

College of Education  
Department of Leadership, Educational Psychology and Foundations  
MS.Ed in Educational Administration  
January 2016  
Patrick Roberts, Chair

## **M. S. Ed. in Educational Administration Program**

### **Assessment Plan**

#### **1. Student Learning Outcomes**

Upon completion of the MS.Ed. in Educational Administration Program at Northern Illinois, students will be able to:

1. Describe the importance of a vision of learning for a school community. 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 several key components of the school culture and modify and manage the school culture in ways that support student learning and faculty professional development.
3. Identify and assess school organizational operations and modify and manage the school organization, operation, and resources in ways that support student learning and faculty professional development.
4. Describe sound educational practices for student learning and facilitate the development of instructional and curricular practices and materials that accommodate a diversity of student learning needs, respond to diverse community interests, and mobilize community resources.
5. Describe sound professional development practices and facilitate the development of instructional and organizational conditions that accommodate faculty development and improvement.
6. Apply principles of school law, ethical norms, and school finance to school settings and decision-making.
7. Describe and analyze the policy context of local, state, and federal education policy and how it might impact schools and decision-making by school leaders.
8. 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.

#### **2. Program-by-Baccalaureate Learning Outcomes Matrix**

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

### 3. Curriculum Map

Course	Student Learning Outcome							
	1. Describe the importance of a vision of learning for a school community .	2. Identify and assess school organizational and district operations and modify and manage the school organization and 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 school 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.
<b>LEEA500: Educational Organization &amp; Administration</b>	B	B		B	B	B	B	
<b>LEEA 501: School Organization and Administration</b>		B	B		B	B	B	
<b>EPS 512: Principal, Family and Community</b>	D		D	D			D	
<b>LEEA 554: Policy Analysis for School Administrators</b>	D		D		D	D	D	

<b>TLCI 505: Site-Based Curriculum Development</b>		D	D	D			D	
<b>LEEA 526: Legal Requirements for Educating Diverse Students</b>		D	D		D	D	D	
<b>LEEA 511: Principalship</b>	D	D	D	D	D	D	D	D
<b>LEEA 535: Supervisory Behavior</b>		D	D		D	D		
<b>LEEA 525: Education Law</b>		D	D		D	D	D	
<b>LEEA 520: Education Finance and Facility Management</b>		D	D		D	D	D	
<b>LEEA 586: Internship</b>	P	P	P	P	P	P	P	P

**4. Assessment Methods**

*a. Assessment Methods-by-Outcomes Matrix*

<b>Assessment Method</b>	<b>Student Learning Outcome</b>							
	1. Describe the importance of a vision of learning for a school community.	2. Identify and assess school organizational and district operations and modify and manage the school organization and 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 school 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.
<b>Licensure and certification exam results</b>	S, I	S, I	S, I	S, I	S, I	S, I	S, I	
<b>Course-embedded measures</b>	F, D	F, D	F, D	F, D	F, D	F, D	F, D	
<b>Portfolio assessment</b>	S, D	S, D	S, D	S, D	S, D	S, D	S, D	

<b>Advisory Board Input</b>	F, I	F, I	F, I	F, I	F, I	F, I	F, I	S, I
<b>Employment Survey</b>	S, I	S, I	S, I	S, I	S, I	S, I	S, I	S, I
<b>Alumni Survey</b>	S, I	S, I	S, I	S, I	S, I	S, I	S, I	S, I

*b. Explanation of Methods*

<b>Method</b>	<b>Description</b>	<b>Student-Level Target</b>	<b>Program-Level Target</b>	<b>When Data Will Be Collected</b>	<b>Person Responsible</b>
<b>Licensure and certification exam results</b>	Students' scores will be compared with students across Illinois and disaggregated data will be assessed to determine whether students meet learning outcomes.		Target: 95% of students will pass exam	Annually, review data in the fall	LEEA Program Chair
<b>Course-embedded measures</b>	Faculty will evaluate assignments using standard departmental rubrics to determine students' levels of proficiency in learning outcomes and state standards. Program chair will aggregate data and prepare for faculty review.	Varies	Target: 80% of students will meet/exceed target expectations.	Fall and Spring semesters	Course instructors with coordination by LEPF department chair and program area coordinator

<b>Method</b>	<b>Description</b>	<b>Student-Level Target</b>	<b>Program-Level Target</b>	<b>When Data Will Be Collected</b>	<b>Person Responsible</b>
<b>Portfolio assessment</b>	Prior to the completion of LEEA 586(C), candidates in the MS.Ed program are assessed using the Illinois Principal Preparation Program Internship Assessment Rubric. This rubric is used to evaluate the acquired knowledge and skills of candidates during their leadership experiences during the three-semester internship. The rubric assesses candidate's proficiencies using the indicators of "Meets the Standards" or "Does Not Meet the Standards" for each focus areas in terms of content, process, outcomes, products, and quality.	Target: Student will pass all elements of internship.	Target: 80% of students will show evidence of proficiency in learning outcomes.	Annually, as cohorts complete the program.	LEEA internship supervisors
<b>Advisory Board Input</b>	The program 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, Spring semester	LEPF Department Chair

Method	Description	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
<b>Employment Survey</b>	As an endorsement program, a key indicator of student is career placement as a school principal.	Student will secure a position as a school principal.	80% percent of students who have chosen to pursue a principal position will be working as such within 1 to 5 years of earning endorsement.	The first cohort under the new state approved cohort graduated in Summer 2015. We will begin tracking placements in Summer 2016.	LEPF Graduate Program Advisor
<b>Alumni Survey</b>	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 M.S.Ed. program.	Student will be highly satisfied with quality of degree program and preparation for a successful career as a principal.	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