



**Northern Illinois
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College of Education

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Department of Leadership, Educational Psychology and Foundations

M.S. Ed. in School Business Management (SBM)

January 2016

Patrick Roberts, Chair



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Part I: Assessment Plan

1. Student Learning Outcomes

Upon the completion of the M.S. in School Business Management program at Northern Illinois University, students will be able to:

1. Apply knowledge and skills related to education finance, school budgeting, school fund accounting, and the legal aspects of school business management.
2. Analyze the institutional, economic, and political contexts that influence education policy, intergovernmental relations, and decision-making.
3. Describe sound strategic planning, evaluation, risk management, real estate management, and information systems practices.
4. Apply principles of human resource management, labor relations, and collective bargaining.
5. Identify and assess school facilities, construction procedures, and school buildings operations and maintenance.
6. Describe sound practices related to school transportation services, food services, and health and safety service.

2. Program-by-Baccalaureate Learning Outcomes Matrix

N/A. The MS.d in School Business Management is a graduate program.

3. Curriculum Map

Courses	Student Learning Outcomes					
	1. Apply knowledge and skills related to education finance, school budgeting, school fund accounting, and the legal aspects of school business management.	2. Analyze the institutional, economic, and political contexts that influence education policy, intergovernmental relations, and decision-making.	3. Describe sound strategic planning, evaluation, risk management, real estate management, and information systems practices.	4. Apply principles of human resource management, labor relations, and collective bargaining.	5. Identify and assess school facilities, construction procedures, and school buildings operations and maintenance.	6. Describe sound practices related to school transportation services, food services, and health and safety service.
LEEA 500: Educational Organization and Administration		B	B	B	B	
LEBM 501: School Business Management	B	B	B	B	B	B
LEBM 521: Accounting Statement Analysis & Budgeting	D		D			
LEEA 520: Educational Finance I	D	B	D		D	D
LEBM 525: Legal Aspects of School Business Management	D	D	B	D		
LEBM 550: Financial Planning & School Budgeting	D	B	D	B	D	D

LEBM 536: Role of the SBM in Collective Bargaining	D	D	D	D		
EPFE 712: Ethics and Education		D				
LEBM 721: Advanced School Fund Accounting and Budgeting	P	D	D	D	D	D
ETR 519: Applied Educational Research		D				
LEEA 715: Educational Facilities	D	D	D		P	P
LEBM 586: Internship in SBM	P	P	P	P	P	P

B= Beginning
D = Developing
P = Proficient

4. Assessment Methods

a. Assessment Methods-by-Outcomes Matrix

Assessment Method	Student Learning Outcomes					
	1. Apply knowledge and skills related to education finance, school budgeting, school fund accounting, and the legal aspects of school business management.	2. Analyze the institutional, economic, and political contexts that influence education policy, intergovernmental relations, and decision-making.	3. Describe sound strategic planning, evaluation, risk management, real estate management, and information systems practices.	4. Apply principles of human resource management, labor relations, and collective bargaining.	5. Identify and assess school facilities, construction procedures, and school buildings operations and maintenance.	6. Describe sound practices related to school transportation services, food services, and health and safety service.
Licensure and certification exam results	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
Internship Portfolio Assessment	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
Placement Information	S, I	S, I	S, I	S, I	S, I	S, I
Graduate Survey	S, I	S, I	S, I	S, I	S, I	S, I
Employer Survey	S, D	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	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	LEPF Department Chair
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.	Target: Student will earn at least a B in the class.	Target: 80% of students will meet/exceed target expectations for course embedded measures.	Fall and Spring semesters	LEPF Chair and SBM cohort coordinator
Internship Portfolio Assessment	Students participate in a three-semester internship under the supervision of a faculty supervisor and a school site supervisor. They develop and submit a portfolio of artifacts that documents their competencies in the area of school finance, budgeting, legal aspects of leadership, intergovernmental relations, resource management, health and safety procedures, risk management, real estate management, collective bargaining, and maintenance and operations.	Target: Student will achieve a score of 2 or 3 on each of the rubric standards.	Target: 80% of students will show evidence of proficiency in learning outcomes.	Annually, as cohorts complete the program.	LEBM Internship Supervisors
Advisory Board Input	An annual program review meeting is held with IASBO to determine program needs, expectations, and course requirements. This group includes the IASBO executive director, executive board members, internship supervisors, and instructors.	N/A		Annually, Fall Semester	SBM Program Coordinator

Method	Description	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
Employment Survey	Tracking of student career placement	Student secures position related to CSBO endorsement	90% percent of students will be working in CSBO or related administrative role within 1 to 5 years of earning endorsement.	Yearly.	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 M.S.Ed. in SBM 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