |
| W00112716 | Bruce | McDermott | Educational Leadership | Yes | 3.0 | 282 | Pass |

1. **What are your performance results for learning support processes (advising, library and laboratory use, etc.)?**

Faculty meet with students for advising at least two times a year. Advising is essential for College of Education students, especially if they are working to achieve licensure. Individual faculty provide instructional opportunities within the library; most students are able to meet expectations or operate above expectations with library resources before graduating.

1. **How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?**

We are comparable and usually exceed the results from other state institutions as indicated by our state and NCATE reaccreditation.

**Improvement**

1. **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?**

We are moving toward storing all data electronically, so it can easily be retrieved for analysis and review with students, faculty, programs, and unit. We have purchased a licensing agreement with TK20 to expedite this process. We are implementing electronic collection of assessment data, allowing us to provide students more immediate and responsive feedback. We have reworked the applications for each program, assuring that they are easy to understand and align with state requirements.

1. **How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?**

The College of Education has developed a culture of assessment over the last seven years. Monitoring data are collected, reviewed, and analyzed on an annual basis. Data retreats are conducted three times each year. Faculty review Entry Data in January, Midpoint Monitoring Data in May, and Exit Monitoring Data in August. Additionally, the College of Education meets monthly to address assessment issues, as well as individual program and student issues. Through this assessment plan, we are able to quickly identify areas in need of improvement and better meet the needs of individual students.