Academic Programs
Assessment Plan
The University of New Mexico
College of Education

A. College, Department and Date

1. College: College of Education
2. Department: Teacher Education, Educational Leadership, and Policy (TEELP)
3. Date: December 12, 2015 (submitted) Data included is from 2014-2015 academic year as posted on TK20

B. Academic Program of Study*

Educational Leadership Education Specialist (EdS) program

C. Contact Person(s) for the Assessment Plan

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcomes</th>
<th>COE C.F./Univ. Goal</th>
<th>When Assessed **</th>
<th>Assessment/Course if applicable</th>
<th>Direct/Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop leadership for learning in a diverse world</td>
<td>EdS SLO 1: Develop course work assignments that demonstrate transformational leadership; are practice-based; are aligned to national standards (ISLLC) and state competencies (NMAC). Measure 1: Assignments in LEAD 501, 503, 509, 521, 560, 561, 594, and 596 contribute to the assessment of this SLO. LEAD 503, 509, 521, 560, and 561 are core courses for administrative licensure in New Mexico.</td>
<td>Course objectives and learning outcomes for all 8 courses listed here are aligned with the COE’s UPIs as well as NMAC Title 6, Chapter 62, Part 2 and ISLLC (now NELP)</td>
<td>Each semester that the course is offered</td>
<td>Each instructor sets the criteria for grading in the course syllabus. Assessments vary by course. Beginning with the spring 2011 semester, these courses were revised/updated according to NM Senate Joint Memorial 3</td>
<td>Indirect</td>
<td>Range varies by course and assessment.</td>
<td>All students maintained a grade point average of B or better in their core courses and the goal for this measure was met.</td>
</tr>
<tr>
<td>EdS SLO 1: Develop course work assignments that demonstrate transformational</td>
<td>Course objectives and learning outcomes for the</td>
<td>Each semester that the course is offered</td>
<td>The assignment provides students with an opportunity to identify/select a data set related to relevant trends, issues</td>
<td>Direct</td>
<td>In order to be considered as having met</td>
<td>16 students met or exceeded expectations</td>
<td></td>
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</tbody>
</table>
leadership; are practice-based; are aligned to national standards (ISLLC) and state competencies (NMAC).

Measure 2: LEAD 503 Capstone Data Analysis Assignment

Coursework are aligned with the COE’s UPIs as well as NMAC Title 6, Chapter 62, Part 2 and ISLLC (now NELP). For Measure 2: Visionary Leadership (NMAC) Indicators 9-11 and Reflective Practice, Belief that All students Can and policies in the school setting. Criteria include a PowerPoint presentation that includes: 1) displays of at least three types of graphic information (i.e. pie chart, bar graph, line graph) on at least two different subgroups within the data to demonstrate differences in patterns between groups; (2) a Word document with a summary of what was learned about the data, e.g. policy implications, next steps, recommendations for future research; and (3) demonstration of students’ “transformational” skills in using data to transform learning environments, “practice-based” skills in presentations and expectations, students needed to earn 27 to 32 points; in order to be considered as having exceeded expectations, students needed to earn 33 to 35 points. If a student had not initially earned at least 27 points, the student was given the opportunity to revise
| Apply specialized knowledge and skills in site-based experiences | EdS SLO 2: Demonstrate field-work leadership practice aligned to national standards (ISLLC) and state competencies (NMAC)  
Measure 1: START action plan | Aligned with HOUSSE -P, NMAC Title 6, Chapter 62, Part 2, and ISLLC (now NELP)  
Each semester that the course is offered | Students must receive a "Pass" on this pass/fail assignment and must log at least 100 hours each semester. The must successfully write and implement an action plan for their work during the internship. Criteria is set by the rubric which is posted on TK20 | Direct | All students received a passing score on the START plan assessment.  
Fall 2014: 7 students were enrolled; 6 completed the course.  
Spring 2015: 6 students were enrolled and completed the course. |
|---|---|---|---|---|---|
| EdS SLO 2: Demonstrate field-work leadership practice aligned to national standards (ISLLC) and state competencies (NMAC)  
Measure 2: Leadership competencies analysis paper for LEAD 594 Practicum. This course is for MA students not  
Fall 2014: 7 students were enrolled; 6 completed the Competencies analysis paper; one did not complete the course.  
Spring 2015: 6 students were enrolled and completed the course. | Aligned with NMAC Title 6, Chapter 62, Part 2 and ISLLC (now NELP)  
Each semester that the course is offered | Criteria is set by the rubric which is posted on TK20 | Direct |
<table>
<thead>
<tr>
<th>Develop leadership that is integrally involved in creating learning environments to promote human flourishing</th>
<th>EdS SLO 3: Synthesize and apply vision-based strategic leadership understandings in course work assignments and mentored field experience/internship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1: Assignments in LEAD 501, 503, 509, 521, 560, 561, 594, and 596 contribute to the assessment of this SLO. LEAD 503, 509, 521, 560, and 561 are core courses for administrative licensure in New Mexico.</td>
<td>Course objectives and learning outcomes for all 8 courses listed here are aligned with the COE’s UPIs as well as NMAC Title 6, Chapter 62, Part 2 and ISLLC (now NELP)</td>
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<td>Each semester that the course is offered</td>
<td>Each instructor sets the criteria for grading in the course syllabus. Assessments vary by course. Beginning with the spring 2011 semester, these courses were revised/updated according to NM Senate Joint Memorial 3</td>
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<tr>
<td>Indirect</td>
<td>Range varies by course and assessment.</td>
</tr>
<tr>
<td>All students maintained a grade point average of B or better in their core courses and the goal for this measure was met.</td>
<td></td>
</tr>
</tbody>
</table>

| EdS SLO 3: Synthesize and apply vision-based strategic leadership understandings in course work assignments and mentored field | Course objectives and learning outcomes | Each semester that the course is offered | The assignment provides students with an opportunity to identify/select a data set related to | Direct | In order to be considered as having | 16 students met or exceeded expectations |
| Experience/internship. Measure 2: LEAD 503 Capstone Data Analysis Assignment | relevant trends, issues and policies in the school setting. Criteria include a PowerPoint presentation that includes: 1) displays of at least three types of graphic information (i.e. pie chart, bar graph, line graph) on at least two different subgroups within the data to demonstrate differences in patterns between groups; (2) a Word document with a summary of what was learned about the data, e.g. policy implications, next steps, recommendations for future research; and (3) demonstration of students’ “transformational” skills in using data to transform learning environments, “practice-based” | met expectations, students needed to earn 27 to 32 points; in order to be considered as having exceeded expectations, students needed to earn 33 to 35 points. If a student had not initially earned at least 27 points, the student was given the opportunity to |
*Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

1. **Who: State explicitly whether the program’s assessment will include evidence from all students in the program or a sample.**

   EdS SLO 1, Measures 1, includes evidence from all students enrolled in the classes listed. SLO 1, Measure 2, includes a sample from the program. This sample is all students enrolled in LEAD 503.

   EdS SLO 2, Measure 1, includes a sample from the program. This sample is all students enrolled in LEAD 596. SLO 2, Measure 2, includes a sample from the program. This sample is all students enrolled in LEAD 594.

   EdS SLO 3, Measures 1, includes evidence from all students enrolled in the classes listed. SLO 1, Measure 2 includes a sample from the program. This sample is all students enrolled in LEAD 503.

2. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

   All Educational Leadership faculty meet in a work session early each fall semester to review learning outcomes and data/evidence from assessments connected to the three SLOs for EdS students. Data is compiled and entered into the TK20 system and is reviewed by all faculty. At the end of our work session we identify improvement goals for the next academic year.

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**
The EdS in Educational Leadership program is reviewed annually. Changes in the Inquiry Project rubrics (paper and presentation) as well as the Measure 2 for SLO 1 and 3 (LEAD 503 Capstone Data Analysis Assignment) were added for the 2014-2015 academic year. Additional measures were identified during the fall 2015 work session to be added as measures for the 2015-2016 academic year.