

Program-Level Assessment Plan

Program: M.A. Educational Leadership	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): Masters
Department: Educational Leadership	College/School: School of Education
Date (Month/Year): Updated May 2021	Primary Assessment Contact: Sally Beth Lyon, Ed.D. / Program Director

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

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods		Use of Assessment Data
			Student Artifacts (What)	Evaluation Process (How)	
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.</p>	<p>Student Artifacts (What)</p> <ol style="list-style-type: none"> Which student artifacts will be used to determine if students have achieved this outcome? In which courses will these artifacts be collected? 	<p>Evaluation Process (How)</p> <ol style="list-style-type: none"> What process will be used to evaluate the student artifacts, and by whom? What tools(s) (e.g., a rubric) will be used in the process? <p>Note: Please include any rubrics as part of the submitted plan documents.</p>	<ol style="list-style-type: none"> How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes made in previous years?
1	<p>SLU Outcome: Assess relevant literature or scholarly contributions in the field(s) of study.</p> <p>MA Outcome: Graduates will assess data, relevant literature, administration practices, and educational theories to analyze issues related to building-level administration practices.</p>	<p>All courses</p> <p>EDL 5100 Foundations of Education Administration</p> <p>EDL 5450 Developing Building-Level Curriculum</p> <p>EDL 5630 The Principalship</p> <p>EDL 5300 School Law</p> <p>EDL 6500 School Finance</p> <p>EDL 6390 Gateway Institute</p> <p>EDL 5913 Building Principal Internship</p> <p>EDL 5730 Building Level</p>	<p>Assessment Mapping</p> <p>MPEA Assessment</p>	<p>Assessment Methods</p> <p>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</p>	<p>Review of rubrics for needed revisions to curriculum to evaluate integrated student knowledge.</p>

		<p>PD/TE</p> <p>EDR 5100 Intro to Statistics</p> <p>EDL 5660 Principalship II</p> <p>EDR 5500 Evaluation of Ed Programs</p> <p>EDL 5500 Professional Seminar</p>		rigor	
2	<p>SLU Outcome: Apply the major practices, theories, or research methodologies in the field(s) of study.</p> <p>MA Outcome: 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.</p>	<p>EDL 5630 Principalship I introduced and developed</p> <p>EDL 5450 Curriculum - , introduced and developed or reinforced due to sequencing of coursework to achieve competence</p> <p>*EDL 5730 PD and Teacher Eval, introduced and developed or reinforced due to sequencing of coursework to achieve competence</p> <p>EDR 5500 Program Eval, introduced and developed or achieved</p>	<p>Projects from coursework</p> <p>EDL 5630 Principalship I School Improvement Plan project</p> <p>EDL 5450 Curriculum Case Study Final Exam</p> <p>EDL 5730 PD and Teacher Eval Paper on School Culture and School Change; Paper on Professional Learning and Evaluation</p> <p>EDR 5500 Program Eval Program Evaluation Project</p>	Project rubric criteria will be used for comparison across classes to review quality of application of practices, theories and research methodology.	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.
3	<p>SLU Outcome: Articulate arguments or explanations to both a disciplinary or professional audience and to a</p>	<p>All courses</p> <p>*EDL 5000</p>	<p>Oral defense of MPEA assessment (EDL 5000 Practicum, *Catholic)</p>	State Licensure passage scores will be reviewed and compared to knowledge base needed to determine possible	If need is determined, course content will be realigned to meet the needs so students pass the licensure assessment as well

	<p>general audience, in both oral and written forms.</p> <p>MA Outcome: Graduates will articulate explanations about leadership, communication, legal, financial, curriculum/instruction/assessment, and management in building-level educational administration.</p>			<p>curriculum revisions.</p> <p>Internship rubrics will be used to determine quality of experience</p>	<p>as comprehensive exams.</p> <p>Rubric analysis will be used to evaluate needed changes to the internship experience.</p>
4	<p>SLU Outcome: Evidence scholarly and/or professional integrity in the field of study.</p> <p>MA Outcome: Graduates will evidence educational leadership practices demonstrating professional ethics in building-level educational administration areas.</p>	<p><i>(EDL 5660 Principalship II, EDL 5000 Practicum, EDL 5100 Foundations)</i></p>	<p><i>Leadership self-assessment & Platform statement (EDL 5660 Principalship II, EDL 5000 Practicum, EDL 5100 Foundations)</i></p>	<p>A 4 point rubric (to be created) will be used to evaluate comp exams.</p> <p>A 4 point rubric (to be created) will be used to evaluate comp exams.</p>	<p>1. Review rubric criteria scores to determine quality and determine needed adjustments to requirements for the project to ensure high quality work</p> <p>2. Review rubric criteria scores to determine quality and determine needed adjustments to requirements for the project to ensure high quality work</p>

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 will be collected, reviewed, and revised if needed – to be evaluated in 2021

Internship program will be evaluated in 2022

Curriculum alignment will occur in 2023

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.