
**Unit Head:** James Huffman  
**Reports to:** College of Education

**Mission:**  
Through a commitment to supportive advising, quality instruction, and scholarly activities, the Department of Educational Leadership strives to equip students with the knowledge and skills necessary for successful teaching/supervisory/administrative experiences. Collaborative relationships with area school systems promote sound educational decision-making by providing on-site opportunities for students to apply their knowledge/skills.

**Use of Prior Results:** Created Measure for Transition Point Analysis of Student Progress.

<table>
<thead>
<tr>
<th><strong>Student Learning Outcome:</strong> The candidate will utilize relevant information and research for problem identification and needs assessments to facilitate the educational and personal development of all persons.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 1:</strong> At least 90% of students will demonstrate proficiency (as measured with rubric) in identifying a client’s problem during initial counseling sessions. (COUN 6270; off-campus)</td>
</tr>
</tbody>
</table>
| **Person(s) Responsible:** Dr. Chris Quarto  
**Completion Date:** 06/30/2015 |
| **Analysis of Results for Measure 1: (include strengths & weaknesses):** Results: 100% of students demonstrating proficiency (90% is target) attained goal (Off-campus delivery) |
| **Supporting Document(s):** |

**Future Actions:**  
**Describe Program Changes (adding a course, assignment, project, etc.):** Action Plan: Will continue to employ instructional and supervisory activities to help students identify clients’ primary problems/issues.

**Future Actions:**  
**Describe Assessment Changes (measures such as rubrics, exams, diagnostic instruments, etc.):** None
Measure 2:  
Unless otherwise noted, Candidates will be evaluated by continuous assessments during their courses. At the transition point (mid-term point), all student performances in a course will be examined to identify weaknesses. Students who are under-performing will be notified. The instructor and student create a plan of improvement to meet required goals by course end. The instructor continues to monitor the student's performance and further steps are taken if needed to foster student success. Reported as percent requiring Transition Point Plan for Improvement.

Person(s) Responsible:  
Dr. Chris Quarto

Completion Date:  
06/30/2015

Analysis of Results for Measure 2:  
(include strengths & weaknesses):  
Results: 0% of the students required a Transition Point Plan for Improvement.

Use of Prior Results:  
Created Measure for Transition Point Analysis of Student Progress

Future Actions:  
Describe any additional resources needed (Leave blank if no additional resources are necessary.):

Future Actions:  
Describe Program Changes (adding a course, assignment, project, etc.):  
Action Plan:  
Will continue to employ instructional and supervisory activities to help students integrate
### Measure 2:

Unless otherwise noted, Candidates will be evaluated by continuous assessments during their courses. At the transition point (mid-term point), all student performances in a course will be examined to identify weaknesses. Students who are under-performing will be notified. The instructor and student create a plan of improvement to meet required goals by course end. The instructor continues to monitor the student’s performance and further steps are taken if needed to foster student success. Reported as percent requiring

<table>
<thead>
<tr>
<th>Person(s) Responsible</th>
<th>Analysis of Results for Measure 2: (include strengths &amp; weaknesses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Chris Quarto</td>
<td>Results: 0% of the students required a Transition Point Plan for Improvement.</td>
</tr>
</tbody>
</table>

<p>| Completion Date | 06/30/2015 |</p>
<table>
<thead>
<tr>
<th><strong>Student Learning Outcome:</strong></th>
<th><strong>Measure 1:</strong></th>
<th><strong>Person(s) Responsible:</strong></th>
<th><strong>Analysis of Results for Measure 1. (include strengths &amp; weaknesses):</strong></th>
<th><strong>Future Actions:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate will analyze critical data and professional sources to facilitate his or her development as a learner, practitioner, and researcher (or consumer of research).</td>
<td>At least 90% of students will demonstrate proficiency (as measured with a rubric) in gathering sources and critically analyzing information contained in those sources to address a topic for a literature review paper (COUN 6110; off-campus)</td>
<td>Dr. Chris Quarto</td>
<td>Results: 100% of students demonstrating proficiency (90% is target) attained goal (Off-campus delivery)</td>
<td><strong>Describe Program Changes (adding a course, assignment, project, etc.):</strong> Action Plan: Will continue to require students to gather sources and critically analyze information for research papers.</td>
</tr>
</tbody>
</table>
### Measure 2:
Unless otherwise noted, Candidates will be evaluated by continuous assessments during their courses. At the transition point (mid-term point), all student performances in a course will be examined to identify weaknesses. Students who are under-performing will be notified. The instructor and student create a plan of improvement to meet required goals by course end. The instructor continues to monitor the student's performance and further steps are taken if needed to foster student success. Reported as percent requiring Transition Point Plan for Improvement.

**Person(s) Responsible:**
Dr. Chris Quarto

**Completion Date:**
06/30/2015

**Analysis of Results for Measure 2:**
Results: 0% of the students required a Transition Point Plan for Improvement.

---

**Use of Prior Results:**
Created Measure for Transition Point Analysis of Student Progress

---

### Student Learning Outcome:
The candidate will analyze and reflect on formal and informal assessment strategies in order to make connections between instruction (or practice), learning, and assessment.

### Measure 1:
At least 90% of students will demonstrate proficiency in using a solution-focused scaling question to assess client progress in counseling and recording the clients responses to the question in progress notes at the conclusion of each counseling session. Proficiency will be determined by whether a) the student consistently recorded the clients self-reported ratings in progress notes and b) the client made progress in achieving a goal as reflected in the ratings. (COUN 6270; off-campus)

**Person(s) Responsible:**
Dr. Chris Quarto

**Completion Date:**
06/30/2015

**Analysis of Results for Measure 1:**
Results: 100% of students demonstrating proficiency (90% is target) attained goal (Off-campus delivery)

**Supporting Document(s):**

---

**Future Actions:**
Describe Program Changes (adding a course, assignment, project, etc.):
Action Plan:
Will continue to require students to implement scaling technique in counseling sessions and record information in clients’ files as a measure of
Measure 2:
Unless otherwise noted, Candidates will be evaluated by continuous assessments during their courses. At the transition point (mid-term point), all student performances in a course will be examined to identify weaknesses. Students who are under-performing will be notified. The instructor and student create a plan of improvement to meet required goals by course end. The instructor continues to monitor the student's performance and further steps are taken if needed to foster student success. Reported as percent requiring Transition Point Plan for Improvement.

Person(s) Responsible:
Dr. Chris Quarto

Completion Date:
06/30/2015

Analysis of Results for Measure 2:
(include strengths & weaknesses):
Results: 0% of the students required a Transition Point Plan for Improvement.

Report Date: Fri Aug 14 2015 11:05:59 CDT