**College of Education: ELP Programs Learning Outcomes Assessment Plan**

**Level:** Graduate Programs (MEd, EdD, PhD)

**Website:**  [elp.utah.edu](http://elp.utah.edu/)

**Program Name: M.Ed in Educational Leadership & Policy – Student Affairs Emphasis**

1. **Program Overview**

The mission of the Department of Educational Leadership and Policy (ELP), a division of the College of Education, is to prepare ethical researchers, leaders and policy makers in PK-12 through higher education who are informed by comprehensive and empirically-based theory and research, as well as committed to leading educational organizations that enact principles of justice, equity, and excellence for all learners.

As a result of the department’s strong national reputation and faculty members’ leadership in national organizations such as the University Council for Educational Administration, American Educational Research Association, National Association of Student Personnel Administrators, and the Association for the Study of Higher Education, students are kept abreast of the latest theory, research, and programmatic advancements within the field.

Due to the focus of the ELP Department, the M.Ed. with an emphasis in student affairs provides a broad base on which students may build and advance their careers within student affairs and higher education.  The program focuses on developing scholar-practitioners that value and utilize scholarship within their practice, and leaders who emphasize and acknowledge the significance of social justice and inclusion for direction and change in higher education.

1. **Program Learning Outcomes:**

Social Justice

Upon successful completion of this program, students will be able to:

1. Describe an understanding of themselves, including their social identities and their relationship to power and privilege;
2. Identify issues of institutional and structural inequities in higher education and beyond and enact strategies to address.

Scholar Practitioner

Upon successful completion of this program, students will be able to:

1. Explain the importance of being a “scholar-practitioner” to a non-student affairs colleague.
2. Apply a selected theory to their graduate assistantship, work experience, capstone, and/or internship.

Leadership

Upon successful completion of this program, students will be able to:

1. Evaluate power, privilege, politics, and participation utilized in leadership in higher education.
2. Initiate change to influence inequitable policy, process, and practice.

1. **Curriculum Map – Outcome Evaluated for Competency**

|  |  |  |
| --- | --- | --- |
| **Program of Study**  | **Outcome Met** |  |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Student Affairs Administration** |  |  |  |
| ELP 6550 Student Affairs Admin.  |  |  |  |  |  |  |
| ELP 6520 Leadership for Social Justice in U.S. Higher Education  | **X** | **X** |  |  | **X** | **X** |
| ELP 6610 Introduction to Student Affairs Assessment |  |  |  |  |  |  |
| ELP 6500 Sociocultural Foundations of U.S. Higher Education |  |  |  |  |  |  |
| ELP 6570 Higher Education Finance |  |  |  |  |  |  |
| **Professional Skill Development** |  |  |  |
| ELP 6711 Internship and Internship Seminar  |  |  | **X** |  |  |  |
| **Contexts of Higher Education** |  |  |  |
|  ELP 6620 College Student Development Theory  |  |  |  |  |  |  |
|  ELP 6560 College Student Retention Theory  |  |  |  | **X** |  |  |
|  ELP 6640 Contemporary Issues in Diversity in Higher Education |  |  |  |  | **X** |  |
| ELP 6470 Group or Individual Intervention in Higher Education |  |  |  |  |  |  |
| ELP 6720 Capstone Seminar | **X** | **X** | **X** | **X** | **X** | **X** |
| ELP Elective in one of two Spring Terms |  |  |  |  |  |  |

1. **Collection of Evaluation Evidence**

The Department maintains records on student performance through coursework progress and grades, as well as completion of a written capstone. We will identify the number of students who have successfully completed these practices in the past 5 years. We will use these data to assess the program outcomes outlined here.

1. **Analysis of Evidence and Future Assessment Directions**

After data collection in the spring 2021, data will be reviewed in the summer and plans made for adjustments in Fall 2021 and a plan for assessment for the 2021-2022 year will be updated.

1. **Assessment of Learning Outcomes Responsibilities**
2. Who writes your assessment report?

Faculty in the department contribute to various aspects of the report.

1. Who acts on the assessment report?

Faculty in the department will review the assessment report and make appropriate adjustments to curriculum.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Name: K12 – Teacher Leadership and School Leadership**

1. **Program Overview**

The M.Ed.in Educational Leadership and Policy (K12) has two areas of focus – Teacher Leadership or School Leadership. These MEd programs are a four-semester degree for K12 educators. The programs are designed to provide educators with the knowledge and skills essential for effective teacher leadership or school leadership in K12 schools. As a professional practice program, course work and field experiences develop both conceptual understandings *and* practical skills that lead to the development of excellent and effective teacher leaders and school leaders.

1. **Program Learning Outcomes**

**K12 – Teacher Leadership and School Leadership**

1. Students learn the knowledge and skills necessary in creating a shared vision supported by school stakeholders.
2. Students learn the knowledge and skills necessary that support a strong school culture reflective of both student achievement and educator professional development.
3. Students learn the knowledge and skills necessary to develop a collaborative school culture with an emphasis on recognizing and responding to the diverse needs of the community.
4. Students learn the knowledge and skills necessary to respond to the interrelated systems that impact and affect education
5. **Alignment Grid or Curriculum Map**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program of Study for Teacher Leadership MEd** | **LO1** | **LO2** | **LO3** | **LO4** |
| ELP 6250 Leadership for School Improvement | x |  |  |  |
| ELP 6511 Leadership for Equity and Social Change |  |  | x | x |
| ELP 6010 Evidence Informed Decision Making |  |  |  |  |
| ELP 6310 Leadership in Instructional Design and Assessment |  |  |  |  |
| ELP 6411 Special Education Law and Policy |  |  |  |  |
| ELP 6200 Adult Learning Theory for Educators |  | x |  |  |
| ELP 6320 Instructional Coaching |  |  |  |  |
| ELP 6130 Professional Learning Communities |  |  |  |  |
| ELP 6710 Practicum (6) |  |  |  |  |

 **School Leadership Program of Study and Aligned Learning Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program of Study for School Administration MEd** | **LO1** | **LO2** | **LO3** | **LO4** |
| ELP 6250 Leadership for School Improvement | x |  |  |  |
| ELP 6511 Leadership for Equity and Social Change |  |  | x | x |
| ELP 6250 Leadership for Teaching and Learning |  |  |  |  |
| ELP 6412 Leading and Designing Professional Learning |  | x |  |  |
| ELP 6230 Ethics, Law & Policy |  |  |  |  |
| ELP 6420 Leveraging Educational Resources |  |  |  |  |
| ELP Evidence Informed Leadership for Learning |  |  |  |  |
| ELP Systems Thinking for Student Support |  |  |  |  |
| ELP 6710 Practicum (12) |  |  |  |  |

1. **Collection of Evaluation Evidence**
* In fall 2020, K12 faculty will review previous MEd program learning outcomes and update and revise as necessary to support program redesigns.
* In fall 2020, K12 faculty will determine which learning outcomes will be connected to specific assignments and evaluated.

The ELP Department is working to develop learning outcomes for each of its programs. Learning outcomes for the K-12 MEd programs are consistent with the CAEP accreditation requirements, The Department maintains records on student admissions data of admitted versus non-admitted applicants, student enrollment by program area, student performance assessments at designated points in each program (admission, master’s exit exams or doctoral comprehensive qualifying exams, doctoral proposal defense, doctoral final defense), program completion rates and time-to-degree, and some employment data for graduates. These data, along with informal observations of faculty, are used to influence decisions about program design, academic standards, policies, and practices.

1. **Analysis of Evidence and Future Assessment Directions**

Faculty will meet at the beginning of each semester to evaluate student progress and learning outcomes. The data used will be specific course assignments that demonstrate student learning and understanding of the concept or skill.

While there is currently not a formal assessment feedback loop in place in the ELP Department, the faculty has been proactive in attending to student and programmatic concerns. Program improvement and policy decision-making are influenced by informal observation data and/or systematic assessment data shared with faculty. These program or student performance issues are regularly discussed at faculty meetings and relevant program or policy adjustments are made after reasonable data-gathering and discussion. In the period included in this Graduate Council Review, all ELP programs have undergone at least moderate change as a result of this process. Additionally, policies related to student success have been revisited and revised. These collective changes include curriculum changes in both master’s programs, policy changes regarding the PhD qualifying exam, redesigns of both EdD programs, assignment of PhD advisors for incoming students, and other similar policies or practices.

Three program revisions are worth exploring in detail. First, in 2011, with the arrival of two new faculty members, the higher education faculty conducted curriculum mapping assessment of the student affairs master’s program. The NASPA/ACPA Professional Competencies formed the basis for this assessment. Students and faculty evaluated each course’s attention to each of the competencies via survey (high, medium, low). The data indicated that many courses addressed multiple competencies, some addressed only one or two, and some did not address any. Based on this evaluation, the curriculum was adapted through revision, addition, and deletion of courses. Emphasis was added to assistantships and internships for addressing competencies not highly supported in the classroom.

ELP faculty members are not complacent about program or policy improvement and are highly invested in maintaining programs that are student focused and relevant to the broader educational field. The Department will continue to focus on developing formal program assessments to guide Departmental decision making.

1. **Assessment of Learning Outcomes Responsibilities**
2. Who writes your assessment report?

Faculty in the department contribute to various aspects of the report.

1. Who acts on the assessment report?

Faculty in the department will review the assessment report and make appropriate adjustments to curriculum.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Name: Ed.D in Educational Leadership & Policy – Higher Education Administration Emphasis**

1. **Program Overview**

The mission of the Department of Educational Leadership and Policy (ELP), a division of the College of Education, is to prepare ethical researchers, leaders and policy makers in PK-12 through higher education who are informed by comprehensive and empirically-based theory and research, as well as committed to leading educational organizations that enact principles of justice, equity, and excellence for all learners.

The purpose of the Ed.D. in Higher Education Administration is:

*To develop social change leaders in higher education who actively engage with challenging issues of the 21st century to create equitable environments for learning.*

These transformational leaders of social change are focused on:

* Serving our campus, community, state, and stakeholders to create, expand and support educational access and opportunity for diverse populations.
* Engaging with challenging issues to address inequitable conditions in society.
* Championing difficult decisions that are framed within a social justice paradigm to create equity in higher education.

These individuals approach issues, solutions, and change from:

* A lens of inquiry and evidence for decision-making.
* A focus on partnerships and collaboration to create holistic solutions.
* A frame of appreciation and respect for all members of the community.

The goal of the Ed.D. in Higher Education Administration is to bridge theory and practice to create the scholar-leader required for 21st century higher education organizations.

1. **Program Learning Outcomes:**

Social Justice

Upon successful completion of this program, students will be able to:

1. Describe an understanding of themselves, including their social identities and their relationship to power and privilege;
2. Identify issues of institutional and structural inequities in higher education and beyond and enact strategies to address through the connection of inquiry and practice.

Scholar Practitioner

Upon successful completion of this program, students will be able to:

1. Explain the importance of being a “scholar-practitioner” to other colleagues.
2. Apply a selected theory to their practicum, work experience, or capstone.

Leadership

Upon successful completion of this program, students will be able to:

1. Evaluate power, privilege, politics, and participation utilized in leadership in higher education.
2. Initiate change to influence inequitable policy, process, and practice.
3. **Curriculum Map – Outcome Evaluated for Competency**

|  |  |  |
| --- | --- | --- |
| **Program of Study**  | **Outcome Met** |  |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Area: Theory and Practice Core Courses (Completed 1st & 2nd yr.)** |  |  |  |
| ELP 7480 – Leadership & Social Justice Theory | **X** | **X** |  |  | **X** |  |
| ELP 7490 - History & Philosophy of Higher Education  |  |  |  |  | **X** |  |
| ELP 7545 - Introduction to Higher Education Administration  |  |  |  |  | **X** | **X** |
| ELP 7590 - Higher Education Finance, Budget, and Planning |  |  |  |  | **X** |  |
|  |  |  |  |  |  | **X** |
| **Inquiry Core (12 credits) (Completed during 1st & 2nd yr.)** |  |  |  |
| ELP 7030 (3) - Introduction to Inquiry |  |  |  |  |  |  |
| ELP 7040 (3) - Quantitative Research Methods  |  | **X** |  | **X** |  |  |
| ELP 7060 (3) - Qualitative Research Methods.  | **X** | **X** |  | **X** |  |  |
| Elective for methods (3) |  |  |  |
|  |  |  |  |  |  |  |
| **Specialization Core (9 credits) (Completed during 2nd)** |  |  |  |  |  |  |
| ELP Department Course Offerings (9 credits) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Practicum** – **ELP 7670** (3 credits) |  |  | **X** | **X** |  |  |
| **Pre-Capstone Course – ELP 7605** |  |  |  |  |  |  |
| **Capstone (18 credit) (Completed 3rd and into 4th yr.) (ELP 7989)** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Collection of Evaluation Evidence**

The Department maintains records on student performance through coursework progress and grades, practicum experience, as well as completion of a written capstone. We will identify the number of students who have successfully completed these practices in the past 5 years. We will use these data to assess the program outcomes outlined here.

1. **Analysis of Evidence and Future Assessment Directions**

After data collection in the spring 2021, data will be reviewed in the summer and plans made for adjustments in Fall 2021 and a plan for assessment for the 2021-2022 year will be updated.

1. **Assessment of Learning Outcomes Responsibilities**
* Who writes your assessment report? Faculty in the department contribute to various aspects of the report.
* Who acts on the assessment report? Faculty in the department will review the assessment report and make appropriate adjustments to curriculum.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Name: PhD in Educational Leadership & Policy**

1. **Program Overview**

Doctor of Philosophy (PhD) students are expected to develop expertise in theory and research related to leadership education. This program is designed especially for those who seek careers as university professors, researchers, high-level analysts or leaders in educational agencies. In pursuit of these aims, students will complete course work in five distinct domains: educational leadership and policy core, content specialization (students, leadership and organizations, policy, or critical studies), research methods, research apprenticeship, and independent research in the form of a dissertation. Students must also meet a residency requirement which includes the Graduate School enrollment requirement (full-time enrollment for two consecutive semester terms).

1. **Program Learning Outcomes:**
2. Students will develop expertise in theory and research related to issues of educational leadership, organizations and policy.
3. Students will develop expertise in an allied field (i.e., a field informs and is related to their topic/discipline of interest) by successfully completing the specified number of credit hours required by the Allied Field components found in the PhD program of study.
4. Students will gain an understanding of the culture and expectations associated with the role of research professor and/or policy analyst through consistent and successful participation in the socializing experiences provided by the Department as articulated in its PhD.
5. Students will demonstrate the ability to synthesize the knowledge and skills needed to produce a piece of independent research, including adequate integration of this knowledge base into the dissertation proposal and dissertation as determined by the student’s dissertation committee.

1. **Alignment Grid or Curriculum Map**

|  |  |
| --- | --- |
| **Program of Study Component** | **Objective Met** |
| **1** | **2** | **3** | **4** |
| **Core Courses** |  |
| ELP 7220: Leadership Theory | X |  |  |  |
| ELP 7420: Organizational Theory | X |  |  |  |
| ELP 7480: Leadership, Diversity & Social Justice in Education  | X |  |  |  |
| ELP 7440: Education Policy  | X |  |  |  |
| **Content Specialization**  |  |
| 15 credits (6 of which must be taken out of the dept) in one of the following areas: * Students in K12 or Higher Education
* Educational leadership/organizations
* Educational policy
* Critical studies in education
 |  | X |  |  |
| **Required Research Coursework**  |  |
| ELP 7960: Introduction to Inquiry |  |  | X |  |
| ELP 7060: Qualitative Methods I |  |  | X |  |
| ELP 7040: Quantitative Methods I |  |  | X |  |
| ELP 7600: Dissertation Proposal Writing Seminar |  |  | X |  |
| Specialization Research Sequence (9 credits) |  |  | X |  |
| **Applied Research Practice** |  |
| Research Apprenticeship (6 credits)  |  |  |  | X |
| Qualifying Exam |  |  |  | X |
| Dissertation: Proposal, Independent research (14 credits), Final Defense  |  |  |  | X |

1. **Collection of Evaluation Evidence**

The Department maintains records on student performance assessments at designated points in each program (coursework progress and grades, as well as completion of program milestones). We will identify the number of students who have successfully completed these practices in the past 5 years. We will use these data to assess the program outcomes outlined here.

1. **Analysis of Evidence and Future Assessment Directions**

After data collection in the spring 2021, data will be reviewed in the summer and plans made for adjustments in Fall 2021 and a plan for assessment for the 2021-2022 year will be developed.

1. **Assessment of Learning Outcomes Responsibilities**
2. Who writes your assessment report?

Faculty in the department contribute to various aspects of the report.

1. Who acts on the assessment report?

Faculty in the department will review the assessment report and make appropriate adjustments.