



**Northern Illinois
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College of Education

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Department of Leadership, Educational Psychology and Foundations

Ed.D. 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. D. 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 and community. Assess the social and instructional needs of the school community. Work with members of the school community to devise a vision that addresses the school's social and instructional needs that promote student success.
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 and recognize 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. Evaluate and utilize published research to support school and district decision-making.
9. Design and implement school-level or district-level research activities for program/curriculum/policy analysis, evaluation, and assessment.

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 and community .	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. Evaluate and utilize published research to support school and district decision-making.	9. Design and implement school-level or district-level research activities for program/curriculum/policy analysis, evaluation, and assessment.
*LEEA 700: Nature and Theory of Administration	B	B		B		B			
*LEEA 710: The Superintendency			D	B	B		B		

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*LEEA 754: Politics of Educational Administration	D	D		D		D	D		
*LEEA 720: Education Finance II			D		D		D		
EPS 723: Intro to Research Methods for the Doctoral Dissertation								B	B
LEEA 745: Survey of Research in Ed Administration							D	B	B
*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			
TLCI 704: Research Seminar							D	D	D

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*LEEA 755: Planning and Decision-Making in Educational Administration	D		D	D		D	D	D	
*LEEA 750: Seminar in Educational Administration	D	D	D	D	D	D	D		
EPFE 715: Foundations of Educational Policy			D			D	D	D	D
LEEA 798: Research Seminar in Ed Administration					D	D	D	D	D
*LEEA 786: Internship	P	P	P	P	P	P	P		
LEEA 799: Doctoral Dissertation			P		P	P	P	P	P

***Course shared with Ed.S. in Ed Admin program**

4. Assessment Methods

a. Assessment Methods-by-Outcomes Matrix

	Student Learning Outcome								
	1. Describe the importance of a vision of learning for a school district and community .	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. Evaluate and utilize published research to support school and district decision-making.	9. Design and implement school-level or district-level research activities for program/curriculum/policy analysis, evaluation, and assessment.
Assessment Method									
Licensure and certification exam results	S, I	S, I	S, I	S, I	S, I	S, I	S, I		
Course-embedded measures	F, D	F, D	F, D	F, D	F, D	F, D	F, D	F, D	F, D

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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	F, I	F, I
Alumni Survey	S, I	S, I	S, I	S, I	S, I	S, I	S, I	S, I	S, I
Doctoral Comprehensive Exam	S, D	S, D	S, D	S, D	S, D	S, D	S, D	S, D	S, D
Doctoral dissertation			S, D		S, D	S, D		S, D	S, D

S= Summative Assessment, F = Formative Assessment, I = Indirect Assessment, D = Direct Assessment

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: 95% 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. 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 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

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Method	Description	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
Advisory Board Input	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
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.D. program.	N/A	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

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Method	Description	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
Doctoral Comprehensive Exam	Faculty will evaluate students overall knowledge and ability to integrate course material through comprehensive exams. The comprehensive exam will assess students' content knowledge in educational administration, use of research and literature and research methods.	Student will pass both components of the comprehensive exam on the first try.	Target: 80% of applicants will pass the comprehensive exam the first time they take the exam.	Annually, review data in spring	Ed.D. Dissertation Committee Chair
Doctoral dissertation	Faculty will pull a sample of dissertations and examine the methodology and completeness of the dissertation with a rubric to be designed.	Student will successfully defend dissertation within 3 to 5 years of beginning Ed.D. program.	80% of dissertations will meet/exceed target expectations. Rate for program completion will meet or exceed 60%.	Annually.	Ed.D. Committee Chair and Committee

*These assessment methods will be phased out for the Ed.D. program as revisions to this program unfold. See #3 in the Status report below. See also the Ed.S. mid-cycle status report and assessment plan.