1. To offer a portfolio of educational programs that are forward looking and responsive to the intellectual, cultural, and economic needs of the region:
   - Under the leadership of Claudia Flowers, we continued to work on our application to establish a PhD in Educational Research, Measurement, and Evaluation.
   - We admitted 47 new School Administration students, 12 new Instructional Systems Technology students, and 28 new EdD in Educational Leadership students this year.
   - Seven doctoral students earned their EdD in Educational Leadership degrees.
   - Several Department faculty members joined "Team Linda” and participated in the American Cancer Society's 12-hour Relay for Life event at UNC Charlotte to honor cancer survivors.
   - The Department worked to enhance its partnership with and support for the eleven school districts of the Southwest Education Alliance; Department faculty members attended all of the monthly job-alike meetings of the SWEA.
   - Mickey Dunaway continued to expand the IN*SITE network to enhance the professional interactions of educators throughout this region of North Carolina; currently, more than 320 educators (UNC Charlotte faculty, colleagues, and former students) are members of the network.
   - To broaden the quantity and quality of on-line instruction in our academic programs, we continued to infuse technology into many of our courses through the use of Moodle, Centra, Camtasia, Wimba, and other delivery systems; the quantity of on-line and technology-infused course offerings was increased to support the academic needs of students outside our geographic region.
   - Becca Hefti coordinated a College-wide effort in support of the U.S. Marines' "Toys for Tots" program.

2. To advance programs of research and scholarship that expand the frontiers of knowledge, including those that solve problems at the interface of disciplines and leverage discovery for the public benefit:
   - Supported by the State’s Impact 5 grant, 52 North Carolina teachers throughout North Carolina enrolled in our 100% on-line MEd in Instructional Systems Technology program. The Department had $2,350,512 in externally funded grants.
   - Under the leadership of Alan Mabe, we held four research colloquia during which faculty members discussed their ongoing research efforts with colleagues in the Department.
   - We established eleven new collaborative research efforts involving multiple faculty and doctoral students in the Department and College.
   - Under the leadership of Brenda McMahon, we continued to work on our application to gain Department membership in the University Council for Educational Administration.
   - Under the leadership of Rich Lambert, the Center for Educational Measurement and Evaluation coordinated six new projects that connected the expertise of College faculty to schools and related agencies and helped educational leaders conduct measurement and evaluation studies.
   - To inform the community about the high quality of our programs, testimonials of selected program graduates were added to our website.
3. To graduate students prepared for personal success and civic responsibility in the 21st century by offering challenging degree programs, encouraging community engagement, and integrating the values of liberal education throughout the undergraduate curriculum:
   - 95 undergraduate students benefitted from their enrollment in six sections of EIST 4100 (Computer Applications in Education) – the only undergraduate course taught by this Department.

4. To integrate at the graduate level quality teaching and mentoring with research to prepare the next generation of leaders:
   - Under the leadership of John Grees, we continued to coordinate the State’s Impact 5 grant in which NCDPI awarded full scholarships to 52 North Carolina teachers to enroll in our MEd in Instructional Systems Technology program.
   - Under the leadership of Delores Lee, we refined our systems through which to acquire “evidences” in the electronic portfolios of our School Administration students and prepared for NCDPI’s upcoming program approval process.
   - We began preparations for the State-mandated re-visioning of our EdD in Educational Leadership program.
   - Valorie McAlpin received the prestigious 2012 Irving Award from the American Distance Education Consortium.
   - Rich Lambert was co-recipient (with Paul Fitchett and Tina Heafner) of the College of Education’s Annual Award for Excellence in Research.
   - Jim Lyons led the efforts of the School Administration faculty in support of the Wallace Foundation-funded initiative to evaluate the School Administration programs that provide school leaders to Charlotte-Mecklenburg Schools; review of our MSA program was the focus of this effort.

5. To respond to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study:
   - We continued development of on-line and hybrid courses using software such as Centra, Camtasia, Moodle, etc., in support of our goal to enhance the quantity and quality of our on-line instruction.
   - Under the leadership of Delores Lee, we prepared the documents necessary to gain approval to begin a new distance education Master of School Administration site in Lincoln County.
   - Under the leadership of Debra Morris, Jim Lyons, Delores Lee, Jim Bird, and Jim Watson, we created a new Principal preparation program designed to prepare high school Principals to meet the challenges inherent in Charlotte-Mecklenburg Schools – one of the largest urban school districts in the nation.
   - To respond to the needs of our diverse learners, Alan Mabe developed a new course titled “Non-Traditional Approaches to Higher Education” that examined on-line and for-profit universities as well as competency-based credit and the recent development of MOOCs.

6. To promote student achievement and personal development by providing high quality advising, academic services, curricular enrichment, and international experiences:
   - Several faculty and students engaged in international learning experiences in Germany, China, Italy, Belgium, and the Netherlands.
   - Claudia Flowers presented a webinar titled “Podcasts to Enhance Student Learning” sponsored by the University’s Center for Teaching and Learning.
   - To help orient and socialize our EdD students, we conducted two doctoral dinners during which graduates of our program discussed factors that contributed to their success.
   - Cathy Howell, a student in our EdD program, received a $20,000 Lucille P. and Edward C. Giles Dissertation-Year Graduate Fellowship from UNC Charlotte’s Graduate School.
- Jennifer McGee, a recent graduate of our EdD program, received the Legacy for Leadership 2012 Outstanding Dissertation Award.

7. To engage in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations:
   - To enhance our working relationships with the Superintendents of the twelve districts of the Southwest Education Alliance (SWEA), Jim Lyons, Jim Watson, and Dawson Hancock attended seven monthly meetings of the SWEA’s Superintendents’ Council.
   - Under the leadership of Jim Watson and Alan Mabe, we began a Department "Distinguished Speaker Series." Dr. Bill Harrison, former Chair of the North Carolina State Board of Education, and Dr. Tony Zeiss, President of Central Piedmont Community College, were the first two speakers in the series.
   - Rebecca Shore was appointed to Charlotte-Mecklenburg Schools’ Strategic Planning Task Force on Gifted Students.
   - Rebecca Shore served on the North Carolina Charter School Advisory Council that met periodically in Raleigh to plan the strategic direction of charter schools in North Carolina.

8. To support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure:
   - Sandra Dika was reappointed to the rank of Assistant Professor and Lisa Driscoll was tenured at the rank of Associate Professor.
   - John Gretes was awarded the rank of Professor Emeritus upon his retirement.
   - Mark D’Amico received a College of Education international travel grant.
   - We elected several Department faculty members to College and University faculty governance committees.
   - The Department chair nominated a Department faculty member for every College and University award offered at UNC Charlotte.

9. To actively promote diversity among faculty, students, and staff in the curriculum:
   - Dr. Jong-Baeg Kim and Dr. Yong-il Kim served in our Department as visiting scholars from South Korea.
   - Emphasis was placed on the involvement of our faculty and students in internationalization efforts (e.g., Chuang Wang led a contingent of faculty and doctoral students to China to study that country’s education system).
   - We actively sought candidates from diverse environments for our academic programs and supported the placement and hiring of our programs’ graduates in diverse settings (e.g., Titi Adelwa, a native of Nigeria, began her second year in our EdD program).

10. To create a flexible, responsive culture that uses effective review and assessment as the basis for improvement:
    - We supported the College’s efforts to prepare for the 2013 NCATE reaccreditation visit through activities such as preparation and submission of four-page viats, submission of syllabi for all 2012 fall courses, revision of selected Department course outlines, faculty service on several re-accreditation sub-committees, review of data on our Department programs, and creation and implementation of program-level "professional dispositions" assessment plans. Eleven faculty members served on the College’s NCATE Standards Committees.
    - Under the leadership of Jim Bird, we created and began to use five new scoring rubrics – admission to the EdD program, the qualifying examination, the internship experience, the dissertation proposal defense, and the final dissertation defense – to collect data on the performance of our EdD in Educational Leadership students.
- Under the leadership of Jim Bird, we modified and improved the EdD qualifying examination procedures based on data received during previous administrations of the qualifying examination.
- Advisory committees for our degree programs met regularly throughout the year to review data and practices related to the programs.
- Jim Bird, Delores Lee, John Gretes, and Rebecca Shore prepared comprehensive program-level Student Learning Outcomes reports in support of the University's SACS re-accreditation efforts.

**B. MAJOR NEW ACTION STEPS PLANNED TO ACHIEVE GOALS IN 2010-2015 STRATEGIC PLAN**

Describe major new action steps planned (if any) to achieve goals in the 2010-2015 Strategic Plan. (Note: this section was included in the event that major new action steps became necessary after the 2010-2015 Strategic Plan was developed. For most units/depts./colleges, this section will be blank.)

Our major effort during 2012-2013 was to help the College prepare for the NCATE reaccreditation review and to help the University satisfy SACS requirements. In doing so, we worked diligently toward achievement of several goals identified in our 2010-2015 Strategic Plan.

**C. ANNUAL EVALUATIONS BY UNIT**

Briefly describe any annual evaluations conducted by units/departments/colleges to assess outcomes that are not included in the unit/department/college's 2010-2015 Strategic Plan (e.g., scholarly productivity.)

In support of the College Comprehensive Assessment System, the Department fully implemented the collection of data on all College master’s degree students on the ability to critique a research article and conduct basic data analysis on a set of student scores using Microsoft Excel. RSCH 6101 (Research Methods) is a required course in the curriculum of all of the master’s degree programs in the College.

The common assessment to critique a research article on an issue relevant to educators began in fall 2008. During the 2012-2013 academic year, students were provided one quantitative article and one qualitative article on bullying in schools from which they selected one article to critique. An article-specific common scoring rubric was generated for each of the two articles to outline each component to be addressed in the critique.

A second common assessment on data analysis began fall 2010 and was modified this year to include a scenario in order to provide a context for the statistical activity. In addition, a conclusion item was added for the students to make conclusions about teacher instruction based on the data. This small modification provided a clearer link to the Student Learning Outcomes of the NC Professional Standards. Students were provided an excel database that included reading and math scores and demographic variables for which they provided the following: (a) frequency distribution; (b) mean, median, mode, and standard deviation; (c) independent sample t-test, (d) Cohen's d effect size, and (e) recommendations. A specific common scoring rubric was generated that included both analysis and interpretation of the results.

This report differs from previous reports in two ways. First, this report includes data from summer sections of RSCH 6101. Second, due to the timing of this report prior to the end of the spring semester, it does not include spring data. Data for spring 2013 will be included in the next annual report. There were 64 students in summer 2012 and 112 students in fall 2012 who completed the common article critique. There are 15 core components. Table 1 summarizes the percent of students falling at the Developing, Acceptable and, Exemplary levels for the two semesters on the 15 components. In summer 2012, 48.4% of the Overall critique scores fell in the Acceptable range and 46.9% fell in the Exemplary range. Only 4.7% of scores fell in the Developing range. In fall 2012, 50.0% of the Overall critique scores fell in the Acceptable range and 38.4% fell in the Exemplary range. Only 11.6% of scores fell in the Developing range. The percent of Exemplary Overall scores in fall 2012 are commensurate with previous reports of fall and spring scores. Components related to critiquing research methodology continue to receive the highest percent of Developing scores (e.g., research design,
sampling, reliability and validity of measures and external threats to validity). This information is shared with RSCH 6101 instructors so that these topics may be considered for additional discussion.

There were 59 students in summer 2012 and 112 students in fall 2012 who completed the data analysis common assessment. There are 5 core components in summer 2012 and 6 core components in fall 2012 as described above. Table 2 summarizes the percent of students falling at the Developing, Acceptable and, Exemplary levels for the two semesters on the 5(6) components. In summer 2012, 65.2% of the Overall data analysis scores fell in the Exemplary range and 30.4% fell in the Acceptable. Only 4.5% of scores fell in the Developing range. In fall 2012, 66.1% of the Overall data analysis scores fell in the Exemplary range and 30.5% fell in the Acceptable range. Only 3.4% of scores fell in the Developing range. Computing and interpreting the t-test and effect size continue to receive the highest percent of Developing scores.

Inter-rater reliability (IRR) was conducted by a second rater scoring randomly selected student article critique documents for the new adjunct instructor. Since IRR has been conducted on at least 3 times on previous instructors with consistent reliability they were dropped from further IRR analysis. IRR was calculated by a point-by-point method, noting discrepancies in scoring each component as Developing, Acceptable or Exemplary on 10% (summer = 3, spring =2) of the submitted critiques for each semester. Article critique IRR was 83.3% summer 2012 (25 of the 30 components were an exact match) and 80.0% for fall 2012 (36 of the 45 components were an exact match). These are about the same from last year and fall within an acceptable range for evaluation of a subjective nature. Because of the more objective nature of the criteria for the data analysis assessment as compared to the article critique with consistent IRR greater than 93%, additional data is not necessary to establish IRR.
Table 1: Frequency and Percent of Article Critique Scores Per Component

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<thead>
<tr>
<th>Item</th>
<th>Exemplary</th>
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D. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR

Describe 3 examples of how the unit/department/college has used assessment data for the purpose of improvement during the year.

One use of data to improve our practices was the complete revision of our EdD qualifying examination administration procedures based on feedback acquired from students who had previously completed their examinations. Constructive suggestions attained in person and on surveys from our doctoral students revealed several shortcomings in our existing practices. Those concerns were considered by faculty during several meetings of the EdD Advisory Committee and changes in the qualifying examination administration procedures were established and then recorded in the EdD Program.
Handbook. Those changes will be piloted next year with the goal of making additional improvements, if necessary, the following academic year.

Because the data collected with previously existing instruments were less-than-valid, this past year Department faculty re-designed and piloted new assessment instruments used to collect initial, mid-point, and completion data on the performance of our candidates in our EdD program. Specifically, the rubrics used to assess candidate performance during the admissions process, qualifying examination, dissertation proposal defense, dissertation final defense, and internship performance were re-written to align with state standards and external accrediting requirements. The results of the pilot revealed that the new instruments were more valid and reliable than were the previous instruments.

Our efforts during 2011-2012 to help our School Administration candidates develop “evidences” for inclusion in their electronic portfolios led us to reconsider and revise many of our practices in 2012-2013. As a result of the improvements implemented this past year, candidates and faculty alike better understood the processes need to produce high quality portfolios that will ultimately be reviewed and evaluated positively by the North Carolina Department of Public Instruction during upcoming program approval activities.

As we have done in previous years, during 2012-2013, selected faculty members administered mid-semester course evaluations in addition to the required end-of-semester evaluations. Many of these evaluations were conducted on-line rather than by paper and pencil. There were many reasons for conducting mid-semester course evaluations. Some faculty members sought feedback from students in time to make adjustments in their teaching and related practices during that semester. Others wanted to obtain course-specific information not traditionally included on the standard course evaluation instrument. Some faculty members wanted to know students’ perceptions of specific issues in their courses. For example, one faculty member wanted to learn from students how the principal internship experience could be improved. Another faculty member sought feedback on the evaluation procedures in her course. Another faculty member wanted to know which teaching strategies were most effective for learning. At the end of the year, several faculty members revised their instructional practices based on feedback from the mid-semester course evaluations.

E. ASSESSMENT OF EVALUATION METHODS

Comment on the strengths and weaknesses of unit/department/college’s assessment methods and describe plans (if any) to strengthen outcomes assessment during the coming year.

As a result of our re-design of our assessment instruments used to collect initial, mid-point, and completion data on candidates in our EdD program, we will be better able to capture relevant data that indicate satisfactory or unsatisfactory performance at each stage of each candidate’s development. As a result, we will be able to provide concise and accurate feedback regarding how each candidate may succeed in the EdD program. These improvements should lower our attrition rate and decrease the average number of years that our candidates pursue their degrees. In addition, these improvements will allow us to better monitor the progress of our students in order to provide more appropriate programmatic and professional advice. Finally, these improvements will provide better evidence of the student learning outcomes required by SACS.

One area in which we need to improve next year is the inclusion of additional colleagues from the field in our decision-making processes. Although this past year we have periodically solicited feedback from practitioners on various aspects of our programs, we need to add them to our advisory committees on a permanent basis in order to regularly capitalize on their ability to assess our practices and procedures and to provide feedback that will enhance the integrity and quality of our academic programs.
REQUIRED ATTACHMENTS TO 2012-13 ANNUAL REPORT

1. **ANNUAL PROGRESS ASSESSMENT OF PERFORMANCE OUTCOMES FOR 2010-2015 STRATEGIC PLAN GOALS:** After completing sections III I. and III J. of your 2010-2015 Strategic Plan (i.e., the annual report section of the strategic plan template), attach the entire 2010-2015 Strategic Plan to the annual report.

2. **STUDENT LEARNING OUTCOMES ASSESSMENT DATA:** Attach a 2012-13 Student Learning Outcomes Assessment Plan and Report for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only by each department. **Colleges that do not submit the required Student Learning Outcomes Assessment Plans and Reports will be contacted by the Office of Academic Affairs.**

3. **(FOR DEANS AND ASSOCIATE PROVOSTS ONLY) MEMORANDUMS TO DEPARTMENT AND UNIT HEADS:** Deans and associate provosts are to attach copies of their written feedback to department and unit heads on the status of outcomes assessment in the department or unit, and identifying any areas meriting priority attention in the coming year.
### I. Executive Summary

#### A. Mission and goals:

The **Department of Educational Leadership’s mission** is threefold: (1) To support the University and the College by providing quality programs to prepare individuals for roles in school and non-school leadership, curriculum design, supervision of instruction, research, and technology; (2) to establish and promote a culture that emphasizes teaching, research, and service; and (3) to build strong relationships with and to serve schools and non-school institutions through special projects, consultation, and continuing educational opportunities.

Specific **goals** of the **Department of Educational Leadership**, aligned with the College of Education’s strategic goals, the Office of Academic Affairs’ goals, and the goals/actions outlined in the UNC Tomorrow Report, include:

1. **Department of Educational Leadership** will recruit highly competent and effective professionals with diverse educational and personal backgrounds to enroll in and complete graduate preparation programs for careers in all levels of school leadership, instructional technology, research, measurement, and evaluation, community college, and other education-related positions and fields.

2. **Department of Educational Leadership** will regularly conduct and share outcomes of rigorous scientific inquiry and will direct and support graduate student research efforts focused on addressing problems and adding to the extant knowledge base in ways that provide comprehensive educational benefits to diverse groups of children and youth as well as their families, schools, and communities.

3. **Department of Educational Leadership** will establish and support professional learning environments and collaborative relationships with national, state, regional, and local education organizations and agencies to extend knowledge and practice in ways that provide varied and continuing educational benefits to our constituencies.

4. **Department of Educational Leadership** will recruit highly competent and effective faculty and students with diverse backgrounds to support its efforts to provide enriched and effective educational experiences at all levels of school leadership, instructional technology, research and evaluation, community college, and other education-related fields.

5. **Department of Educational Leadership** will develop, implement, and evaluate a new doctoral-level research program, technology-based and online programs and courses, and other learning experiences to support its preparation of high-quality graduates for careers in school leadership, research, measurement, and evaluation, instructional technology, higher education, community college, and other fields.

6. **Department of Educational Leadership** will provide continuous mentoring and support for new and experienced faculty in all areas of career development, including but not limited to: (1) establishing and documenting collaborative research, measurement, and evaluation projects; (2) promoting and documenting collaborative publications and scholarship; and, (3) organizing, scheduling, and conducting regular reviews of its efforts.

7. **Department of Educational Leadership** will conduct regular formative reviews and yearly summative evaluations of its efforts to prepare and support professionals for careers in all levels of school leadership, instructional technology, research, measurement, and evaluation, community college, and other education-related positions and fields.

8. **Department of Educational Leadership** will actively support the College of Education in its efforts to enhance the global awareness of faculty and students and prepare graduates for our globally interconnected world.

9. **Department of Educational Leadership** will actively support the College of Education in
its efforts to secure resources to strengthen its mission and honor its 40th anniversary.

| B. Summary of process used to develop unit goals: | These goals were established through consultation with members of the Department Leadership Council and through discussions with faculty members during Department meetings. |
| C. Summary of major goals in strategic plan: | The Department of Educational Leadership’s vision is to function as a community of scholars helping practitioners gain the knowledge, skills, and dispositions (emphasizing diversity, equity, integrity, and ethics) necessary for professional success. Each of the goals and supporting activities identified in this Strategic Plan contributes to our attainment of this vision. To the extent that we accomplish these goals, we will continue to accomplish our fundamental objective of ensuring that our academic programs are the best in this region of the nation and the first choice of all prospective, current, and former students who seek personal and professional development. |
| D. Summary of new resources required to achieve new goals: | We seek no significantly new resources beyond our share of additional faculty, operating money, and office space to support our predicted growth needs. |

### II. ENVIRONMENTAL SCAN / UPDATES SINCE LAST FIVE –YEAR STRATEGIC PLAN

| A. Assessment of cumulative progress in meeting goals in current strategic plan: | Overall, we are making significant strides toward accomplishment of the goals identified in our 2010-2015 Strategic Plan. |
| B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan: | Our greatest obstacle to continued success is the recent proliferation of traditional and on-line degree and license-granting universities and agencies that continue to draw students away from the pool of potential applicants to our programs. As we go forward, we will need to be more forceful and strategic with our advertising and recruiting efforts. |
### III. New Strategic Goals, Action Plans and Performance Outcomes for 2010-2015

**A. Unit, Dept. or College Goal #1:**
The *Department of Educational Leadership* will recruit highly competent and effective professionals with diverse educational and personal backgrounds to enroll in and complete graduate preparation programs for careers in all levels of school leadership, instructional technology, research, measurement, and evaluation, community college, and other education-related positions and fields.

**B. Relationship of goal to next higher reporting unit goal:**
The College of Education will graduate highly effective and ethical 21st century professionals - child and family development professionals, teachers, school leaders, and counselors - who will have a positive impact on children, youth, families, communities and schools and who will be successful in urban and other high need settings.

**C. Action plans to achieve goal:**
* We will expand our advertising activities (in person, in writing, and on-line) in order to increase potential students’ awareness of the quality of our programs.
* Responding to the growing shortage of qualified educational leaders, we will actively recruit new students for our on-campus and distant education programs.
* We will remain actively involved in the initiatives/activities of the Southwest Education Alliance in support of leader development in the region.
* We will regularly review our programs so as to ensure their quality and will develop mechanisms by which to ensure that students progress satisfactorily through all phases of our programs.

**D. Effectiveness measures/methods to assess outcomes/goal attainment:**
* College and Department records indicating the quantity of new students enrolled in our on-campus and distant education programs.
* Quantity and quality of new on-line course and program offerings.
* Feedback from school district Superintendents regarding our success at finding new ways to enhance school leader development.
* Records of the Director of the Southwest Education Alliance regarding our support of leader development in the region.

**E. Assessment schedule to assess goal:**
Summative assessment annually and formative assessment after every semester

**F. Person/group responsible:**
Department Chair; Department Program Coordinators

**G. Performance outcomes for goal:**
An annual 5% increase in the quantity of graduates from our programs; increased effectiveness of graduates as reported by employers and mentors (IHE Performance Report); increased effectiveness of school leaders as reported by employers

**H. Resources Required:**
Additional resources for advertising and recruiting

### Annual Report

**I. Annual progress assessment of performance outcomes:**
We met our performance outcome in the EdD in Educational Leadership program and Master of School Administration program but failed to meet our performance outcome in MEd in Instructional Systems Technology program.

**J. Follow-up plan to make**
We intend to advertise our programs more aggressively in order to recruit larger numbers of
| changes as a result of assessment findings: | high quality students for our programs. |
**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

A. Unit, Dept. or College Goal #2: The *Department of Educational Leadership* will regularly conduct and share outcomes of rigorous scientific inquiry and will direct and support graduate student research efforts focused on addressing problems and adding to the extant knowledge base in ways that provide comprehensive educational benefits to diverse groups of children and youth as well as their families, schools, and communities.

B. Relationship of goal to next higher reporting unit goal: The College of Education will achieve a distinguished record of research that benefits children, youth, families, communities, schools and the broader educational community.

C. Action plans to achieve goal:

- The Department will expand the Center for Educational Measurement and Evaluation that focuses on research and service and connects faculty expertise to the needs of schools and agencies.
- The Department will emphasize collaborative research among faculty and students in order to increase the quantity and quality of contributions to selected areas.
- Senior faculty will accelerate their creation of proposals for large-scale external funding and junior faculty will seek grants from the University and other local agencies for the purpose of developing their grant writing and grant administration skills.
- The Department will work with schools, school systems, and community agencies to establish efficient and collaborative strategies for approving applications for research.
- A team of Department faculty members, doctoral students, and school personnel will partner with one of the College of Education’s Professional Development Schools, Central Cabarrus High School, will engage in a multi-faceted project (direct observations, surveys, individual interviews, focus groups, and/or reviews of archival data) to explore the issues related to North Carolina’s high school drop-out rate.

D. Effectiveness measures/methods to assess outcomes/goal attainment:

- Records produced by Office of Sponsored Programs that reveal which junior faculty sought grants from the University and other local agencies.
- Lists of books, book chapters, and refereed articles created annually that reveal research productivity of Department faculty.
- Ledgers maintained that indicate our Center for Educational Measurement and Evaluation’s activities.
- Faculty Annual Reports that reflect each faculty member’s scholarly activity.
- Assessments of impact of faculty writings produced through ERIC and Google Scholar.

E. Assessment schedule to assess goal: Summative assessment annually and formative assessment after every semester

F. Person/group responsible: Department Chair; Department Program Coordinators; College Business Manager

G. Performance outcomes for goal: An annual 5% increase in the quantity of refereed publications by Department faculty; an annual 5% increase in the amount of grant money acquired from external funding agencies

H. Resources Required: Additional space to accommodate the growth of the Center for Educational Measurement and Evaluation

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**ANNUAL REPORT**

I. Annual progress assessment of We exceeded our goal of a 5% increase in the quantity of refereed publications and met our goal of a 5% increase in the amount of grant money acquired from external funding agencies.
### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

<table>
<thead>
<tr>
<th>A. Unit, Dept. or College Goal #3: The Department of Educational Leadership will establish and support professional learning environments and collaborative relationships with national, state, regional, and local education organizations and agencies to extend knowledge and practice in ways that provide varied and continuing educational benefits to our constituencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Relationship of goal to next higher reporting unit goal: The College of Education will strengthen effective partnerships with schools, communities and alumni.</td>
</tr>
<tr>
<td>C. Action plans to achieve goal:</td>
</tr>
<tr>
<td>* The Department will work to enhance its partnership with and support for the thirteen school districts of the Southwest Education Alliance.</td>
</tr>
<tr>
<td>* We will respond to the needs of local and regional organizations that assist schools and districts in our area and the students within those learning environments.</td>
</tr>
<tr>
<td>* The Department will assist the College’s Assessment Committee’s efforts to develop a systematic method of tracking alumni for the purposes of alumni relations and examining the success of our graduates.</td>
</tr>
<tr>
<td>* We will work with the Office of Alumni Affairs to create an affinity group of alumni from educational leadership programs.</td>
</tr>
<tr>
<td>* The Department will explore ways in which we can engage independent school networks.</td>
</tr>
<tr>
<td>D. Effectiveness measures/methods to assess outcomes/goal attainment:</td>
</tr>
<tr>
<td>* Feedback from our graduates and from members of the Department Advisory Committee will reveal activities/areas in which we can better support our graduates.</td>
</tr>
<tr>
<td>* School districts’ willingness to accept and place Principal interns in their districts will reflect their level of support for our programs and for our graduates.</td>
</tr>
<tr>
<td>E. Assessment schedule to assess goal: Summative assessment annually and formative assessment after every semester</td>
</tr>
<tr>
<td>F. Person/group responsible: Department Chair; Department Program Coordinators</td>
</tr>
<tr>
<td>G. Performance outcomes for goal: At least one new strategy per year to better support our graduates; creation of a systematic method by which to locate and communicate with graduates of our programs</td>
</tr>
<tr>
<td>H. Resources Required: No additional resources needed</td>
</tr>
</tbody>
</table>

### ANNUAL REPORT

| I. Annual progress assessment of performance outcomes: We made strides toward inclusion of representatives of our various external constituencies on the Advisory Committees of each of our programs. We invited graduates of our EdD and MSA programs to participate in professional development opportunities sponsored by our Department and the Southwest Education Alliance. We established an advisory group comprised of CMS Principals to help us with our new Aspiring CMS HS Principals Program. |

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6/18/2013
J. Follow-up plan to make changes as a result of assessment findings:

| In 2013-2014, we hope to improve our processes for maintaining contact with the graduates of our programs in order to continue to support their needs and to solicit their support on various Department initiatives. We plan to expand our outreach efforts by establishing our new Aspiring CMS HS Principals Program at Mallard Creek High School in CMS. |

### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

| A. Unit, Dept. or College Goal #4: The *Department of Educational Leadership* will recruit highly competent and effective faculty and students with diverse backgrounds to support its efforts to provide enriched and effective educational experiences at all levels of school leadership, instructional technology, research and evaluation, community college, and other education-related fields. |

| B. Relationship of goal to next higher reporting unit goal: |
| The College of Education will promote appreciation of and experience with human diversity and will enumerate and measure its benefits. |

| C. Action plans to achieve goal: |
| * Active recruitment of a more diverse faculty will occur in order to hire more females and persons of color. |
| * Populations traditionally under-represented in professional education will be recruited into our degree and licensure programs. |
| * More foreign study and travel opportunities will be developed to enhance students’ exposure to the educational processes of different cultures. |
| * Greater participation by Department faculty in international research and study programs (e.g., the annual German-American Symposium) will be encouraged. |
| * We will encourage faculty to participate in more on-campus workshops and seminars designed to enhance awareness of diversity issues (e.g., UNC Charlotte’s Summer Diversity Workshop). |

| D. Effectiveness measures/methods to assess outcomes/goal attainment: |
| * Expenditures in support of advertising and recruitment specifically for minority candidates. |
| * Reports produced by the Office of International Programs regarding the overseas study and travel opportunities offered by the Department. |
| * Rosters maintained that reveal percentages of under-represented populations enrolled in our degree and licensure programs. |

| E. Assessment schedule to assess goal: |
| Summative assessment annually and formative assessment after every semester |

| F. Person/group responsible: |
| Department Chair; Department Program Coordinators |

| G. Performance outcomes for goal: |
| A 10% increase in the quantity of females and racial minorities on the Department faculty; an increase in the quantity of faculty participating in on-campus diversity-related workshops and seminars; a 5% increase in the percentage of under-represented populations enrolled in our degree and licensure programs |

| H. Resources Required: |
| Travel grants to support students’ overseas studies |
I. Annual progress assessment of performance outcomes: We experienced greater participation by Department faculty in international research (e.g., the annual German-American Symposium) and study abroad programs (e.g., Netherlands and China) and in on-campus workshops and seminars (e.g., UNC Charlotte’s Summer Diversity Workshop) designed to enhance awareness of diversity issues.

J. Follow-up plan to make changes as a result of assessment findings: Although our recent aggressive efforts to recruit ethnic and racial minority students have resulted in greater diversity in our student population, we must more actively recruit among minority populations for faculty. We plan to hire a new Assistant/Associate Professor of Instructional Systems Technology on 2013-2014.

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

A. Unit, Dept. or College Goal #5: The Department of Educational Leadership will develop, implement, and evaluate a new doctoral-level research program, technology-based and online programs and courses, and other learning experiences to support its preparation of high-quality graduates for careers in school leadership, research, measurement, and evaluation, instructional technology, higher education, community college, and other fields.

B. Relationship of goal to next higher reporting unit goal: The College of Education will support the success of candidates through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.

C. Action plans to achieve goal:

* We will create and administer a new Ph.D. in Educational Research, Measurement, and Evaluation degree program.
* We will administer our recently re-visioned/revised Master of School Administration program in accordance with guidance from the State Board of Education, the North Carolina Department of Public Instruction, and UNC General Administration.
* To broaden the quantity and quality of on-line instruction in our academic programs, we will continue to infuse technology into many of our courses through the use of Centra, Camtasia, Moodle 2, Wimba, and other delivery systems.
* On-line course offerings will be increased in order to support the academic needs of students outside our geographic region.
* We will begin new distance education cohorts of Master of School Administration students in Union County, Rowan County, and Gaston County and will establish another cohort in UNC Charlotte’s new Center City facility in 2012.

D. Effectiveness measures/methods to assess outcomes/goal attainment:

* Quantity and quality of students enrolled in our new Ph.D. in Educational Research, Measurement, and Evaluation degree program
* Enrollment figures at our Master of School Administration distance education sites.
* Feedback from the North Carolina Department of Public Instruction and from UNC General Administration regarding our compliance with the pre-established standards.

E. Assessment schedule to assess goal: Summative assessment annually and formative assessment after every semester
<table>
<thead>
<tr>
<th>F. Person/group responsible:</th>
<th>Department Chair; Department Program Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Performance outcomes for goal:</td>
<td>An annual 3% decrease in the quantity of concerns expressed on the student surveys; a reduction in the error rates on graduation and licensure documents produced by students; infusion of technology in at least 20% of our courses</td>
</tr>
<tr>
<td>H. Resources Required:</td>
<td>One additional educational leadership faculty member to supervise principal interns</td>
</tr>
</tbody>
</table>

**ANNUAL REPORT**

| I. Annual progress assessment of performance outcomes: | Supported by the State's Impact 5 grant, 52 North Carolina teachers throughout North Carolina continued their work in our 100% on-line MEd in Instructional Systems Technology program. We prepared to begin new distance education cohorts of MSA students in Lincoln and Mecklenburg counties. We continued to seek permission to administer a PhD in Educational Research and Evaluation program. |
| J. Follow-up plan to make changes as a result of assessment findings: | We plan to learn from this year’s study of the MSA portfolio development process in order to ensure a successful program approval of our MSA program in future years. |

**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

| A. Unit, Dept. or College Goal #6: | The Department of Educational Leadership will provide continuous mentoring and support for new and experienced faculty in all areas of career development, including but not limited to: (1) establishing and documenting collaborative research, measurement, and evaluation projects; (2) promoting and documenting collaborative publications and scholarship; and, (3) organizing, scheduling, and conducting regular reviews of its efforts. |
| B. Relationship of goal to next higher reporting unit goal: | The College of Education will support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure. |
| C. Action plans to achieve goal: | * The Department Chair will conduct at least four meetings each year during which tenure-eligible faculty will discuss issues in teaching, research, and service that are of particular interest to junior faculty.  
  * The Department will emphasize collaboration between faculty with similar research interests in order to refine and improve the quality of teaching, research, and service by the faculty involved in this collaboration.  
  * Expand the involvement of faculty in the activities of the Center for Educational Measurement and Evaluation.  
  * Conduct four research colloquia per year during which Department faculty share their ongoing collaborative and independent research efforts.  
  * The Department will assign and encourage the support of senior faculty to assist junior faculty as professional mentors. |
| D. Effectiveness measures/methods to assess outcomes/goal attainment: | * Number of Department faculty who experience successful reappointment, tenure, and promotion decisions.  
  * Quantity of collaborative research and publishing efforts among Department faculty.  
  * Involvement of Department faculty in the measurement and evaluation activities of the |
Center for Educational Measurement and Evaluation.

E. Assessment schedule to assess goal: Summative assessment annually and formative assessment after every semester

F. Person/group responsible: Department Chair; Department Program Coordinators; Department Review Committee

G. Performance outcomes for goal: 100% success of all faculty who seek reappointment, promotion, and/or tenure; a 5% annual increase in the overall level of collaborative research activities among Department faculty

H. Resources Required: No additional resources needed

Annual Report

I. Annual progress assessment of performance outcomes: Department faculty members collaborated on at least 28 research efforts around topics of national and state-wide importance. We experienced the successful reappointment of one faculty member and the tenure of another faculty member. Three junior faculty seminars held by the Department Chair assisted this outcome.

J. Follow-up plan to make changes as a result of assessment findings: Our goal in 2013-2014 will be the successful tenure/promotion of two Department faculty members. We anticipate at least a 5% increase again next year in collaborative research activities and greater involvement of doctoral students in our scholarly activities.

III. New Strategic Goals, Action Plans and Performance Outcomes

A. Unit, Dept. or College Goal #7: The Department of Educational Leadership will conduct regular formative reviews and yearly summative evaluations of its efforts to prepare and support professionals for careers in all levels of school leadership, instructional technology, research, measurement, and evaluation, community college, and other education-related positions and fields.

B. Relationship of goal to next higher reporting unit goal: The College of Education will receive external validation of its work and its impact through accreditation reviews and increased recognition of its expertise and resources.

C. Action plans to achieve goal:
   * The Department will conduct regular meetings during which progress toward accomplishing the goal of ensuring that its academic programs are the best in this region of the nation and the first choice of all prospective, current, and former students who seek personal and professional development.
   * With the help of Department faculty, Program Coordinators will review the program data to ensure that each program’s effectiveness is maximized.
   * The Department will seek membership in the acclaimed University Council for Educational Administration.
   * We will participate actively in the College’s NCATE reaccreditation review in 2013.

D. Effectiveness measures/methods to
   * Enrollment figures in all degree and licensure programs.
   * Feedback from NCDPI, UNC-GA, and other external agencies as to the quality of our
assess outcomes/goal attainment: programs.
  * Progress toward gathering/completing the application materials for membership in the University Council for Educational Administration will occur during the first three years of this Strategic Plan.

E. Assessment schedule to assess goal: Summative assessment annually and formative assessment after every semester

F. Person/group responsible: Department Chair; Department Program Coordinators

G. Performance outcomes for goal: Enrollment figures will increase annually in all programs; we will receive positive feedback from NCDPI, UNC-GA, and other external agencies as to the quality of our programs; we will annually demonstrate at least one area improved by information attained through analysis of program data; membership in the University Council for Educational Administration will be attained

H. Resources Required: No additional resources needed

### Annual Report

I. Annual progress assessment of performance outcomes: The Wallace Foundation-supported baseline assessment of our MSA program was very positive. We completed our work on the SACS student learning outcomes assessment. Our preparations for NCATE reaccreditation are ongoing.

J. Follow-up plan to make changes as a result of assessment findings: We will comply with all NCDPI-mandated requirements to ensure program approval of our MSA program. We must satisfy all NCATE requirements as we prepare for reaccreditation of the College. We will continue to collect data with which to make continuous improvements in our programs.

### III. New Strategic Goals, Action Plans and Performance Outcomes

A. Unit, Dept. or College Goal #8: The Department of Educational Leadership will actively support the College of Education in its efforts to enhance the global awareness of faculty and students and prepare graduates for our globally interconnected world.

B. Relationship of goal to next higher reporting unit goal: The College of Education will enhance the global awareness of faculty and students and prepare graduates for our globally interconnected world.

C. Action plans to achieve goal: * We will actively seek candidates from diverse environments for our academic programs and will support the placement and hiring of our programs’ graduates in diverse settings. * Additional collaborative relationships will be established with Charlotte-Mecklenburg Schools to ensure effective research efforts around the needs of this large urban school district. * Additional emphasis will be placed on efforts to involve our faculty and students in internationalization efforts, such as study-abroad, webinars, etc. * We will seek more substantive involvement of visiting foreign scholars in our educational and professional activities.
D. Effectiveness measures/methods to assess outcomes/goal attainment:
* Quantity of students recruited from and placed into diverse multicultural settings.
* Number of research and service relationships with Charlotte-Mecklenburg Schools.
* Participation levels by faculty and students in internationalization efforts.
* Contributions of visiting foreign scholars to our organizational and professional endeavors.

E. Assessment schedule to assess goal:
Summative assessment annually and formative assessment after every semester

F. Person/group responsible:
Department Chair; Department Program Coordinators

G. Performance outcomes for goal:
Enrollment of minority students in our programs will increase by 3% annually; more intentional faculty involvement in internationalization activities will occur; specific teaching, research, and/or service contributions will be attained from our visiting foreign scholars

H. Resources Required:
No additional resources needed

### ANNUAL REPORT

I. Annual progress assessment of performance outcomes:
Enrollment of racial and ethnic minorities in our programs remained strong. We prepared to conduct a study abroad trip to the Netherlands. We developed and began to offer two new doctoral courses designed to enhance the global awareness of our students.

J. Follow-up plan to make changes as a result of assessment findings:
We will emphasize participation of our faculty in faculty exchanges, study-abroad trips, and cross-cultural webinars. We will continue to actively recruit and admit high quality minority students. We will capitalize on the talents of our visiting scholars.

### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

A. Unit, Dept. or College Goal #9: The Department of Educational Leadership will actively support the College of Education in its efforts to secure resources to strengthen its mission and honor its 40th anniversary.

B. Relationship of goal to next higher reporting unit goal:
The College of Education will secure the resources needed to strengthen the mission of the College and will honor the College’s 40th Anniversary.

C. Action plans to achieve goal:
* We will seek opportunities to enhance the College’s efforts to solicit funds in support of common and specific needs.
* We will explore the creation of an alumni affinity group.
* We will collaborate with agencies and organizations in the local community to engage in mutually benefitting activities.
* The Department will demonstrate better stewardship of existing resources.

**D. Effectiveness measures/methods to assess outcomes/goal attainment:**

* The quantity and size of public and private gifts.
* The number of doctoral assistance packages.
* Accountability and serviceability of Department property and equipment.

**E. Assessment schedule to assess goal:**

Summative assessment annually and formative assessment after every semester

**F. Person/group responsible:**

Department Chair; Department Program Coordinators

**G. Performance outcomes for goal:**

A 3% annual increase in public and private gifts; establishment of an alumni affinity group; 100% accountability of Department property and equipment.

**H. Resources Required:**

No additional resources needed

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**ANNUAL REPORT**

**I. Annual progress assessment of performance outcomes:**

We maintained 100% accountability of all Department property and equipment so as not to waste resources re-purchasing items. We sought opportunities to enhance the College’s efforts to solicit funds in support of common and specific needs. Selected Department faculty members contributed to the College’s “Looking Forward” campaign.

**J. Follow-up plan to make changes as a result of assessment findings:**

We will continue to work with UNC Charlotte’s new Director of Alumni Affairs regarding the possible creation of alumni affinity groups for graduates of our programs. We will actively seek additional opportunities for external funding.