# Program-Level Assessment Plan

**Program:** M.A. Educational Leadership  
**Department:** Educational Leadership  
**College/School:** School of Education  
**Primary Assessment Contact:** Sally Beth Lyon, Ed.D. / Program Director  
**Date (Month/Year):** Updated August 2022

**Note:** Each cell in the table below will expand as needed to accommodate your responses.

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Outcomes</th>
<th>Curriculum Mapping</th>
<th>Assessment Methods</th>
<th>Use of Assessment Data</th>
</tr>
</thead>
</table>
| 1 | SLU Outcome:  
Assess relevant literature or scholarly contributions in the field(s) of study.  
MA Outcome:  
Graduates will assess data, relevant literature, administration practices, and educational theories to analyze issues related to building-level administration practices. | All courses  
EDL 5100 Foundations of Education Administration  
EDL 5450 Developing Building-Level Curriculum  
EDL 5630 The Principalship  
EDL 5300 School Law  
EDL 6500 School Finance  
EDL 6390 Gateway Institute  
EDL 5913 Building Principal Internship  
EDL 5730 Building Level | Assessment Mapping | MPEA Assessment | Review of rubrics for needed revisions to curriculum to evaluate integrated student knowledge.  
A rubric will be used to blind score answers, a third reader will score any answer with a discrepancy between two scores. Answers will be compared to coursework to ensure |
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<thead>
<tr>
<th></th>
<th>SLU Outcome:</th>
<th>MA Outcome:</th>
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<tbody>
<tr>
<td></td>
<td>Apply the major practices, theories, or research methodologies in the field(s) of study.</td>
<td>Graduates will apply knowledge about evidence-based leadership, communication, financial, legal, curriculum/instruction/assessment, and management practices to work in building-level educational administration areas.</td>
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<tr>
<td>2</td>
<td>EDL 5630 Principalship I introduced and developed</td>
<td>Projects from coursework&lt;br&gt;EDL 5630 Principalship I&lt;br&gt;School Improvement Plan project&lt;br&gt;EDL 5450 Curriculum Case Study Final Exam&lt;br&gt;EDL 5730 PD and Teacher Eval Paper on School Culture and School Change; Paper on Professional Learning and Evaluation&lt;br&gt;EDR 5500 Program Eval Program Evaluation Project</td>
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<td>EDL 5450 Curriculum - introduced and developed or reinforced due to sequencing of coursework to achieve competence &lt;br&gt;*EDL 5730 PD and Teacher Eval, introduced and developed or reinforced due to sequencing of coursework to achieve competence&lt;br&gt;EDR 5500 Program Eval, introduced and developed or achieved</td>
<td>Scores will be reviewed by faculty to determine if changes are needed and if found to be needed, changes will be completed. Review needed adjustments in curriculum content to ensure alignment to state licensure exams.</td>
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<td>3</td>
<td>SLU Outcome:</td>
<td>MA Outcome:</td>
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<td>Articulate arguments or explanations to both a disciplinary or professional audience and to a</td>
<td>State Licensure passage scores will be reviewed and compared to knowledge base needed to determine possible</td>
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<td></td>
<td>All courses</td>
<td>If need is determined, course content will be realigned to meet the needs so students pass the licensure assessment.</td>
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<tr>
<td></td>
<td>*EDL 5000</td>
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<td></td>
<td>(EDL 5000 Practicum, *Catholic)</td>
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<td>MPEA Performance</td>
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general audience, in both oral and written forms.

**MA Outcome:**
Graduates will articulate explanations about leadership, communication, legal, financial, curriculum/instruction/assessment, and management in building-level educational administration.

**Assessment**
curriculum revisions. (2023)

**SLU Outcome:**
Evidence scholarly and/or professional integrity in the field of study.

**MA Outcome:**
Graduates will evidence educational leadership practices demonstrating professional ethics in building-level educational administration areas.

(EDL 5660 Principalship II, EDL 5000 Practicum, EDL 5100 Foundations)


Course level rubrics, aligned to SLOs (2022 and 2024)

Review rubric criteria scores to determine quality and determine needed adjustments to requirements for the project to ensure high quality work

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**Additional Questions**

1. On what schedule/cycle will faculty assess each of the program’s student learning outcomes? Not: It is not recommended to try to assess every outcome every year.)

   MPEA and State Licensure data were – evaluated in 2020; compared to SIP Rubric Scores from EDL 5630
   SLO 2 was evaluated using course artifacts in 2021
   SLO 4 was evaluated using Leadership Stance paper artifact from EDL 5100 using aligned rubric will be evaluated in 2022
   SLO 3 will be evaluated and curriculum alignment work will occur in 2023.
   SLO 4 will be evaluated using course rubrics in 2024.
2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Faculty Involvement:
   The entire faculty is involved in each assessment approach being planned for the coming years.
Assessment Plan review:
   The assessment plan will be reviewed yearly on Moving Forward Day in the School of Education.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.