1. What student learning outcomes were assessed this year, and why?

The student learning outcomes assessed this year are as follows:

Program Goal 1: Demonstrate the ability to engage leadership in the community. (Univ. 1, 5, CEPS 1)

Program Goal 2: Demonstrate the ability to facilitate leadership development. (Univ. 1, 5, CEPS 1)

Program Goal 3: The ability to understand, demonstrate, and apply the values of diversity, social justice, and ethical principles in society. (Univ. 6, CEPS 2)

Program Goal 4: Demonstrate the ability to effectively communicate, develop supervisory, interpersonal and management skills with a diverse audience (colleagues, students, community members). (Univ. 6, CEPS 2)

Program Goal 5: Demonstrate best practices in higher educational leadership by integrating the knowledge of leadership theory, organizational and group dynamics, finance, and program evaluation and assessment to demonstrate best practices in higher educational leadership. (Univ. 1, CEPS 1)

These outcomes are related to College goals II, V, University goals and I, II, V, and VI, and Washington Standard-based benchmarks.

2. How were they assessed?

A) What methods were used?

The methods used to assess candidates were:

1) Examination
2) Written projects
3) Presentations
B) Who was assessed?

All candidates (57) in the Higher Education program were assessed based on the program goals.

C) When was it assessed?

All of the students in the Higher Education program were assessed in the 2014-2015 academic year. See results below:

**EDAD 510 – History of Higher Education – Performance Assessment – fall 2014**
Candidates’ assignments in EDAD 510 were assessed using a rubric that evaluates their ability to evaluate, reflect, and make connections regarding higher education history. 100% of the candidates met the program goals.

**EDHE 525 – Organizational Communication – Performance Assessment - fall 2014**
Candidates’ portfolios in EDHE 525 were assessed using a rubric that evaluates their leadership, knowledge and skills, resource allocations and regulatory application. 100% of the candidates met the program goals.

**EDHE 517- Organizational Dynamics – Performance Assessment – winter 2015**
Candidates’ portfolios in EDAD 517 were assessed using a rubric that evaluates their leadership, knowledge and skills, resource allocations and regulatory application. 100% of the candidates met the program goals.

**EDHE 511 – Research in Higher Education – Performance Assessment – winter 2015**
Candidates’ portfolios in EDHE 511 were assessed using a rubric that evaluates their leadership, knowledge and skills, in research. 100% of the candidates met the program goals.

**EDHE 512- Diversity Leadership - Performance Assessment – spring 2014**
Candidates’ portfolios in EDAD 577 were assessed using a rubric that evaluates their leadership/vision, disposition, knowledge, and cultural competence. 100% of the candidates met the program goals.

**EDHE 515-College Student Development - Performance Assessment - spring 2015**
Candidates’ portfolios in EDHE 515 were assessed using a rubric that evaluates their leadership, decision-making, volunteering, and extended learning opportunities. 100% of the candidates met the program goals.

**EDHE 518-Program Evaluation and Assessment – Performance Assessment - summer 2015**
Candidates’ portfolio in EDAD 518 were assessed using a rubric that evaluates their leadership and student learning, management and effective learning environment, collaboration and mobilizing resources, and demonstrating assessment of evidence based learning. 100% of the candidates met the program goals.

**EDHE 589 - School Law for Higher Education – Performance Assessment - summer 2015**
Candidates’ performance in EDAD 589 School Law was assessed using a rubric that evaluates state and federal policies, organizational oversight, school policies and procedures, and legal regulatory application. 100% of the candidates met the program goals.

3. What was learned?

_Assessment of online learning:_ The data results show a positive impact on student learning. At the same time, as the college classrooms change, we have the opportunity to monitor the teaching/learning process within the classroom to improve instruction.

4. What will the department or program do as a result of that information?
The faculty will meet to discuss the learners’ outcomes. Collect sample evidences of students’ work demonstrating higher, average or low performance work. The department will continue to revise the five broad goals of the program that represent the most essential expectations for today’s higher education leaders.

5. **What did the department or program do in response to last year’s assessment information?**
   This is the third year for the master in higher education, and the second assessment of student learning outcome. Comparing the first assessment data to the second, it can be concluded that our candidates are performing above average.

6. **Questions or suggestions concerning Assessment of Student Learning at Central Washington University:** None at this time.