

CWU Student Learning Outcome Assessment Plan Preparation Form

Department Advanced Programs

Program Instructional Leadership

Date 11/12/2013

Student Learning Outcomes (knowledge, skills, attitudes)	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Demonstrate the ability to engage in leadership activities in a community setting.	1. Assessment of Online Learning 2. Examination 3. Written projects	Faculty members assessed students in the various courses.	Students were assessed during the 2012-2013 academic year.	All candidates have to achieve a B grade and above to show mastery of the knowledge, skills, and attitudes.
2. Demonstrate the ability to facilitate leadership development.	1. Assessment of Online Learning 2. Examination 3. Written projects	Faculty members assessed students in the various courses.	Students were assessed during the 2012-2013 academic year.	All candidates have to achieve a B grade and above to show mastery of the knowledge, skills, and attitudes.
3. Demonstrate the ability to understand and apply the values of diversity, social justice, and ethical principles in society.	1. Assessment of Online Learning 2. Examination 3. Written projects	Faculty members assessed students in the various courses.	Students were assessed during the 2012-2013 academic year.	All candidates have to achieve a B grade and above to show mastery of the knowledge, skills, and attitudes.
4. Demonstrate best practices in higher educational leadership by integrating the knowledge of leadership theory, organizational and group dynamics, finance, and program evaluation.	1. Assessment of Online Learning 2. Examination 3. Written projects	Faculty members assessed students in the various courses.	Students were assessed during the 2012-2013 academic year.	All candidates have to achieve a B grade and above to show mastery of the knowledge, skills, and attitudes.

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers - see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)