

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: MSED
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 Standard 1: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively led, design, and implementation, and evaluation.
How are learners assessed?	1) Course assessment data (EDL 5600 beginning, EDL 5700 midpoint, EDL 5900 endpoint) along with the other course assessments in.... EDL 5410, 5870, and 5420 are used to insure a depth of content knowledge. 2) State Assessment Scores (195 and 196)
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 NELP standards and the recommendations that were being implemented through the CAEP review process. Each specific assessment has unique items to reinforce the student's content knowledge. During the course assessments it is expected that 100% of students will receive a B or better on the measured assessments. This is equivalent to all students will meet or exceed the standards set forth by each assessment. 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, prepare students to be Teacher Leaders and set the baseline for those students preparing to enter the administrative side of principal endorsement program. It is expected that 100% of our students meet or exceed the in-course assessments that are included in the annual report to the faculty. Also, it is expected that our graduates score at or higher than the state average on the 195 and 196 assessment and to continue to see out pass rates exceed the state numbers.

What were the results?	Currently we are in the third 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 MSED/Principal students are required to take 2 state assessments (195 and 196). As of the time of conducting this review the students have a cumulative pass rate of 98% (195) and 94% (196) respectively. Within the last year we have shown a pass rate of 97% (195) and 90% (196). These both are above the state averages.
How are the results shared? How will these results be used?	Results are shared through specific rubrics that have been created specifically for each assessment. These results are recorded 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. Along with this, the results are shared at our annual Advisory Panel Meeting. This panel is made up of stakeholders and partners throughout the state. 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 Standard 4: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
How are learners assessed?	1) Course assessment data (EDL 5600 and EDL 5630). These courses require assessments that are geared toward critical thinking and problem-solving that are setup by using specific case studies designed for the student to engage in multiple practical applicable activities that require critical thinking and problem-solving skills. 2) State Assessment Scores (195 and 196) Case studies such as those listed in one are prevalent within the state assessment as well.

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 NELP standards and the recommendations that were being implemented through the CAEP review process. The case studies designed within these two courses help provide the student with critical thinking and problem-solving skills that are pertinent to the future success of them as an educational leader. During the course assessments it is expected that 100 % of students will receive a B or better on the measured assessments. This is equivalent to all students will meet or exceed the standards set forth by each assessment. 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, prepare students to be Teacher Leaders and set the baseline for those students preparing to enter the administrative side of principal endorsement program. The preparation program will equip students with the needed tools to be successful and effective administrators/teacher leaders in the PK-12 setting. It is expected that 100% of our students meet or exceed the in-course assessments that are included in the annual report to the faculty. Also, it is expected that our graduates score at or higher than the state average on the 195 and 196 assessment and to continue to see out pass rates exceed the state numbers.
What were the results?	Currently we are in the third year of gathering data of the new CAEP/NELP standards and we are continuing to see great results. Our initial assessment of the EDL 5600 and EDL 5630 data showed that 100% met or exceeded in the course assessment. Students have shown a gradual increase from met to exceed as they have progressed through the program and the data gathered between the 5600 (Beginning) and 5630 point have seen substantial growth. As students' progress through the program a state administered assessment test, shows the content knowledge at the state level. Currently the MSSED/Principal students are required to take 2 state assessments (195 and 196). As of the time of conducting this review, the students have a cumulative pass rate of 98% (195) and 94% (196) respectively. Within the last year we have shown a pass rate of 97% (195) and 90% (196). These both are above the state averages.
How are the results shared? How will these results be used?	Results are shared by utilizing specific rubrics that have been created for each assessment. These results are recorded 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. Along with this, the results are shared at our annual Advisory Panel Meeting. This panel is made up of stakeholders and partners throughout the state. 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 Standard 7: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
How are learners assessed?	<ol style="list-style-type: none"> 1) Within EDL 5700 students are exposed to the evaluation process and the requirements for them as they enter leadership roles as not only evaluators but overall building leaders. The assessment within the EDL 5700 is an assessment point for our overall program and its effectiveness. 2) Within EDL5420 students are asked to involve multiple community and stakeholders in the decision-making process inside of the school environment. A community resource audit will be conducted and assessed as part of the course.
What are the expectations for the students?	Students will be expected to use techniques that are accepted locally and throughout the state and be able to utilize effective oral and written communication skills as they progress through our program and the evaluation process. These skills will be developed and assessed during multiple assessments within our course of studies. These specific skills are highlighted in the EDL 5700 and EDL 5420 assessments. The ability to communicate to both faculty (5700) and involve the community (5420) in building level decisions is required and addressed. During the course assessments it is expected that 100% of students will receive a B or better on the measured assessments. This is equivalent to all students will meet or exceed the standards set forth by each assessment. 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, prepare students to be Teacher Leaders and set the baseline for those students preparing to enter the administrative side of principal endorsement program by using strong written and oral communication skills. Along with this, students are expected to learn and exhibit appropriate ethical skills pertaining to the field of educational leadership These specific assessments prepare them for a wide range of specific activities that may involve the interaction of multiple stakeholders that play a role in PK-12 education. It is expected that 100% of our students meet or exceed the in-course assessments that are included in the annual report to the faculty. Also, it is expected that our graduates score at or higher than the state average on the 195 and 196 assessment and to continue to see out pass rates exceed the state numbers.
What were the results?	Currently we are in the third year of gathering data of the new CAEP/NELP standards and we are continuing to see great results. Our initial assessment of the EDL 5700 and EDL 5420 data showed that 100% met or exceeded in the course assessment. As students' progress through the program a state administered assessment test, shows the content knowledge at the state level. Currently the MSED/Principal students are required to take 2 state assessments (195 and 196). As of the time of conducting this review, the students have a cumulative pass rate of 98% (195) and 94% (196) respectively. Within the last year we have shown a pass rate of 97% (195) and 90% (196). These both are above the state averages.
How are the results shared? How will these results be used?	Results are shared through specific rubrics that have been created for each assessment. These results are recorded 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. Along with this, the results are shared at our annual Advisory Panel Meeting. This panel is made up of stakeholders and partners throughout the state. These results help the Department to continue to update curriculum and meet the needs of an ever-changing field. Also, the Department will adjust changes within legislative guidelines that are handed down through the Illinois State Board of Education.
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 building-level educational leadership preparation program understand and demonstrate the capacity to promote

	the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
How are learners assessed?	<p>1) Course assessment data (EDL 5900). This courses assessment is geared toward an action research project that shows the applicable research-based strategies to create a project that will be applicable to the individual school and affect the overall school learning environment.</p> <p>2) State Assessment Scores (195 and 196) Case studies such as those listed in one are prevalent within the state assessment as well.</p>
What are the expectations for the students?	Students will be expected to use effective written and oral communication skills as they progress through our program. The specific items addressed in this assessment provide a background in research and written skills that will be used to show their understanding of effective action research within the field of educational leadership. Within this study, the students will perform research on a current topic in education and provide insight into the specific topic. Students will be required to present the completed project in class and be able to effectively handle questions in a public setting. During the course assessment it is expected that 100% of students will receive a B or better on the measured assessments (Action Research Project). This is equivalent to all students will meet or exceed the standards set forth by the specific assessment.
What are the expectations for the program?	The expectations of this program, prepare students to be Teacher Leader/Principal and set the baseline for those students preparing to enter the administrative side by using strong written and oral communication skills. This specific assessment prepares them for the board meeting setting and the interaction of multiple stakeholders. It is expected that 100% of our students meet or exceed the in-course assessments that are included in the annual report to the faculty. Also, it is expected that our graduates score at or higher than the state average on the 195 and 196 assessment and to continue to see out pass rates exceed the state numbers.
What were the results?	Currently all students in our program are required to complete this assessment for the award of the MSED. This assignment is paramount for the success of the student.

	Currently 100% of our students have met or exceeded this assessment expectations. If students are having trouble, it is the goal of the instructor and department to provide supports to help student meet the goal of this assessment. As students' progress through the program a state administered assessment test, shows the content knowledge at the state level. Currently the MSSED/Principal students are required to take 2 state assessments (195 and 196). As of the time of conducting this review, the students have a cumulative pass rate of 98% (195) and 94% (196) respectively. Within the last year we have shown a pass rate of 97% (195) and 90% (196). These both are above the state averages.
How are the results shared? How will these results be used?	Results are shared through a specific rubric that has been created for this assessment. These results are recorded 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. Along with this, the results are shared at our annual Advisory Panel Meeting. This panel is made up of stakeholders and partners throughout the state. These results help the Department to continue to update curriculum and meet the needs of an ever-changing field. Also, the Department will adjust changes within legislative guidelines that are handed down through the Illinois State Board of Education and according to CAEP specifications and guidance.
CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): NELP Standard 2: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being 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 and enact professional norms.
How are learners assessed?	1) Course Assessment Data for 5410. This course assessment rubric is geared toward the application of legal/ethical principles associated with the PK-12 educational setting.

	2) Course Assessment Data for 5700. This course assessment rubric is designed to help students better understand the teacher evaluation process and provide applicable assignment to strengthen their skills.
What are the expectations for the students?	Students will be expected to use effective ethical decision making as they progress through our program. The specific items addressed in this assessment provide a background in skills that will be used to show their understanding of applicable school law and ethical behavior within the field of educational leadership. Within these assessments, the students will model and record the specific items addressed to meet the assigned standard. During the course assessments it is expected that students will receive a B or better on the measured assessments. This is equivalent to all students will meet or exceed the standards set forth by each assessment.
What are the expectations for the program?	The expectations of this program, prepare students to be Teacher Leaders and set the baseline for those students preparing to enter the administrative side of principal endorsement program by using strong written and oral communication skills. Along with this, students are expected to learn and exhibit appropriate ethical skills pertaining to the field of educational leadership These specific assessments prepare them for a wide range of specific activities that may involve the interaction of multiple stakeholders.
What were the results?	Currently we are in the third year of gathering data of the new CAEP/NELP standards and we are continuing to see great results. Our initial assessment of the EDL 5700 and EDL 5410 data showed that 100% met or exceeded in the course assessments. As students' progress through the program a state administered assessment test, shows the content knowledge at the state level. Currently the MSSED/Principal students are required to take 2 state assessments (195 and 196). As of the time of conducting this review, the students have a cumulative pass rate of 98% (195) and 94% (196) respectively. Within the last year we have shown a pass rate of 97% (195) and 90% (196). These both are above the state averages.
How are the results shared? How will these results be used?	Results are shared through a specific rubric that has been created specifically for these assessments. These results are recorded 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. Also, the Department will adjust changes within legislative guidelines that are handed down through the Illinois State Board of Education and according to CAEP specifications and guidance.
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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 the last report was submitted, we have continued to nurture our relationships with Regional Offices of Education to continue the partnership and deliver our program throughout the state. Along with these partners, we have continued to work closely with our Advisory Panel. This panel is made up of ROE partners, superintendents, principals, alumni, and current students. 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 incorporates the NELP and CRTL standards. As we continue to expand our program, we have worked locally with some districts to create a pipeline for future admins.

It has been a priority of the faculty to update the syllabi and incorporate both sets of standards and align them throughout the curriculum. Even though we are no longer a member of CAEP, it is the goal of the faculty to continue the integration of the NELP/CRTL standards within the approved rubrics that were developed through the CAEP process.

Due to the importance of licensure for our graduates, the Department continues to monitor the state assessment tests. We have seen a gradual increase in our success rate pertaining to the pass rate. Our last cycle of completes shows continual positive results. We had 97% pass the 195-state assessment and 90% pass the 196 state- assessment. These align with our total completion rate of 98% (195) and 94% (196) overall rates of graduates. These both are well above the state average. Along with this, the department has conducted an internal review of items such as our Graduate and Advisee surveys and these items are showing positive experiences for our students. These surveys along with the other assessments will continue to be the driving force for continual improvement within the Educational Leadership Department. Items that we will have continue to make a priority are NELP standards implementation that pertain to vision, climate, diversity, data informed decisions, educational innovation, ethical decision

making and updated case law and continual teacher and program improvement. The inclusion of the CRTL standards inside our curriculum and course syllabi is another item of focus as we continue to adjust and meet the needs of our students and meet the requirements set forth by Illinois State Board of Education.

The Educational Leadership (EDL) Department, in collaboration with its university and PK-12 partners—including teachers, administrators, and Regional Offices of Education (ROEs)—continually reviews and refines its curriculum to ensure it not only meets academic standards but also remains relevant to the needs of the districts served by its graduates. Recent efforts have focused on adjusting coursework related to teacher and principal evaluations, specifically addressing what graduates need to know and be able to do to become quality evaluators in line with state requirements.

Pertaining to input from the previous years, we have continued to be more specific in our expectations. This was an item that was addressed in the 2023 review. It was something that we currently had in place but was not being reported on the student learning assessment document. We have since, made this notation in our report as submitted

Feedback from our annual graduate survey and input from their employers consistently demonstrate that the curriculum is preparing exceptional teacher leaders and school administrators. To further enhance the program's effectiveness, we actively engage with our advisory panel, which includes ROEs, current superintendents, active principals, and graduates from the EIU EDL program. Their valuable insights and feedback continue to play a critical role in strengthening 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? Considering 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 continued to make 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, Advisory Panel, Faculty, COE Assessment Director, and CAEP. Even though we are no longer part of CAEP the assessment structure that was designed is still in place due to its effectiveness. 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 currently offer a variety of options for our students. This has provided us with an increased recruitment range of students for our program. 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. We are continuing to work with our partners to develop innovative deliveries as we look to move to a track with 8-week courses to meet the further needs of working individuals and the needs of the schools we serve.

Most recently, as discussed in last year's report that we were able to develop a program that went through shared governance and approval from various committees throughout EIU and final approval from the Illinois State Board of Education, that we were able to start a new program track focusing on the principal entitlement. This has been very well received throughout our region. Currently this new track meets the needs of 77 % of our MSED students. It is predicted that as the news of this track spreads, these numbers will continue to grow due to the possible administrative shortage throughout the state of Illinois.

Even though we are no longer a member of CAEP, the impact of the visit along with input from the College of Education Assessment Coordinator, we have continued to implement a more robust assessment process. Currently, based upon the approved CAEP assessment rubrics, we have continued to require 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. 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 NELP, CRTL, 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 teacher leaders and principals for the state of Illinois.