

Annual Report on Program Student Learning Outcomes Assessment

Program: ***Education Leadership and Policy Studies (Ed.M CAGs, Ed.D)***

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Note: Programs within the Educational Leadership and Policy Studies (ELPS) Cluster fall within three broad pathways: PK-12 Educational Leadership, Higher Education Leadership, and Policies Studies. Students pursuing an EdM or a CAGS in Policy, Planning and Administration and those seeking an EdD in Educational Leadership and Development may concentrate in one of those three pathways. Although focus and emphasis may vary depending on the program and the degree being sought, all ELPS graduate students will be able to demonstrate a theoretical understanding and the application of effective practices in five major Goal areas: Leadership, Management, Community and Social Responsibility, Educational Culture, and Research on Policy.

Learning outcomes: Educational Leadership and Policy Studies

Students will:

1.0 Leadership

- 1.1 Communicate a shared vision and articulate a vision statement for an educational institution
- 1.2 Critically consider personal and professional narrative(s) and how it shapes educational worldview and leadership
- 1.3 Articulate an effective plan of action grounded in research (including own research in the case of doctoral students)
- 1.4 Develop professional and/or scholarship development action plans
- 1.5 Engage stakeholders, assign roles, resources and shared responsibility for tasks
- 1.7 Evaluate progress at defined periods through a program evaluation process.
- 1.8 Communicate results using data as evidence to a diversity of audiences

2.0 Management

- 2.1 Promote an effective learning environment through developing systems of initiation, mentoring, ongoing support for learning, and accountability
- 2.2 Allocate financial and personnel resources in support of a plan of action

2.3 Engage in ongoing, data driven, program planning, management, monitoring and evaluation activities at the institutional or sub-institutional level

3.0 Community and Social Responsibility

3.1 Deal appropriately issues of equity, diversity, and inclusiveness

3.2 Develop an understanding of culturally competent administration

3.3 Form alliances with external organizations, institutions, and interest groups

3.4 Recognize and negotiate around threats in the social and political environment

3.5 Ensure the protection of vulnerable individuals / groups

3.6 Exemplify and act upon demanding personal and professional ethical standards

4.0 Educational Culture

4.1 Create an institutional culture that promotes the success of all students through high expectations and effective support

4.2 Enhance the professional development of staff through reflective practice, appropriate expectations, and continuous learning

4.3 As appropriate, resist aspects of the wider culture that are not conducive to the development of students as flourishing human beings and responsible citizens

5.0 Research on Policy.

5.1 Analyze the effects of existing government policies (laws, regulations, and procedures) higher education commissions, acts, reports) with respect to equity and to effective education

5.2 Conduct similar analysis of institutional policies, both explicit and tacit

5.3 Consider how alternative government or institutional policies might lead to better outcomes