

## STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: EDS

Dept: Educational Leadership

College: College of Education

Submitted by: Dr. Cliff D Karnes

### Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): NELP District Standard 1: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
How are learners assessed?	<ol style="list-style-type: none"><li>1) Course assessment data (EDL 6650 beginning, EDL 6870 midpoint, EDL 6910A 6910B endpoint) along with the other course assessments in.... EDL 6700, EDL 6800, and EDL 6860 are used to insure a depth of content knowledge.</li><li>2) State Assessment Scores (225)</li></ol>
What are the expectations for the students?	It is the expectation of the EDL Department to make sure that students meet or exceed the assessment items that align with the ELCC/NELP standards and the recommendations that are being implemented through the CAEP review process. Through the assessments in 6650 and 6870 students are given a background in content knowledge that will culminate in a field experience in 6910. Pertaining to the state assessment, it is the goal to be at or above the state average regarding passage of the 225 assessment.
What are the expectations for the program?	The expectations of this program, prepare students to be well rounded leaders with practical and theory based educational leadership skills. This advanced program provides the building block for them to receive their superintendent endorsement or an advanced degree in the field of educational leadership.

What were the results?	Currently we are in the first year of gathering data of the new CAEP/NELP standards and we are seeing great results. Our initial assessment inside the program have shown 100% of our students have met or exceeded in the initial classroom assessments. As students' progress through the program a state administered assessment test, shows the content knowledge at the state level. Currently the Superintendent students are required to take the 225 assessment. As of the time of conducting this review the students have a pass rate of 99% respectively. This is well above the state average.
How are the results shared? How will these results be used?	Results are shared through individual rubrics that have been created specifically for each assessment. These results are recorded via SPSS at the end of each semester and reviewed by faculty at the end of each academic year. The Department Chair along with the Graduate Coordinator monitor at the conclusion of each semester but final review is done with the faculty at the end of the academic year. These results help the Department to continue to update curriculum and meet the needs of an ever-changing field.
CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): NELP District Standard 4: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.
How are learners assessed?	1) Course assessment data (EDL 6700 and EDL 6800). These courses require assessments that are geared toward critical thinking and problem-solving that are setup by using specific simulations designed for the student to engage in multiple practical applicable activities that require critical thinking and problem-solving skills. 2) State Assessment Scores (225) These specific skills are also assessed within the state assessment and those are reinforced inside the course content.
What are the expectations for the students?	It is the expectation of the EDL Department to make sure that students use these specific critical thinking and problem-solving skills within the course materials and meet or exceed the assessment items that align with the ELCC/NELP standards based upon the recommendations that are being implemented through the CAEP review process. The

	school review of the instructional program (EDL 6700) builds into a cumulative activity inside of (EDL 6800) as you work through the school improvement simulation. Pertaining to the state assessment, it is the goal to be at or above the state average regarding passage of each assessment.
What are the expectations for the program?	The expectations of this program is to prepare students to be well rounded leaders with practical and theory based educational leadership skills. This advanced program provides the building block for them to receive their superintendent endorsement or an advanced degree in the field of educational leadership.
What were the results?	Our initial assessment inside the program have shown 100% of our students have met or exceeded in the initial classroom assessments (6700 and 6800). As students' progress through the program a state administered assessment test, shows the critical thinking and problem-solving application within the state assessment. Currently the Superintendent students are required to take the 225 assessment. As of the time of conducting this review the students have a pass rate of 99% respectively. This is well above the state average.
How are the results shared? How will these results be used?	Results are shared through individual rubrics that have been created specifically for each assessment. These results are recorded via SPSS at the end of each semester and reviewed by faculty at the end of each academic year. The Department Chair along with the Graduate Coordinator monitor at the conclusion of each semester but final review is done with the faculty at the end of the academic year. These results help the Department to continue to update curriculum and meet the needs of an ever-changing field.
CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): NELP District Standard 7: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.
How are learners assessed?	1) Course assessment data (EDL 6650 and EDL 6860). These courses require assessments that are geared toward effective oral and written communication skills that

	<p>are setup by using specific simulations designed for the student to engage in multiple practical applicable activities that require critical thinking and problem-solving skills. These specific items involve a development of a job entry plan and a collective bargaining simulation.</p> <p>2) State Assessment Scores (225) These specific skills are also assessed within the state assessment and those are reinforced inside the course content.</p>
What are the expectations for the students?	<p>It is the expectation of the EDL Department to make sure that students use these specific communication skills within the course materials and meet or exceed the assessment items that align with the ELCC/NELP standards based upon the recommendations that are being implemented through the CAEP review process. These specific assessments also provide needed skills for the student as they move into the area of building-based leadership. The job entry plan (6650) provides students with the needed items to begin their pursuit of the superintendency and the budget analysis (6860) provides the students with a needed background in fiscal responsibility. Pertaining to the state assessment, it is the goal to be at or above the state average regarding passage of each assessment.</p>
What are the expectations for the program?	<p>The expectations of this program are to prepare students to be well rounded leaders with practical and theory based educational leadership skills. This advanced program provides the building block for them to receive their superintendent endorsement or an advanced degree in the field of educational leadership.</p>
What were the results?	<p>Our initial assessment inside the program have shown 100% of our students have met or exceeded in the initial classroom assessments (6650 and 6860). As students' progress through the program a state administered assessment test, shows the reinforces these skills are prevalent within the state assessment. Currently the Superintendent students are required to take the 225 assessment. As of the time of conducting this review the students have a pass rate of 99% respectively. This is well above the state average.</p>
How are the results shared? How will these results be used?	<p>Results are shared through individual rubrics that have been created specifically for each assessment. These results are recorded via SPSS at the end of each semester and reviewed by faculty at the end of each academic year. The Department Chair along with the Graduate Coordinator monitor at the conclusion of each semester but final review is done with the faculty at the end of the academic year. These results help the Department to continue to update curriculum and meet the needs of an ever-changing field.</p>

CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): NELP Standard 6: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
How are learners assessed?	<p>1) Course assessment data (EDL 6700). This course requires an assessment that is geared toward implementation of advanced scholarship through research and creative activity. The student will be asked to develop and revise a current instructional program within a school district setting.</p> <p>2) State Assessment Scores (225) These specific skills are also assessed within the state assessment and those are reinforced inside the course content.</p>
What are the expectations for the students?	It is the expectation of the EDL Department to make sure that students use these specific communication skills within the course materials and meet or exceed the assessment items that align with the ELCC/NELP standards based upon the recommendations that are being implemented through the CAEP review process. The student will need to research and determine the overall effectiveness inside the 6700 course. The specific assessment also provides needed skills for the student as they move into the area of building-based leadership. Pertaining to the state assessment, it is the goal to be at or above the state average regarding passage of each assessment.
What are the expectations for the program?	The expectations of this program are to prepare students to be well rounded leaders with practical and theory based educational leadership skills. This advanced program provides the building block for them to receive their superintendent endorsement or an advanced degree in the field of educational leadership.
What were the results?	Our initial assessment inside the program have shown 100% of our students have met or exceeded in the initial classroom assessments (6700). As students' progress through the program a state administered assessment test, shows the reinforces these skills are prevalent within the state assessment. Currently the Superintendent students are required to take the 225 assessment. As of the time of conducting this review the students have a pass rate of 99% respectively. This is well above the state average.

How are the results shared? How will these results be used?	Results are shared through individual rubrics that have been created specifically for each assessment. These results are recorded via SPSS at the end of each semester and reviewed by faculty at the end of each academic year. The Department Chair along with the Graduate Coordinator monitor at the conclusion of each semester but final review is done with the faculty at the end of the academic year. These results help the Department to continue to update curriculum and meet the needs of an ever-changing field.
CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): NELP District Standard 2: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.
How are learners assessed?	<p>1) Course assessment data (EDL 6800). This course requires an assessment that is geared toward a simulation that works within the confines of school finance. This simulation will advance the students ethical and professional skills as they role play inside a collective bargaining activity</p> <p>2) State Assessment Scores (225) These specific skills are also assessed within the state assessment and those are reinforced inside the course content.</p>
What are the expectations for the students?	It is the expectation of the EDL Department to make sure that students show specific ethical and professional behaviors within the course material/simulation and meet or exceed the assessment items that align with the ELCC/NELP standards based upon the recommendations that are being implemented through the CAEP review process. The specific assessment inside 6800 also provides needed skills for the student as they move into the area of building-based leadership. Pertaining to the state assessment, it is the goal to be at or above the state average regarding passage of each assessment.
What are the expectations for the program?	The expectations of this program are to prepare students to be well rounded leaders with practical and theory based educational leadership skills. This advanced program provides the building block for them to receive their superintendent endorsement or an advanced degree in the field of educational leadership.

What were the results?	Our initial assessment inside the program have shown 100% of our students have met or exceeded in the initial classroom assessment (6870). As students' progress through the program a state administered assessment test, shows the reinforces these skills are prevalent within the state assessment. Currently the Superintendent students are required to take the 225 assessment. As of the time of conducting this review the students have a pass rate of 99% respectively. This is well above the state average
How are the results shared? How will these results be used?	Results are shared through individual rubrics that have been created specifically for each assessment. These results are recorded via SPSS at the end of each semester and reviewed by faculty at the end of each academic year. The Department Chair along with the Graduate Coordinator monitor at the conclusion of each semester but final review is done with the faculty at the end of the academic year. These results help the Department to continue to update curriculum and meet the needs of an ever-changing field.

## Part 2

*Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.*

Since our last report was submitted, we have continued a strong relationship with Regional Offices of Education to continue the partnership and deliver our program throughout the state. These partnerships are crucial to the success of the overall program within the Educational Leadership programs. These partnerships involve a total of seven regions throughout the state of Illinois. Along with these partnerships we have continued to update curriculum as the state of Illinois goes away from the previously used ELCC standards and have made the switch to the new NELP standards. It has been a priority of the faculty to update the syllabi and incorporate the new standards. It is the goal of the faculty to see the integration of these new standards by the next CAEP visit.

The Department has continued to monitor the state assessment tests and since this review, the department will continue to revise the syllabi to meet the needed requirements for the Illinois State Board of Education with continual incorporation of the NELP standards. We have seen a continual excellent pass rate. Since the inception of the 225 state assessment, our program has had a

100% pass rate. We have had only one student did not pass the superintendent test since 2016. This results in a 99% pass rate for our students over the last six years. Along with this the department has conducted an internal review of items such as our Graduate survey and it shows positive input from the results. This survey along with the other assessments will continue to be the catalyst for continual improvement within the Educational Leadership Department. Some items that we will continue to monitor are NELP items that pertain to vision, climate, diversity, data informed decisions, educational innovation, ethical decision making and updated case law and continual teacher and program improvement. Many of these changes are a result of changes in our field and needs of the future educational leader.

The EDL Department in conjunction with its University and PK-12 partners (teachers, administrators, and Regional Offices of Education) continues to review and tweak the curriculum to make sure that it continues to not only meet standards but is also relevant to the districts its graduates serve. Recently this has included changes to the coursework on teacher evaluation especially as it relates to what graduates need to know and be able to do to be quality evaluators (and meet state requirements for evaluating teachers and administrators). Feedback from our graduates through the annual graduate survey and those who employ them provides evidence that the curriculum is preparing exceptional superintendents and district level leaders. To further reinforce the overall program effectiveness, we have re-instituted the involvement of our advisory panel for valuable input. This panel consists of ROEs, active superintendents, active principals, and graduates from the EIU EDL program. This valuable input and insight help to strengthen the overall success of the program.

### Part 3

*Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?*

Since the review of the program and the CAEP initial visit in 2021, we have made significant adjustments to our program and overall curriculum based upon input from various stakeholders. These stakeholders are made up of but not limited to the following groups or individuals: ROE partners, graduates, EDL Advisory Panel, faculty, COE Assessment Director, and CAEP. Input from these individuals or groups have promoted and helped institute changes within our overall modality and instructional assessment items.

Pertaining to the modality of classes, we had adjusted due to COVID, and the effect of the pandemic has strengthened the faculty skills pertaining to the delivery of classes. The use of data and professional development training has increased the faculty's ability to incorporate more effectively the implementation of items inside the D2L learning environment. This ability to adjust and strengthen these skills have provided students with a more well-equipped learning environment. It has also shown them what may be expected of them in the future of PK-12 schools.

Through the initial visit of CAEP, we have implemented a more robust assessment process. Currently, based upon the approved CAEP assessment rubrics, we have required faculty to report the assessment data at the conclusion of each semester as mentioned in the above report. This data is processed and stored in SPSS and can be ran and produced for review of various entities ranging from Departmental teams to CAEP. This improvement has allowed us to see the changes that need to be made and skills that are needed to be reinforced based upon the standards put forth by CAEP, NELP, CGS, and ISBE. These entities working together will help build consistency in our assessment processes and allow us in Educational Leadership to continue to develop effective future superintendents and district level administrators for the state of Illinois.