Academic Program:	School Administration Ed.S.	Date:	November 11, 2022
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Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.		__x_ Learning Outcomes __x_ Curriculum Map ___ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.		___ Yes ___ No _X__ Hybrid	

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	**Assignment/Activity**	**Evaluation Tool** i.e. rubric, exam key, preceptor evaluation, etc.			
1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district	EDLR 790 - Individual Research and Study EDLR 792 – Field Research Project	Internship Evaluation (completed by internship supervisor) Candidates complete two semesters of an internship	4 Point Rubric	80% of students will be at Meets or Exceeds Expectations	Fall 2021 Internship Evaluation 25/26 met or exceeded expectations or 96% Spring 2022 Internship Evaluation 27/27 met or exceeded expectations or 100%	NA new report writer
3.2: Candidates understand and can efficiently use human, fiscal, and	EDLR 757 – Educational Facility Planning	Students engage in a Facilities/Renovation/Referendum Projection. They consider research and conduct a	4 Point rubric	80% of students will be at Meets	On the course assessment, 24/27 met or exceeded	NA new report writer

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| technological resources within the district | | professional analysis of a need within their school system involving school facility planning. The project shows student understanding of political consensus building, marketing, proposing and running a referendum and al statutory requirements of public advertisement and financing, as well as building and design. Students prepare a power point presentation to include existing map, new facilities map, curriculum rationale, budget, timeline, and other detailed information of the construction. The project is evaluated by the instructor on a 4 point rubric. | | or Exceeds Expectations | expectations or 89%. | |
| | EDLR 790 - Individual Research and Study EDLR 792 – Field Research Project Internship Evaluation (completed by internship supervisor) | Internship Evaluation (completed by internship supervisor) Candidates complete two semesters of an internship | 4 Point rubric | 80% of students will be at Meets or Exceeds Expectations | Fall 2021. Internship Evaluation 24/26 met or exceeded expectationson the TK20 or 92% Spring 2022 Internship Evaluation 27/27 met or exceeded expectations or 100% | |

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4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment	EDLR 751 – Administration of School Personnel	Students engage is a group research project on a topic of their choice that covers ethical behavior, resource management, and building relationships. Students will prepare a 10-minute power point presentation and submit a 5-8 page paper in APA format. The presentation and paper are scored on a rubric.	4 Point Rubric	80% of students will be at Meets or Exceeds Expectations	On the course assessment, 14/14 met or exceeded expectations or 100%	NA new report writer
	EDLR 790 - Individual Research and Study EDLR 792 – Field Research Project	Internship Evaluation (completed by internship supervisor) Candidates complete two semesters of an internship	4 point rubric	80% of students will be at Meets or Exceeds Expectations	Fall of 2021 Internship Evaluation 25/26 met or exceeded expectations on TK20 or 96% Spring 2022 Internship Evaluation 27/27 met or exceeded expectations or 100%	

Student Success Activities

Use the "Academic Chair" tab in Blue Reports to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	The EDLR 757 – Educational Facility Planning course activity is meaningful and purposeful for students who are currently in a leadership role within their district. The activity has them delve into their own district's needs, conduct a needs analysis, and develop a plan for their district adhering to statute. School finance and bonds are woven into this course as these are inherent in the facility construction and referendum project. This course works in conjunction

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with school personnel where they learn about collaboration, consensus, strategic planning and moving people forward.

Students in EDLR 751 – Administration of School Personnel review and analyze policies and guidelines and develop a project that is a topic of interest or concern within their district. Again, most students are active building or district level leaders. The instructor has indicated that her students are highly engaged, share personal experiences from their districts, and put forth full effort into the activities. Most are still at their desks when they attend evening class.

Finally, students in EDLR 790 - Individual Research and Study and EDLR 792 – Field Research Project are involved in their internship and are gaining experiences at the district level. Their projects are self-selected to benefit their district at the district level. Some are current superintendents or central office personnel already. Students have engaged in projects that move their district in strategic planning, redistricting, curriculum development and alignment, negotiations, and development of alternative and career programs, etc. Each of these courses and activities is highly meaningful and purposeful. The instructor has indicated that some of the projects are innovative and have encouraged interns to present at conferences.

Instructors in all EDS courses engage students in a variety of ways to. Provide support for their continued success. These opportunities include:
- zoom conferences when they appear to be struggling or need to redo an assignment.
- Pairing students with a mentor outside the department in order to address deficiencies or provide additional opportunities for experiences.
- Making additional site visits to engage one on one with the student
- Scheduling additional zoom meetings to engage on a voluntary basis students wanting additional help or to stretch their knowledge and skills
- Providing students with additional resources outside of those course resources

	• Providing students additional opportunities to demonstrate proficiency • Connecting students with professionals and professional organizations to increase their network and gain skills and understanding • Provide test prep opportunities to pass licensure exams
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	Recrutment of diverse students was and continues to be a focus for the program. In the summer of 2022 we traveled to Evansville, South Bend and Indianapolis to meet with a diverse population of potential students. These dinner meetings provided an opportunity to develop relationships and explain the positive aspects of the program. Several of those students subsequently contacted us regarding opportunities to enroll. We continue to recruit students through our partnership with the Indiana Principals Leadership Academy. We promote the Ed.S. program during their summer conference and provide opportunities to earn Ed.S. credit through the program activities. Course fees for these courses are half the cost of the regular courses. Our partnership with Warsaw Community Schools is a shinging example of ways to Attract, Prepare and Retain qualified administrators. Currently 11 students are enrolled in the Ed.S. program through this partnership. Overall there were 25 degrees conferred in 2021-22. Our total enrollment for 2021-22 includes: • Fall 2021- 44 enrolled students • Spring 2022 – 56 enrolled students First time applicants to the Ed.S. program included: • Fall 2021 – 7 applicants • Spring 2022 – 11 applicants • Summer 2022 – 9 applicants Applications have tended to remain steady.

	Ed.S. students tend to fare well on the ETS licensure exams. Of those that took the test, 100% passed with the students passing at least 10 points above the required score.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*	We learned that the nature of the course dictates the tight/loose relationship to assessments. The EDLR 757 – Educational Facility Planning course is very structured, and outcomes clearly defined regarding tasks, policies, and procedures as these are outlined by statute. The instructor closely monitors and assesses student work with a 4-point rubric. He meets individually with students who do not meet expectations and provides them the opportunity to revise their project in order to meet expectations. The EDLR 751 – Administration of School Personnel Course assessments are a little less structured and allow for more student creativity in meeting the standards. The instructor provides a stable concept while allowing students the flexibility of determining the topic and approach. The EDLR 790 - Individual Research and Study and EDLR 792 – Field Research Project course assessments are developed with guidance from the instructors but are self-developed projects. All courses use a 4-point rubric. Student performance appears to be consistent year to year. Instructors indicate they have high quality students, many of whom are currently in leadership roles at the building or district level and the course information is pertinent to their roles. The project topics they choose, therefore are indicative of the needs of their district and therefore meaningful and purposeful and highly engaging. The Ed.S. program is designed to provide a vast array of experiences for individuals planning on continuing to central office leadership roles. Instructors in the program continue to engage students in learning opportunities that will prepare them for the experiences they can expect when in those leadership positions. Scenarios, interviews, action research, projects that mirror tasks and

	responsibilities in the superintendency are expected. Students continually step up to the increased rigor.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	The instructors will review their projects and more closely align the expectations with the 4-point rubric. We have found that our students fare very well on the licensure exam. We will continue to provide a variety of experiences and opportunities to engage them in meaningful, real life scenarios. We will intentionally integrate the leadership categories of the licensure exam into our courses as they overlap. These leadership categories include: strategic, instructional, climate and cultur, ethical and policy, organizational, community and integrated knowledge and understanding. Instructors will be made aware of the various categories that impact their programs. Additionally we will continue to provide test prep for the licensure exam.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will plan to continue the current learning outcomes. We plan to focus and communicate the Indiana standards and how they reflect on the licensure exam.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	I spoke individually with faculty that teach the ED.S. courses and what level of engagement and learning they are observing in their courses. We discussed how the rubrics were working and what needs to be modified, changed, and retained for next year. Findings will be shared with faculty in a faculty meeting and assessed for how they can inform standards alignment, assessment development, curricular fidelity, instructional decision making and thus, influence student learning outcomes and move us toward another cycle of the continuous learning process.

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The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.	Good mix of rich and relevant assessment displays across the curriculum. Good use of multiple points of assessment to provide a more insightful view of student learning.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	It is hard to tell from the description of the rubrics whether each rubric score covers multiple aspects of the assignments or just the aspects related to the LO being assessed.	Mature

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used The threshold for proficiency reflects reasonably high expectations for the program Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used Thoughtful discussion of faculty insights gained from findings is included When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Thoughtful incorporation of multiple stakeholders, including site evaluators, in the assessment process and analysis of findings.	Multiple program faculty are involved in the assessment process Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.