North Carolina A&T State University

Form A

College/School/Department: Human Development & Services/School of Education
Program/Degree Level: Master of School Administration
Assessment Period: 2005-2006
Date Submitted: May 11, 2006

Program-Level Student Learning Outcomes/Goals

Please use this form to list the student learning outcomes/goals for all programs in your department/school or attach a list. Use a separate sheet for each program and note that you may have fewer or more outcomes than space is allotted for here. If needed, make copies of this form.

1. Demonstrate leadership, management and planning knowledge required to facilitate and articulate vision by using appropriate leadership, management and planning theories and principles to promote the success of all students.
2. Demonstrate empirical-based knowledge and abilities to manage, supervise and organize effective school operations to promote a safe and conducive learning environment.
3. Demonstrate the disposition and skills needed to successfully deliver programs for diverse student populations in a pluralistic society and diverse world.

Other Programs Outcome Goals such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."

1. One hundred percent (100%) of graduates passing the Educational Leadership Examination will be employed in an administrative capacity in a school.

North Carolina A&T State University

Form B

College/School/Department: Human Development & Services/School of Education
Program/Degree Level: Master of School Administration
Assessment Period: 2005-2006
Date Submitted: May 11, 2006

II. Evaluation Methods

In each row, please list methods (measurements used); then identify those methods (measurements) that will be used within the next year or so.

Commercially Available Tests/Surveys	
The ETS- Leadership Licensure Assessment test is given to MSA students in the areas of leadership evaluation of actions, synthesis of information/problem solving, and analysis of information/decision-making. (Outcomes 1,2,3)	

North Carolina A&T State University

Form C

II. Evaluation Methods

College/School/Department: Human Development & Services/School of Education
Program/Degree Level: Master of School Administration
Assessment Period: 2005-2006
Date Submitted: May 11, 2006

List methods (qualitative and/or quantitative) and whether these will be used again.

Locally Developed Methods	
Comprehensive Exam MSA students will take the comprehensive exam and 95% of the student will pass the exam. (Outcomes 1,2 3)	Exit Interview/Survey All seniors will complete a MSA Survey, and a select number will have an exit interview. 90% will report satisfaction with the program. (Outcomes 1,2,3)
Alumni Survey One year post graduation, alumni are mailed a questionnaire and 90 % will indicate a response of being prepared or well prepared. (Outcomes 1,2 3)	Internship Evaluation Survey Each student intern will be assessed by Principal mentor on the core content areas of the program. (Outcomes 2,3) Employer Survey On the average employers will indicate that students are prepared adequately by rating students at or above the average on all survey categories.

North Carolina A&T State University

Form D

College/School/Department: Human Development & Services/School of Education
Program/Degree Level: Master of School Administration
Assessment Period: 2005-2006
Date Submitted: May 11, 2006

II. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

Please list the major findings and program improvements made as a result of assessing student learning and programs outcome goals. Describe the decision-making process and persons/groups involved. Link the findings to the method used.

Data collected using a locally developed instrument (Student Survey) to assess the experiences of student completing the program indicated that student rated their understanding of school operations lower (below the mean) than other competencies of the program. As a result, clinical seminars were expanded to provide more seasoned practitioners (Area Superintendents, Nationally recognized consultants).

Students rated computer/technology skills and assessment/evaluation skills lower than all other areas of the student survey. Based on this result, the program has developed common syllabi in all research and inquiry courses focusing on data analysis and decision-making in real world settings. In addition, to strengthen the computer/technology skills of MSA students, the technology course is taught by Curriculum and Instruction department technology media specialist. Data collected from the four (4) graduates of the program confirms the perception of current students related to computer/technology skills and assessment/evaluation skills. That is, these two categories received the lowest ratings on the Graduate Survey.

After analyzing the Employer Survey, it was gleaned that graduates were rated above average on all core competencies of the program. The graduates were rated highest on Attitude Toward Diversity, Professionalism, Communication Skills, Computer/Technology Skills, Leadership Skills, and Overall Job Performance. Based on this assessment, it was determined that the curriculum is properly aligned to the standards for education leadership.