

GOAL ATTAINMENT FRAMEWORK

M.Ed. Administration and Supervision
Department of Educational Leadership and Technology
Academic Year 2002-03

Reviewed: Spring 2003

<i>Expected Outcome</i>	<i>Much Less Than Expected</i>	<i>Less Than Expected</i>	<i>Expected</i>	<i>More Than Expected</i>	<i>Much More Than Expected</i>
Percent of students scoring at least 75% on the comprehensive examination			100%		
Percent of alumni who are satisfied with components of the degree program			90%		
Students receiving ratings of average or above from on-site practicum supervisors on each item of the practicum evaluation.			100%		

Curricular Review and Improvement
M.Ed. School Administration and Supervision

Spring 2003

A review of the expected outcomes as noted in the Goal Attainment Framework indicated that the M.Ed. program in School Administration and Supervision has met its targeted expectations each year since the last review in Fall 1999. The data from scores on the comprehensive examinations, Annual Exit Surveys, and on-site practicum supervisor scores have been used to review the effectiveness of this program and to identify areas that need improvement.

All candidates have successfully completed the comprehensive examination during the period since the last review. Data from the Annual Exit Survey indicate that over 90% of candidates responding indicated satisfaction with the Master's of Education in School Administration and Supervision program. The data were charted to assist faculty in identifying alumni response to individual survey questions. The faculty used this information to focus efforts to improve.

In compliance with Southeastern Louisiana University's Vision 2005, faculty are reviewing the program to identify areas that will provide opportunities for graduates to contribute to Louisiana's educational, economic and cultural development. Faculty are identifying service learning activities throughout the curricula. Faculty are seeking ways to integrate appropriate cultural and global perspectives into the curricula for principals, supervisors, and technology leaders in order to better address the diverse needs of the populations that will be served by our graduates. While cultural factors are infused throughout the curriculum in courses and practical experiences, the courses school-community relations, Educational Leadership (EDL) 702 and school law EDL 710 were cited as courses in which cultural and global perspectives are given special emphasis. The overarching components of the College of Education and Human Development's Conceptual Framework serve as a foundation to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare for the future.