



**Northern Illinois
University**

College of Education

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Department of Leadership, Educational Psychology and Foundations

Ed.S. in Educational Administration

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Patrick Roberts, Chair



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Assessment Plan

1. Student Learning Outcomes

Upon the completion of the Ed.S. in Educational Administration program at Northern Illinois University, students will be able to:

1. Describe the importance of a vision of learning for a school district. This description will include an assessment of the social and instructional needs that promote student success of the school community, as well as the need to work with members of the school community to develop a vision.
2. Identify and assess district-level operations & organization and modify and manage the district in ways that support student learning and faculty professional development.
3. Describe sound educational practices for student learning and facilitate the development of programs and services that accommodate a diversity of student learning needs.
4. Apply appropriate community relations practices in order to involve stakeholders in the support and development of district community conditions that support learning.
5. Apply principles of school law and ethical norms to school district finance and other district decision-making.
6. Describe and analyze the policy context of local, state, and federal education policy and how it might impact schools and decision-making by school and district leaders.
7. Analyze the school system for equity in its programs, processes and practices based on race, class, gender and other areas of difference and recognize ways to improve educational and learning opportunities for a diverse student population.
8. Successfully compete for educational leadership positions at K-12 learning institutions or associations.

2. Program-by-Baccalaureate Learning Outcomes Matrix

N/A. The Ed.S. in Ed Admin is a graduate degree program.

3. Curriculum Map

| Courses | Student Learning Outcome | | | | | | | |
|---|---|--|--|--|--|--|--|---|
| | 1. Describe the importance of a vision of learning for a school district. | 2. Identify and assess district-level operations & organization and modify and manage the district in ways that support student learning and faculty professional development. | 3. Describe sound educational practices for student learning and facilitate the development of programs and services that accommodate a diversity of student learning needs. | 4. Apply appropriate community relations practices in order to involve stakeholders in the support and development of district community conditions that support learning. | 5. Apply principles of school law and ethical norms to school district finance and other district decision-making. | 6. Describe and analyze the policy context of local, state, and federal education policy and how it might impact schools and decision-making by school and district leaders. | 7. Analyze the school system for equity in its programs, processes and practices based on race, class, gender and other areas of difference and recognize ways to improve educational and learning opportunities for a diverse student population. | 8. Successfully compete for educational leadership positions at K-12 learning institutions or associations. |
| LEEA 700: Nature and Theory of Administration | B | B | | B | | B | | |
| LEEA 710: The Superintendency | | | D | B | B | | B | B |
| LEEA 754: Politics of Educational Administration | D | D | | D | | D | D | |
| LEEA 720: Education Finance II | | | D | | D | | D | |
| LEEA 725: Education Law II | | | D | | D | | D | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| LEEA 735: Admin and Supervision of Ed. Personnel | | D | D | | D | | | |
| LEEA 736: Collective Bargaining | | D | | | D | D | | |
| LEEA 755: Planning and Decision-Making in Educational Administration | D | | D | D | | D | D | |
| LEEA 750: Seminar in Educational Administration | D | D | D | D | D | D | D | D |
| LEEA 786: Internship | P | P | P | P | P | P | P | P |

4. Assessment Methods

a. Assessment Methods-by-Outcomes Matrix

| Assessment Method | Student Learning Outcome | | | | | | | |
|---|---|--|--|--|--|--|--|--|
| | 1. Describe the importance of a vision of learning for a school district. | 2. Identify and assess district-level operations & organization and modify and manage the district in ways that support student learning and faculty professional development. | 3. Describe sound educational practices for student learning and facilitate the development of programs and services that accommodate a diversity of student learning needs. | 4. Apply appropriate community relations practices in order to involve stakeholders in the support and development of district community conditions that support learning. | 5. Apply principles of school law and ethical norms to school district finance and other district decision-making. | 6. Describe and analyze the policy context of local, state, and federal education policy and how it might impact schools and decision-making by school and district leaders. | 7. Analyze the school system for equity in its programs, processes and practices based on race, class, gender and other areas of difference and recognize ways to improve educational and learning opportunities for a diverse student population. | 8. Successfully compete for educational leadership positions at K-12 learning institutions or associations . |
| Licensure and certification exam results | S, I | S, I | S, I | S, I | S, 1 | S, 1 | S, 1 | |
| Course-embedded measures | F, D | F, D | F, D | F, D | F, D | F, D | F, D | |
| Internship Portfolio assessment | S, D | S, D | S, D | S, D | S, D | S, D | S, D | |

| | | | | | | | | |
|-----------------------------|------|------|------|------|------|------|------|------|
| Advisory Board Input | F, I | F, I | F, I | F, I | F, I | F, I | F, I | S, I |
| Employment Survey | S, I | S, I | S, I | S, I | S, I | S, I | S, I | S, I |
| Alumni Survey | S, I | S, I | S, I | S, I | S, I | S, I | S, I | S, I |

b. Explanation of Methods

| Method | Description | Student-Level Target | Program-Level Target | When Data Will Be Collected | Person Responsible |
|---|--|---|---|--|---|
| Licensure and certification exam results | In order to earn their superintendent endorsement, student must pass the ILTS 187 Superintendent Content Test. | Student will achieve a passing score on the Illinois superintendent content test. | Target: 90% of students will pass exam | Annually, review data in the fall | LEPF Graduate Program Advisor |
| Course-embedded measures | Faculty will evaluate assignments using standard departmental rubrics to determine students' levels of proficiency in learning outcomes and state standards. | Varies | Target: 80% of students will meet/exceed target expectations. | Fall and Spring semesters | Course instructors, with coordination by Ed Admin program coordinator |
| Internship Portfolio assessment | Faculty review of internship portfolios will be used to evaluate whether students meet learning outcomes. | Under Revision | Target: 80% of students will show evidence of proficiency in learning outcomes. | Annually, as cohorts complete the program. | LEEA internship supervisors |

| Method | Description | Student-Level Target | Program-Level Target | When Data Will Be Collected | Person Responsible |
|-----------------------------|--|--|--|---|-------------------------------|
| Advisory Board Input | The program area will form an advisory board of alumni who are practicing school administrators. The Educational Leadership faculty will meet with this advisory board to discuss issues relevant to the field of educational leadership and leadership preparation. | N/A | N/A | Annually | LEPF Department Chair |
| Employment Survey | The Ed.S. in Ed Admin is a superintendent endorsement program. Career advancement will be tracked. | Student will secure a position as a district superintendent. | An 80% placement rate for students pursuing employment as superintendents. | | LEPF Graduate Program Advisor |
| Alumni Survey | In addition to the university alumni survey, students will complete an exit survey as part of their internship. Also, graduates will be asked to complete a departmental survey in order to gain in-depth understanding of their experiences in the Ed.S. program. | Student will be highly satisfied with quality of degree program and preparation for a successful career as a superintendent. | 80% of students will be satisfied or highly satisfied with quality of program. | Exit survey-Spring 2016; Alumni surveys administered 3 and 5 years after graduation | LEPF Graduate Program Advisor |