

**Student Outcomes Assessment and Success Report AY2017-18**

*Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

**Unit/Program Name:** Ed.S. in School Administration **Contact Name(s) and Email(s)** \_Terry McDaniel\_tmcdaniel@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

**Part 1a: Summary of Assessment Activities**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome</a> each outcome aligns with.</p>	<p><b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</b></p>
<p><b>ELCC Standard Element 1.1:</b> Candidates can <a href="#">develop, articulate, implement, and steward a shared district vision</a></p> <p><b>Aligned with Graduate Student Learning Outcome:</b></p> <p>Students demonstrate professional communication proficiencies.</p> <p>Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p><b>Justification of Standards:</b></p> <p>The ELCC Standards are the accreditation standards for licensing in</p>	<p>Participation Journal Assignment in EDLR 759 – Seminar in the Superintendency</p> <p>Internship Journaling and completion of Indiana District Administrative Standards Assignment in EDLR 790/792, Superintendent/Central Office Internship.</p> <p>Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor)</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in each of the three (3) rubrics in order for achievement of this outcome.</p> <p>In each of the journaling assignments the student is required to identify projects that develop, articulate, or implement a shared vision. Feedback is provided to the student through the Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor).</p>	<p>Knowledge/Skills Score of 4: 8/6 Score of 3: 8/10 Score of 2: 1/1 Score of 1: 0</p> <p>16/17 (94%)of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p> <p>In 2016-17 the candidates scoring 3 or higher was 100%</p>	<p>Developing, articulating, implementing, and stewarding a shared district vision has been an integral part of all courses. The emphasis was placed on maintaining this as a strong part of the program</p>

<p>terms of program accreditation. These are established for all university educational leadership programs. Additionally, for Indiana, this program must meet the Indiana Professional Standards for District-Level Leadership to allow students to develop the skills necessary to be licensed as a superintendent in Indiana. The above listed ELCC standard is cross-referenced with the appropriate Indiana Standard.</p>				
<p><b>ELCC Standard Element 1.3:</b> Candidates can promote <a href="#">continual and sustainable district improvement</a>.</p> <p><b>Aligned with Graduate Student Learning Outcome:</b></p> <p>Students demonstrate professional communication proficiencies.</p> <p>Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p><b>Justification of Standards:</b></p> <p>The ELCC Standards are the accreditation standards for licensing in terms of program accreditation. These are established for all university educational leadership programs. Additionally, for Indiana, this program must meet the Indiana Professional Standards for District-Level Leadership to allow students to develop the skills necessary to be licensed as a superintendent in Indiana. The above listed ELCC standard is cross-referenced with the appropriate Indiana Standard.</p>	<p>Participation Journal Assignment in EDLR 759 – Seminar in the Superintendency</p> <p>Internship Journaling and completion of Indiana District Administrative Standards Assignment in EDLR 790/792, Superintendent/Central Office Internship.</p> <p>Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor)</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in each of the three (3) rubrics in order for achievement of this outcome.</p> <p>In each of the journaling assignments the student is required to identify projects that collect data to be used to promote the continued improvement of the district. Feedback is provided to the student through the Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor).</p>	<p>Knowledge/Skills Score of 4: 6/6 Score of 3: 11/11 Score of 2: 0/0 Score of 1: 0/0</p> <p>17/17 (100%) of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p> <p>In 2016-17 the percentage of candidates scoring 3 or higher was also 100%.</p>	<p>Promoting continual and sustainable district improvement with all stakeholders through multiple means of communication has been a strong part of the program. Emphasis has been placed on the use of technology to continue promoting improvement.</p>

<p><b>ELCC Standard Element 1.4:</b> Candidates can <a href="#">evaluate district progress and revise district plans</a></p> <p><b>Aligned with Graduate Student Learning Outcome:</b></p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p>Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p><b>Justification of Standards:</b></p> <p>The ELCC Standards are the accreditation standards for licensing in terms of program accreditation. These are established for all university educational leadership programs. Additionally, for Indiana, this program must meet the Indiana Professional Standards for District-Level Leadership to allow students to develop the skills necessary to be licensed as a superintendent in Indiana. The above listed ELCC standard is cross-referenced with the appropriate Indiana Standard.</p>	<p>Participation Journal Assignment in EDLR 759 – Seminar in the Superintendency</p> <p>Internship Journaling and completion of Indiana District Administrative Standards Assignment in EDLR 790/792, Superintendent/Central Office Internship.</p> <p>Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor)</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in each of the three (3) rubrics in order for achievement of this outcome.</p> <p>In each of the journaling assignments the student is required to identify projects that collect data to be used to assess the progress of the district and be used to revise district plans as needed. Feedback is provided to the student through the Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor).</p>	<p>Knowledge/Skills Score of 4: 5/5 Score of 3: 10/10 Score of 2: 2/2 Score of 1: 0/0</p> <p>15/17 (88%) of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p> <p>In 2016-17 100% of the students scored 3 or higher.</p>	<p>While this also has been a strength of the program, emphasis was placed on assuring students were familiar with the statewide changes in assessment of achievement.</p>
<p><b>Standard Element 2.1:</b> Candidates can advocate and sustain a district <a href="#">culture and instructional program conducive to student learning</a> through collaboration, trust, and a personalized learning environment.</p>	<p>Curriculum Vitae and Placement Filer Assignment in EDLR 759 Seminar in the Superintendency</p> <p>Internship Journaling and completion of Indiana District Administrative Standards Assignment in EDLR 790/792, Superintendent/Central Office Internship.</p> <p>Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p> <p>In the Curriculum Vitae and Placement File Assignment the student needs to demonstrate (through the inclusion of</p>	<p>Score of 4: 7/4 Score of 3: 8/10 Score of 2: 2/3 Score of 1: 0</p> <p>14/17 (82%) of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p> <p>In 2016-17 100% of the students scored 3 or higher.</p>	<p>Advocating and sustaining a district culture and instructional program conducive to student learning have been strong points in the program. No improvements were suggested last year. However having two students score developing in knowledge and three students scoring 2 in skills</p>

<p><b>Aligned with Graduate Student Learning Outcome:</b></p> <p>Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p> <p>Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p>Students demonstrate professional communication proficiencies.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p><b>Justification of Standards:</b></p> <p>The ELCC Standards are the accreditation standards for licensing in terms of program accreditation. These are established for all university educational leadership programs. Additionally, for Indiana, this program must meet the Indiana Professional Standards for District-Level Leadership to allow students to develop the skills necessary to be licensed as a superintendent in Indiana. The above listed ELCC standard is cross-referenced with the appropriate Indiana Standard.</p>	<p>intern, mentor, and university supervisor)</p>	<p>knowledge and skills listed on the vitae) the talents necessary to lead and sustain an instructional program. In the journaling assignments for EDLR 790/792 the student must demonstrate the ability to use the knowledge and skills to develop the culture and instructional program that provides a personalized learning environment. Feedback to determine if the program meets the needs through trust and collaboration is provided to the student through the Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor).</p>		<p>indicates a need to discuss improvements needed, though this could be isolated student incidents.</p>
<p><b>ELCC Standard Element 2.2:</b> Candidates can <b>create and evaluate</b> a comprehensive rigorous curricular and <b>instructional district program</b>.</p> <p><b>Aligned with Graduate Student Learning Outcome:</b></p> <p>Students achieve mastery of the knowledge required in their discipline or</p>	<p>Curriculum Vitae and Placement Filer Assignment in EDLR 759 Seminar in the Superintendency</p> <p>Internship Journaling and completion of Indiana District Administrative Standards Assignment in EDLR 790/792, Superintendent/Central Office Internship.</p> <p>Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p> <p>In the Curriculum Vitae and Placement File Assignment the student needs to demonstrate (through the inclusion of knowledge and skills listed on</p>	<p>Knowledge/Skills Score of 4: 6/5 Score of 3: 10/11 Score of 2: 1/1 Score of 1: 0/0</p> <p>16/17 (94%) of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p> <p>In 2016-17 100% of the students scored 3 or higher.</p>	<p>Students have continued to demonstrate effectiveness in creating and evaluating the curriculum and the instructional program. This again has been a strong part of the program. Emphasis has been to keep an accurate focus on curriculum, instruction, and assessment.</p>

<p>profession.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p><b>Justification of Standards:</b></p> <p>The ELCC Standards are the accreditation standards for licensing in terms of program accreditation. These are established for all university educational leadership programs. Additionally, for Indiana, this program must meet the Indiana Professional Standards for District-Level Leadership to allow students to develop the skills necessary to be licensed as a superintendent in Indiana. The above listed ELCC standard is cross-referenced with the appropriate Indiana Standard.</p>	<p>intern, mentor, and university supervisor)</p>	<p>the vitae) the talents necessary to create and evaluate an instructional program. In the journaling assignments for EDLR 790/792 the student must demonstrate the ability to use the knowledge and skills to create and evaluate an instructional program that provides a personalized learning environment. Feedback to determine if the student did effectively create and evaluate a rigorous instructional program is provided to the student through the Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor).</p>		
<p><b>ELCC Standard Element 2.3:</b> Candidates can develop and supervise the instructional and leadership capacity across a district.</p> <p><b>Aligned with Graduate Student Learning Outcome:</b></p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p>Students demonstrate professional communication proficiencies.</p> <p>Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p>	<p>Curriculum Vitae and Placement Filer Assignment in EDLR 759 Seminar in the Superintendentcy</p> <p>Internship Journaling and completion of Indiana District Administrative Standards Assignment in EDLR 790/792, Superintendent/Central Office Internship.</p> <p>Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor)</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p> <p>In the Curriculum Vitae and Placement File Assignment the student needs to demonstrate (through the inclusion of knowledge and skills listed on the vitae) the talents necessary to develop and supervise an instructional program. In the journaling assignments for EDLR 790/792 the student must demonstrate the ability to use the</p>	<p>Knowledge/Skills Score of 4: 9/8 Score of 3: 8/9 Score of 2: 0/0 Score of 1: 0/0</p> <p>17/17 (100%) of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p> <p>In 2016-17 100% of the students scored 3 or higher.</p>	<p>The ability to develop and supervise the instructional and leadership capacity across a district continues to be a strength of the program. Emphasis has been to maintain this element of leadership.</p>

<p><b>Justification of Standards:</b></p> <p>The ELCC Standards are the accreditation standards for licensing in terms of program accreditation. These are established for all university educational leadership programs. Additionally, for Indiana, this program must meet the Indiana Professional Standards for District-Level Leadership to allow students to develop the skills necessary to be licensed as a superintendent in Indiana. The above listed ELCC standard is cross-referenced with the appropriate Indiana Standard.</p>		<p>knowledge and skills to develop and supervise an instructional program that provides a personalized learning environment. Feedback to determine if the student can develop and supervise an instructional program is provided to the student through the Summative Assignment in EDLR 790/792 Superintendent/Central Office Internship Rubric Assignment (Completed by the intern, mentor, and university supervisor).</p>		
<p><b>ELCC Standard Element 2.4:</b> Candidates can <a href="#">promote the most effective and appropriate district technologies</a> to support teaching and learning.</p> <p><b>Aligned with Graduate Student Learning Outcome:</b></p> <p>Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p> <p>Students achieve mastery of the knowledge required in their discipline or profession.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p>		<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>Score of 4: 7/8 Score of 3: 10/9 Score of 2: 0/0 Score of 1: 0/0</p> <p>17/17 (100%) of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p> <p>In 2016-17 100% of the students scored 3 or higher.</p>	<p>With continued focus on technology, the assessment of this element improved. In 2016/17 100% scored a 3 compared to this year 41% scored a 4 in knowledge and 47% scored a 4 in skills. The emphasis was on improvement of the use of technology in all phases of leadership.</p>
<p>Indiana Superintendent Licensure Composite Scores</p>	<p>Indiana Superintendent Licensure Exam</p>	<p>We established a performance expectation that 80% of our students would pass this exam, which is a requirement for</p>	<p>Currently, 6/6 (100%) candidates passed the Indiana Superintendent Licensure Exam in the Academic year 2017-2018.</p>	<p>In 2016-17 100% (8/8 ) students passed the licensure examination. Domain scores</p>

		National Recognition through our Accreditation Agency.		on each section were good. This indicates we are teaching the Indiana standards for district leadership as well as the ELCC standards for accreditation.
<b>Indirect measures</b> of program assessment are included in the end-of-year submission for 2016-2017 (see end of this Student Learning Form Summary). At this time, they include an employer survey that was constructed and sent to Indiana Schools, which includes data on a variety of district and building administrators. Also an alumni survey was sent to district leaders .	Indirect measures are also provided through the Educational Development Council (EDC). The EDC is the advisory committee for the program. This committee consists of superintendents in the regional area. Meetings are held each semester. The EDC serves to offer input on the Ed.S. and Ph.D. programs. They are asked to inform the department about the effectiveness of the program. They identify the current needs of graduates in terms of skills and knowledge. They discuss if individual courses are appropriate for the present needs of districts. They also assess the quality of the candidates graduating from the program.		See Appendix B and C	The employer and alumni surveys support the findings from the standards reports above.

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.*

Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program’s outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.”
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., “85% of the 25 students whose portfolios were reviewed met the established benchmark”).

## Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

(1) Discoveries assessment has allowed us to make about student learning: The assessment examines both the knowledge and skills students possess at the end of the program. The assessment as well as the indirect measures of conversations with the students and with field supervisors, and the employers' survey indicate our students come from master-level programs not only from Indiana State University, but from mainly the other university programs in Indiana that have provided them a solid background of knowledge in regard to each of the ELCC standards. But the students come from various settings which can result in varying opportunities for professional experiences that enhance or inhibit their knowledge and proficiencies. Some school districts provide the experiences and focus on the standard elements, while others simply do not. But overall the students coming into the Ed.S. program are here because of their desire to learn and become stronger professionals. Antidotally, students will often comment they chose this program because it historically has provided a strong experience in the proficiencies needed to be successful at the district level of leadership. The results of the assessments demonstrate that the students consistently reach a high level of competence with very few falling into the scores of 1 or 2 on the rubric. We expect to see our students rated as 3s and 4s on the rubric.

Discoveries assessment has allowed us to make about curriculum: The results of the assessment indicate the curriculum is addressing the expectations of both the ELCC standards and the Indiana district-level leadership professional standards. These standards and the curriculum focus on the essential needs to develop specific skills in budgeting, facilities, and professional development in curriculum, instruction, and assessment as well as emphasizing the essentials of professionalism, ethics, interpersonal skills, problem solving, and critical thinking. The curriculum must focus on developing leaders who demonstrate but practice transformational leadership as well as servant leaders. Students from the Ed.S. program must be leaders that are transparent and visible, as well as be role models for their community and the profession. The courses' curriculum emphasize these skills along with the higher-order thinking skills and the need to use these skills to be proactive. Communication skills are an essential part of the program as well. In recent years the communication skills have expanded into the areas of becoming technologically savvy in using social media, and the development of marketing skills. Leaders must be able to be advocates for education at all levels. This includes being the advocate for their district, being the spokesperson on all educational issues in the community, taking active roles in state and community organizations and being active at the legislative level including the ability to testify to the legislature or to support educational platforms. While courses may be specifically designed to cover a specific part of the curriculum, every course must crosswalk with others to assure the all knowledge and skills are developed and maintained.

Discoveries assessment has allowed us to make about departmental processes: Educational leadership, especially at the district level is essential in today's society. For the Indiana State Ed.S. program in educational leadership to be effective, the program instructors and the program leadership must stay in constant contact with district-level leaders, state leaders, and state organizations and be an active part of their programs. Some of our courses, specifically in budget, finance, and facilities need to be taught by adjunct instructors who are active district leaders. As a faculty, we are not able to continue to have the knowledge the practitioners have in these areas. We have learned the critical need to continue to bring speakers of special topics to our programs. We have also learned to attend more professional development to keep our knowledge current. And of course we must continue to develop our curriculum so that we are most current with what is happening in education. We have become a nationwide and worldwide program, with principals across the United States and in Saudi Arabia. Our program has to reach beyond Indiana and continue to address national and international leadership. We must have a growth mindset.

Discoveries regarding the Assessment Plan itself: We still struggle to manage two sets of Standards (one mandated by Indiana and another mandated by our Specialized Program Association (SPA) National Recognition Group), and then to select one over the other for purposes of internal reporting. The assessment allows us to examine what we are to do, and how we are to do it. Our monthly program meetings, and department meetings provide us the opportunity to discuss our assessment results and make adjustments to our curriculum and instruction. The assessment plan helps us continue to learn and grow.

(2) Changes and Improvements – We have continued to examine the Ed.S. program and make adjustments where needed. Presently, efforts are to finalize curriculum mapping to assure all students experience the same knowledge and opportunities in every course, regardless the instructor. We have also increased our efforts to involve the district level site supervisors to have greater input on the final assessment of students' knowledge and skills in each of the ELCC standards. We have redesigned all components of the program to assure they match the ELCC standards and the Indiana District-level standards to a level that cannot be matched by any other program. We continue to examine the courses coming from other departments to assure these courses are meeting the present needs of district-level leadership.

(3) Assessment Plan, Next Year: By August 2019 we hope to assess what changes and their levels of success.

## Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
<p>1. Faculty will examine each other's course assignments and provide feedback with an intent of fostering higher rigor, deepened relevance, and positive relationships in classes. The intent would be to address student performance to the outcome.</p>	<p>-EDLR K-12 Monthly Meeting Updates and Discussion            -Qualitative data will be collected from both EDLR K-12 Surveys and Meeting Discussions            -Student Evaluations            -Program Director will be responsible for initiating the discussions and meetings</p>	<p>The intent would be to address student performance outcomes. The discussion and data should inform as to if the needs of the students are first being taught in a manner that the student can comprehend and develop at a higher level thinking skill and if the instructional methods are addressing the professional standards.</p>	<p>It is hoped that the outcomes will be demonstrating successful instructional practices by faculty and that the curriculum and instruction are meeting the expectations of the standards. If assignments are not doing so, then proper adjustments can be made.</p>	<p>These are new goals.</p>
<p>Faculty will seek the assistance of instructional designers for review of online courses and consultation regarding best practices in student online engagement and success.</p>	<p>Faculty/Program Director will seek the assistance of instructional designers for review of online courses and consultation regarding best practices in student online engagement and success.</p>	<p>The intent would be to address student performance outcomes. The discussion and data should inform as to if the needs of the students are first being taught in a manner that the student can comprehend and develop at a higher level thinking skill and if the instructional methods are addressing the professional standards.</p>	<p>It is hoped that the outcomes will be demonstrating successful instructional practices by faculty and that the curriculum and instruction are meeting the expectations of the standards. If assignments are not doing so, then proper adjustments can be made.</p>	<p>This is a new goal.</p>
<p>Program Director will work with all Educational Leadership Faculty and</p>	<p>Program Director will meet with each Educational Leadership Faculty and</p>	<p>Assessment based on the proficiency standards (ELCC Standards for the program)</p>	<p>We should see consistency from assessments indicating all students are receiving the</p>	<p>This is a new goal.</p>

Adjuncts who teach in the M.Ed. program to create a Curriculum Map that will include consistent syllabi and a resource data base with assignments and activities aligned with collaborated syllabi.	Adjuncts to create a data base with consistent syllabi. In addition, a data base will be created with assignments and activities aligned to collaborated syllabi.	should reflect all standards are being covered properly and successfully	same content so the standards are consistently addressed bin a course regardless of the instructor.	
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Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

**Part 2b: Continuous Quality Improvement**

**In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?**

As all goals are new this year, the discoveries will be made during the year and reported next year. It is hoped that the results are consistent and improved student performance and completion. Retention has not been an issue in this program. The goal is always to assure all students are ready to take positions of leadership in the schools and possess both the theoretical knowledge and practical skills to assure their schools are successful and they as leaders are providing the leadership to assure success. The goal include developing a true professional who can demonstrate the skills and characteristics needed for students and staff.

*Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.*

Dear Terry,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: EdS School Administration	
<b>Assessment Practice Overall Rating:</b> Mature (2.75/3.00)	
<b>Student Success Practice Overall Rating (notes below in blue):</b> Developing (1.00/3.00)	
Strengths	Recommendations
<ul style="list-style-type: none"><li>• Clear indication of standards and of connection to graduate student learning outcomes.</li><li>• Excellent use of direct and indirect measures over the course of the curriculum to understanding student learning at various points in time and from various perspectives.</li><li>• Clear description of expectations for student performance and actual performance.</li><li>• Rubric is clear. Analytical structure allows for assessment of various outcomes apart from others or as a comprehensive whole.</li><li>• Excellent, thoughtful discussion on how the program has changed and will change to remain relevant and adapt to the changing professional landscape.</li><li>• Good information about sharing results and collaborating with faculty.</li><li>• <b>Good description of strategies and assignment of responsibilities.</b></li></ul>	<ul style="list-style-type: none"><li>• Not a recommendation as much as a question – are the ELCC standards used in your program as the program learning outcomes, or are there program learning outcomes that reflect the standards? If the latter, they can be included in the table. If the former, no worries!</li><li>• If multiple raters are using the rubric, a note on norming is helpful to establish reliability.</li><li>• One opportunity for analysis is to compare the outcomes in which 100% of students met targets to those where some are missing targets. It is agreed that the small n makes it difficult to assume causes of lower than expected performance, but comparing the outcomes might help to establish content areas for considered adjustments.</li><li>• <b>Since these are new goals, it would be helpful to have context for why they were selected (ex: student learning deficits, retention concerns for distance students, etc.). What is listed as goals sound like specific strategies for the larger goals (potentially) related to learning, retention, and persistence to graduation.</b></li></ul>

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|  | <ul style="list-style-type: none"><li>• For your third goal clarify what is meant by “assessment based on proficiency standards.” Is this one specific assessment or one type of evaluation (ex: rubric) that can be used across courses?</li></ul> |
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*Assessment Scoring Rubric is included below. Student Success Scoring Rubric is attached on the last page for reference only.*

*Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.*

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

**Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)**

**Office of Student Success/Office of Assessment & Accreditation Evaluation Date:**

<b>Evaluation Criteria</b>	<b>0 Undeveloped</b>	<b>1 Developing</b>	<b>2 Mature</b>	<b>3 Exemplary</b>
<b>Goals/ Objectives</b>	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
<b>Action Steps</b>	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives.  No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives.  Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives  Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
<b>Data that Informs Progress on Each Goal/Objective</b>	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
<b>Assessment of Outcomes and Continuous Improvement</b>	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Undeveloped</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Exemplary</b>