



ACADEMIC PROGRAM ASSESSMENT PLAN

This form was designed to assist programs in writing a complete assessment plan. If you choose not to use this form, please submit your plan in the order of the checklist at the end of this document. If some aspect of your program's plan is in development or not yet developed, indicate that in the respective section. For guidance and examples, refer to the Assessment Plan GUIDE or send an email to assessmentacademy@ualr.edu.

Program Name: EdD-Educational Administration and Supervision

SKIM Program? Yes No For a list of programs covered by SKIM, see GUIDE.

Disciplinary Accrediting Body (if applicable): CAPE

Department Name: School of Education

Date Submitted: April 15, 2018

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Section 1. Program or Departmental Mission Statement.

Your program's student learning goals should tie to your mission. Please state your department's or program's mission.

The mission of the EDAS EdD Program is to develop our students' readiness for providing effective scholarly educational leadership through the data informed research and best practices.

Section 2. Student Learning Goals for Academic Program.

List all student learning goals ("At the end of this program, students will be able to...") for the academic program identified above, and—if your program is covered by SKIM—how the SKIM

goals map to your program goals. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this document. For guidance on writing measurable student learning goals and for a list of the SKIM goals, please see the GUIDE.

At the end of this program students will be able to achieve the following student learning goals:

1. Develop knowledge, skills, and practice required for effective scholarly school leadership.
2. Discover and disseminate cutting edge knowledge in educational leadership through designing, conducting, reporting, and presenting a guided- research.
3. Demonstrate mastery of policy analysis, formulation, and evaluation skills to advocate and guide local, state, and national level educational policies for the betterment of educational systems.
4. Lead research-based continuous improvement process by designing, implementing, and evaluating an improvement plan for the well-being and learning of each student.
5. Demonstrate data-informed effective organizational development skills, and practices through involving stakeholders, building capacity of personnel, and creating conducive organizational conditions for continuous improvement.
6. Develop competence for providing effective scholarly school leadership and conducting independent research for data-based decision making and practice.

Section 3. Curriculum Map.

Attach a map of your program’s curriculum (electives and required courses) that shows where each outcome is taught. There is no one way to structure a curriculum map; for templates, which can also serve as examples, please see the GUIDE.

Section 4. Assessment Methods.

Complete the following table to indicate how each student learning goal will be assessed (add more rows if needed). A list of common assessment methods can be found in the GUIDE.

Student Learning Goal	Assessment Method or Learning Activity/Artifact	Course in Which Learning Activity or Assessment Takes Place	Alignment with SKIM goal(s) or disciplinary accrediting body goal(s)
1. Develop knowledge, skills, and practice required for effective scholarly school leadership.	Doctoral Comprehensive Examination (Summative and formative)	Upon the completion of content coursework in EDAS and EDFN.	NA

<p>2. Discover and disseminate cutting edge knowledge in educational leadership through designing, conducting, reporting, and presenting a guided-research.</p>	<p>Dissertation Research Evaluation (Summative)</p>	<p>Upon the completion of EDAS 9199-9699 Dissertation Classes.</p>	<p>NA</p>
<p>3. Demonstrate mastery of policy analysis, formulation, and evaluation skills to advocate and guide local, state, and national level educational policies for the well-being of students and betterment of educational systems.</p>	<p>Policy Issue/ Brief (Summative/Formative)</p>	<p>EDAS 8315 or EDAS 8317</p>	<p>NA</p>
<p>4. Lead research-based continuous improvement process by designing, implementing, evaluating, and advocating an improvement plan for learning and well-being of each student.</p>	<p>Leading continuous improvement for student learning (Formative)</p>	<p>EDAS 8320</p>	<p>NA</p>
<p>5. Demonstrate data-informed effective organizational development skills, and practices through involving stakeholders, building capacity of personnel, and creating conducive organizational conditions for</p>	<p>Organizational Analysis- Research Project (Summative)</p>	<p>EDAS 8330</p>	<p>NA</p>

continuous improvement. 6. Develop competence for providing effective scholarly school leadership and conducting independent research for data-based decision making.	Assessment Description: Exit Survey (Summative/Formative)	Upon the completion of Program of Study/Exit	NA
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Section 5. Assessment Cycle Timeline.

Indicate in the table below when assessment data from each student learning goal will be analyzed (add more rows if needed). It is assumed that artifact collection and continuous improvement efforts will be ongoing.

Length of assessment cycle: Annual analyses with an assessment cycle of five years. Completion of the doctoral program for each cohort is approximately five years. Therefore, the assessment plan will be examined in every five years. Components of assessment plan will be revisited the following year if annual assessment reports identify areas of improvement. Implications of revisions in each assessment will be evaluated from the perspective of cohesiveness within the Program assessment plan. Best practices state that assessment cycles vary between 3-5 years; if your assessment cycle is longer than 5 years, explain why.

Date for next review of assessment plan: The review of assessment plan is currently identified as 2023. However, the length of assessment plan review cycles will be revisited when the new Program coordinator is hired. (typically at the end of a cycle, unless a need for revision arises before)

Student Learning Goal	Semester(s) Artifacts are Collected	Semester Assessment Data is Analyzed	Notes
1. Develop knowledge, skills, and practice required for effective scholarly		Fall and Spring	This learning goal is measured by the Doctoral Comprehensive Examination. Data for this assessment has been continuously completed by using the old rubric. Old

<p>school leadership.</p>			<p>rubric was based on the old professional standards (ELLC 2011) and is not aligned with the new standards (PSEL 2015). Although data is available for this assessment for 2017, it is not competent for the new assessment plan which aligns with the new professional standards.</p> <p>First cycle of data for this assessment will be collected in fall 2018.</p>
<p>2. Discover and disseminate cutting edge knowledge in educational leadership through designing, conducting, reporting, and presenting a guided-research.</p>		<p>Fall</p>	<p>Data for this assessment has been continuously completed by using the old rubric. Old rubric was based on the old professional standards (ELLC 2011) and is not aligned with the new standards (PSEL 2015). Although data is available for this assessment for 2017, it is not competent for the new assessment plan which aligns with the new professional standards.</p> <p>First cycle of data for this assessment will be collected in fall 2018.</p>

<p>3. Demonstrate mastery of policy analysis, formulation, and evaluation skills for advocating and guiding local, state, and national level educational policies for the well-being of students and betterment of educational systems.</p>		<p>Summer</p>	<p>Data for this assessment has been continuously completed by using the old rubric. Old rubric was based on the old professional standards (ELLC 2011) and is not aligned with the new standards (PSEL 2015). Although data is available for this assessment for 2017, it is not competent for the new assessment plan which aligns with the new professional standards.</p> <p>First cycle of data for this assessment will be collected in summer 2018.</p>
<p>4. Lead research-based continuous improvement process by designing, implementing, and evaluating an improvement plan for the well-being and learning of each student.</p>		<p>Fall</p>	<p>This is a new assessment designed to address the highlighted emphasis on educational leaders' role in leading continuous improvement for student well-being and learning. No data is available on this assessment yet.</p> <p>The first cycle of data collection will be in fall 2018.</p>
<p>5. Demonstrate data-informed</p>		<p>Spring</p>	<p>Data for this assessment has been continuously completed</p>

<p>effective organizational development skills, and practices by the involvement of all stakeholders, capacity building of personnel, and creating conducive organizational conditions.</p> <p>6. Develop competence for providing effective scholarly school leadership and conducting independent research for data-based decision making and practice.</p>		<p>Fall and Spring</p>	<p>by using the old rubric. Old rubric was based on the old professional standards (ELLC 2011) and is not aligned with the new standards (PSEL 2015). Although data is available for this assessment for 2017, it is not competable for the new assessment plan which aligns with the new professional standards.</p> <p>First cycle of data for this assessment will be collected in spring 2018.</p> <p>*Exit Survey Data for this assessment has been continuously completed by using the old rubric. Old rubric was based on the old professional standards (ELLC 2011) and is not aligned with the new standards (PSEL 2015). Although data is available for this assessment for 2017, it is not competable for the new assessment plan which aligns with the new professional standards.</p> <p>First cycle of data for this assessment will be collected in Fall 2018.</p> <p>(*Not in Chalk and Wire. Data is manually collected)</p>
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Section 6. Continuous Improvement Process.

Document the process your program will use for implementing changes to improve curriculum, student support and assessment practices based on assessment findings.

A. Continues Improvement Process: Program improvement process will be maintained in short and long term initiatives: 1. Annual Assessments and 2. Five-year Program Assessments.

1. Annual program assessments: Annual program assessments will be instrumental for establishing a continuous cycle of improvement in annual basis. Areas of improvement identified through six key assessments (also called significant activities) will guide the annual improvement efforts. Annual assessment will focus on curricular, instructional, and student support areas. While the findings of first five key assessments will provide data on curricular and instructional areas, the findings of exit survey (the sixth key assessment) will guide improvement efforts for student care and support. Analysis of data for the key assessments will also unveil information on the appropriateness of each key assessment as a measure of respective assessment. If needed, revisions and improvements in key assessments will be made by the Program faculty. Similarly, the findings of the annual exit survey will be used to make appropriate improvements in the care of and support for the Program students. Special attention will be given to the adequacy of (a) general advising and (b) dissertation research advising.

2. Five-year program assessments: This long-range assessment will give the opportunity to revisit the overall direction of the Doctoral Program. This strategic initiative will require the involvement of stakeholders. In addition to data gathered through assessment reports, stakeholders will be asked to provide discuss and decide about strategic changes the Program must make for improvement to adapt larger context.

B. Logistics: Having only one full-time faculty has been a major limitation of the Doctoral Program. It is hoped that the Program faculty capacity will be improved by new hires to make appropriate Program improvements. The new hire is expected to serve as the program coordinator and lead the program assessment and improvement efforts.

Section 7. Stakeholder Involvement/Communication Plan.

Who are the stakeholders in your program, and how will they be involved in your assessment process? How will they learn about your assessment results and continuous improvement? For more information on involvement and communication with stakeholders, see the GUIDE.

The Program stakeholders include prominent legislators; leaders of state education agency, districts, and schools; leaders of professional organizations; leaders of private associations/foundations; and students.

One of the strengths of the Doctoral Program is its graduates. A significant number of school, district, and State level positions are filled by our Program graduates. Therefore, our graduates is one of the most important stakeholders who may play important roles for the development and promotion of

Program. Location of UA Little Rock is an underutilized advantage by the Program. Involvement of influential State legislators and policy makers should also be maintained. Leaders of professional organizations such as Arkansas Association of Educational Administrator are important stakeholders. These associations are influential in state level policy making. Through their broad membership base, these associations may play important role for the promotion of Program. Similarly, Arkansas maintains several private foundations which are heavily involved in state level politics and educational policies. Involvement of the leaders of these foundations would be instrumental for the promotion of Program. Current students are also an important internal stakeholder group. As the recipients of Program's teaching and instruction, the current students have a unique perspective on strengths and weakness of the Program curriculum and instruction. Their active involvement for the program improvement efforts is critical.

Continuous two-way communication with these stakeholders is of high importance for the Program improvement. An advisory group representing different stakeholder group will be developed. This group will participate in the preparation of annual assessment reports and assessment plans. Annual assessment plans will be shared with all stakeholders at an Annual Stakeholders Meeting. The meeting will be held in Fall semester.