Academic year 2024-2025

MED in Administration - MED-MDSA Learning Outcomes

Student Learning Outcome 1

The following Learning Outcome aligns with the components of the National Educational Leadership Preparation (NELP) Standard 1: Mission, Vision, and Improvement and includes all components of that standard.

Learning Outcome: 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 lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment 1: Rubric Row 1 for the Campus Improvement Plan Assessment in the EDLD 5333 – Leadership for Accountability course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 1. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to utilize date to collaboratively evaluate root causes of inequities in students' success and to collaboratively design a campus vision, mission, and plan for improvement that includes measurable, attainable, time-bound goals. Direct - Assignment *Leadership for Accountability: EDLD 5333* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	**MET** Assessment 1 ■ Met ■ Not Met 0% 100% Met: 98% Not Met: 2% Met Total: 98% Not Met Total: 2% **Analysis** The analysis of the assessment results based on Student Learning Outcome #1 and the associated NELP components reveals several significant findings. In terms of understanding and communicating the school's mission and vision (NELP Component 1.1), both Assessment 1 and Assessment 2 consistently demonstrate high proficiency levels, surpassing the 80% mastery benchmark. Similarly, in leadership in improvement processes (NELP Component 1.2), candidates consistently display strong proficiency, meeting or exceeding mastery benchmarks.	**Maintain Assessment Strategy** The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
Assessment 2 Assessment 2: Rubric Row 5 for the Campus Improvement Plan Assessment in the EDLD 5333 – Leadership for Accountability course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 1. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to utilize date to collaboratively evaluate root causes of inequities in students'	**MET** Assessment 2 ■ Met ■ Not Met 0% 100% Met: 95% Not Met: 5% Met Total: 95% Not Met Total: 5%	**Maintain Assessment Strategy** The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

success and to collaboratively design a campus vision, mission, and plan for improvement that includes measurable, attainable, time-bound goals.

Direct - Assignment

Leadership for Accountability: EDLD 5333

Target

90% of Candidates will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

Analysis

The analysis of the assessment results based on Student Learning Outcome #1 and the associated NELP components reveals several significant findings. In terms of understanding and communicating the school's mission and vision (NELP Component 1.1), both Assessment 1 and Assessment 2 consistently demonstrate high proficiency levels, surpassing the 80% mastery benchmark. Similarly, in leadership in improvement processes (NELP Component 1.2), candidates consistently display strong proficiency, meeting or exceeding mastery benchmarks.

Student Learning Outcome 2

The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 6: Operations and Management and includes all components of that standard.

Learning Outcome: 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.

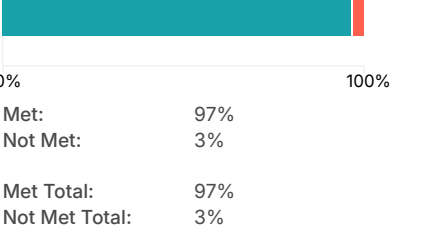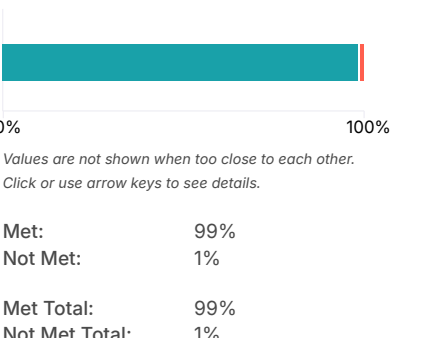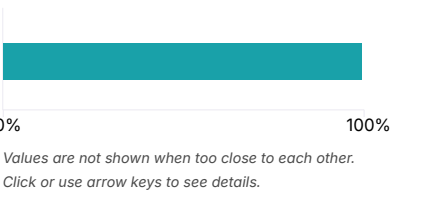| MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment 1: Rubric Row 2 for the Simulated Strategic Problem-Solving Project – Activity 1 in the EDLD 5339 – The Principalship course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school. Direct - Assignment *The Principalship: EDLD 5339* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	**MET** Assessment 1 ■ Met ■ Not Met 0% 100% Met: 94% Not Met: 6% Met Total: 94% Not Met Total: 6% **Analysis** Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.	**Maintain Assessment Strategy** Though the data continue to indicate learning exceeds expectations of mastery, faculty examined learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2025-2026 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students capacity to to develop and implement data-informed strategic problem-solving strategies necessary to improve management, communication, school-level governance, and operation systems.
Assessment 2 Assessment 2: Rubric Row 3 for Simulated Strategic Problem-Solving Project – Activity 2	**MET** Assessment 2 ■ Met ■ Not Met	**Maintain Assessment Strategy** Though the data continue to indicate learning exceeds expectations of mastery, faculty examined learning activities within the course to determine level of rigor, relevance, and

in the EDLD 5339 – The Principalship course

This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school.

Direct - Assignment

The Principalship: EDLD 5339

Target

90% of Candidates will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

Met:	97%
Not Met:	3%
Met Total:	97%
Not Met Total:	3%

Analysis

Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.

application of knowledge and skills in a real-world setting. For the 2025-2026 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students capacity to to develop and implement data-informed strategic problem-solving strategies necessary to improve management, communication, school-level governance, and operation systems.

Assessment 3

Assessment 3: Rubric Row 3 for the Simulated Strategic Problem-Solving Project – Activity 3 in the EDLD 5339 – The Principalship course

This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school.

Direct - Assignment

The Principalship: EDLD 5339

MET

Assessment 3

■ Met ■ Not Met

Met:	98%
Not Met:	2%
Met Total:	98%
Not Met Total:	2%

Analysis

Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.

Maintain Assessment Strategy

Though the data continue to indicate learning exceeds expectations of mastery, faculty examined learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2025-2026 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students capacity to to develop and implement data-informed strategic problem-solving strategies necessary to improve management, communication, school-level governance, and operation systems.

Student Learning Outcome 3

The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 7: Building Professional Capacity and includes all components of that standard.

Learning Outcome: 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.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment 1: Rubric Row 2 for the Human Talent Assessment in the EDLD 5345 –	**MET** Assessment 1 ■ Met ■ Not Met	**Maintain Assessment Strategy** The data for assessment 4 show a rating of meets mastery, which is in contrast to the rate of mastery in assessments 1, 2, and 3. The

Human Resource Development course

This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan that ensures ethical recruitment and hiring decisions.

Direct - Assignment

Human Resources Development: EDLD 5345

Target

90% of Candidates will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

0%   100%

Met:	97%
Not Met:	3%
Met Total:	97%
Not Met Total:	3%

Analysis

Percent of students continues to exceed targeted rate of mastery level expectations for the Learning Outcome #3.

rate of mastery in assessments 1, 2, and 3 indicates that learning exceeds the expectations of mastery (90%). According to data of the four assessments, the lowest rate of mastery for candidates who were scored in assessment 4 is 90%. Faculty will examine assessment 4 for the 2025-2026 academic year, and if necessary, make revisions to ensure that it more accurately gauges candidates' ability to surpass learning outcome 3 mastery requirements. The goal of the faculty review is to ensure that assessment 4 more accurately gauges candidates' ability to assess, create, and execute supervision, support, and evaluation systems intended to advance student learning and school improvement in a real-world context.

Assessment 2

Assessment 2: Rubric Row 3 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course

This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan that ensures ethical recruitment and hiring decisions.

Human Resources Development: EDLD 5345

Target

90% of Candidates will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

MET

Assessment 2
■ Met ■ Not Met

0%   100%

Values are not shown when too close to each other. Click or use arrow keys to see details.

Met:	99%
Not Met:	1%
Met Total:	99%
Not Met Total:	1%

Analysis

Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #3.

Maintain Assessment Strategy

The data for assessment 4 show a rating of meets mastery, which is in contrast to the rate of mastery in assessments 1, 2, and 3. The rate of mastery in assessments 1, 2, and 3 indicates that learning exceeds the expectations of mastery (90%). According to data of the four assessments, the lowest rate of mastery for candidates who were scored in assessment 4 is 90%. Faculty will examine assessment 4 for the 2025-2026 academic year, and if necessary, make revisions to ensure that it more accurately gauges candidates' ability to surpass learning outcome 3 mastery requirements. The goal of the faculty review is to ensure that assessment 4 more accurately gauges candidates' ability to assess, create, and execute supervision, support, and evaluation systems intended to advance student learning and school improvement in a real-world context.

Assessment 3

Assessment 3: Rubric Row 4 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course

This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership

MET

Assessment 3
■ Met

0%   100%

Values are not shown when too close to each other. Click or use arrow keys to see details.

Maintain Assessment Strategy

The data for assessment 4 show a rating of meets mastery, which is in contrast to the rate of mastery in assessments 1, 2, and 3. The rate of mastery in assessments 1, 2, and 3 indicates that learning exceeds the expectations of mastery (90%). According to data of the four assessents, the lowest rate of mastery for candidates who were scored in assessment 4 is 90%. Faculty will examine assessment 4 for the 2025-2026 acaemic year, and if necessary, make revisions to

Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan that ensures ethical recruitment and hiring decisions.

Direct - Assignment

Human Resources Development: EDLD 5345

Target

90% of Candidates will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

Met:	100%
Met Total:	100%
Not Met Total:	0%

Analysis

Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #3.

ensure that it more accurately gauges candidates' ability to surpass learning outcome 3 mastery requirements. The goal of the faculty review is to ensure that assessment 4 more accurately gauges candidates' ability to assess, create, and execute supervison, support, and evaluation systems intended to advance student learning and school improvement in a real-world context.

Assessment 4

Assessment 4: Rubric Row 5 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course

This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan that ensures ethical recruitment and hiring decisions.

Direct - Assignment

Human Resources Development: EDLD 5345

Target

90% of Candidates will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

MET

Assessment 4
■ Met   ■ Not Met

0%   100%

Values are not shown when too close to each other. Click or use arrow keys to see details.

Met:	99%
Not Met:	1%
Met Total:	99%
Not Met Total:	1%

Analysis

Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #3.

Maintain Assessment Strategy

The data for assessment 4 show a rating of meets mastery, which is in contrast to the rate of mastery in assessments 1, 2, and 3. The rate of mastery in assessments 1, 2, and 3 indicates that learning exceeds the expectations of mastery (90%). According to data of the four assessments, the lowest rate of mastery for candidates who were scored in assessment 4 is 90%. Faculty will examine assessment 4 for the 2025-2026 academic year, and if necessary, make revisions to ensure that it more accurately gauges candidates' ability to surpass learning outcome 3 mastery requirements. The goal of the faculty review is to ensure that assessment 4 more accurately gauges candidates' ability to assess, create, and execute supervison, support, and evaluation systems intended to advance student learning and school improvement in a real-world context.

Maintain Assessment Strategy

The data for assessment 4 show a rating of meets mastery, which is in contrast to the rate of mastery in assessments 1, 2, and 3. The rate of mastery in assessments 1, 2, and 3 indicates that learning exceeds the expectations of mastery (90%). According to data of the four assessments, the lowest rate of mastery for candidates who were scored in assessment 4 is 90%. Faculty will examine assessment 4 for the 2025-2026 academic year, and if necessary, make revisions to ensure that it more accurately gauges candidates' ability to surpass learning outcome 3 mastery requirements. The goal of the faculty review is to ensure that assessment 4 more accurately gauges candidates' ability to assess, create, and execute supervison, support, and evaluation systems intended to advance student learning and school improvement in a real-world context.

Student Learning Outcome 4

The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 4: Learning and Instruction and includes all components of that standard.

Learning Outcome: 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.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment 1: Rubric Row 4 for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 4. The focus of this assessment is on high quality curricula; high quality instructional practices; effective formal and informal assessments; and evaluation of curriculum, instruction, and assessment. In addition, candidates develop an ongoing, year-long, collaborative, comprehensive, and research-based Professional Development Plan by utilizing simulated instructional and academic data. Direct - Assignment *Instructional Leadership: EDLD 5352* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	**MET** Assessment 1 ■ Met ■ Not Met 0% 100% Met: 97% Not Met: 3% Met Total: 97% Not Met Total: 3% **Analysis** Percent of students exceeded targeted rate of mastery level expectations in all assessments for the Learning Outcome #4. The data show consistency with the first offering of this revised course in the 2024 spring semester.	**Maintain Assessment Strategy** This assessment and other learning activities in the course were rewritten during the previous academic year with the revised course first offered in spring 2024. The data from the two cycles of assessments for SLO #4 were consistent with the first offering in spring 2024. Though the data indicate learning exceeds expectations of mastery, faculty will continue to monitor learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2025-2026 academic year, faculty will assess and update assignments, as needed, to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students' capacity to apply 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.

Assessment 2 Assessment 2: Rubric Row 3 for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 4. The focus of this assessment is on high quality curricula; high quality instructional practices; effective formal and informal assessments; and evaluation of curriculum, instruction, and assessment. In addition, candidates develop an ongoing, year-long, collaborative, comprehensive, and research-based Professional Development Plan by utilizing simulated instructional and academic data. Direct - Assignment *Instructional Leadership: EDLD 5352* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	**MET** Assessment 2 ■ Met ■ Not Met 0% 100% Met: 97% Not Met: 3% Met Total: 97% Not Met Total: 3% **Analysis** Percent of students exceeded targeted rate of mastery level expectations in all assessments for the Learning Outcome #4. The data show consistency with the first offering of this revised course in the 2024 spring semester.	**Maintain Assessment Strategy** This assessment and other learning activities in the course were rewritten during the previous academic year with the revised course first offered in spring 2024. The data from the two cycles of assessments for SLO #4 were consistent with the first offering in spring 2024. Though the data indicate learning exceeds expectations of mastery, faculty will continue to monitor learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2025-2026 academic year, faculty will assess and update assignments, as needed, to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students' capacity to apply 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.
Assessment 3 Assessment 3: Rubric Row 2 for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 4. The focus of this assessment is on high quality curricula; high quality instructional practices; effective formal and informal assessments; and evaluation of curriculum, instruction, and assessment. In addition, candidates develop an ongoing, year-long, collaborative, comprehensive, and research-based Professional Development Plan by utilizing simulated instructional and academic data. Direct - Assignment *Instructional Leadership: EDLD 5352* **Target** 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	**MET** Assessment 3 ■ Met ■ Not Met 0% 100% Met: 98% Not Met: 2% Met Total: 98% Not Met Total: 2% **Analysis** Percent of students exceeded targeted rate of mastery level expectations in all assessments for the Learning Outcome #4. The data show consistency with the first offering of this revised course in the 2024 spring semester.	**Maintain Assessment Strategy** This assessment and other learning activities in the course were rewritten during the previous academic year with the revised course first offered in spring 2024. The data from the two cycles of assessments for SLO #4 were consistent with the first offering in spring 2024. Though the data indicate learning exceeds expectations of mastery, faculty will continue to monitor learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2025-2026 academic year, faculty will assess and update assignments, as needed, to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students' capacity to apply 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.
Assessment 4	**MET** Assessment 4	**Maintain Assessment Strategy**

Assessment 4: Rubric Row 1 for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course

This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 4. The focus of this assessment is on high quality curricula; high quality instructional practices; effective formal and informal assessments; and evaluation of curriculum, instruction, and assessment. In addition, candidates develop an ongoing, year-long, collaborative, comprehensive, and research-based Professional Development Plan by utilizing simulated instructional and academic data.

Direct - Assignment

Instructional Leadership: EDLD 5352

Target

90% of Candidates will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

■ Met ■ Not Met

0%	100%

Met:	96%
Not Met:	4%
Met Total:	96%
Not Met Total:	4%

Analysis

Percent of students exceeded targeted rate of mastery level expectations in all assessments for the Learning Outcome #4. The data show consistency with the first offering of this revised course in the 2024 spring semester.

This assessment and other learning activities in the course were rewritten during the previous academic year with the revised course first offered in spring 2024. The data from the two cycles of assessments for SLO #4 were consistent with the first offering in spring 2024. Though the data indicate learning exceeds expectations of mastery, faculty will continue to monitor learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2025-2026 academic year, faculty will assess and update assignments, as needed, to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students' capacity to apply 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.