

Academic Year 2025-2026

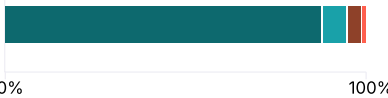
MED in Administration - MED-MDSA Learning Outcomes

Student Learning Outcome 1 **MET**

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 data 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%. 5333 25-26.docx Week-4_School Vision, Mission and Campus Improvement Planning_2025-06-23 - 2025-06-29 .xlsx Week-4_School Vision, Mission and Campus Improvement Planning_2025-11-25 - 2025-12-11 .xlsx	MET Assessment 1 Exceeded Met Approached Not Met 0% 100% Exceeded: 93% Met: 5% Approached: 1% Not Met: 1% Met Total: 98% Not Met Total: 2% Analysis Percent of students exceeded the targeted rate of mastery level expectations in both assessments for Student Learning Outcome #1. In Summer 2025, 96.5% of candidates met mastery expectations on Week 4, Assessment 1, and 91.5% on Assessment 2. In Fall 2025, performance increased to 97.7% on Week4, Assessment 1 and 96.8% on Assessment 2. These results indicate strong candidate proficiency in competencies aligned with NELP Standard 1, including the ability to collaboratively evaluate data, identify root causes of inequities, develop a campus mission and vision, and design measurable plans for continuous school improvement. The upward trend between Summer and Fall data points suggest that course revisions, calibration among graders, and ongoing instructional supports have strengthened candidate understanding and application of leadership concepts. Data also demonstrates consistency in candidate performance across multiple semesters, indicating that the assessment process is reliably measuring intended learning outcomes. While both assessments exceeded benchmark expectations, the larger gain in Assessment 2 reflects increased candidate capacity in higher-order application skills related to improvement planning, implementation, and evaluation.	Maintain Assessment Strategy he 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 data 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 <i>Leadership for Accountability: EDLD 5333</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5333 25-26.docx Week-4_School Vision, Mission and Campus Improvement Planning_2025-06-23 - 2025-06-29 .xlsx Week-4_School Vision, Mission and Campus Improvement Planning_2025-11-25 - 2025-12-11 .xlsx	MET Assessment 2 ■ Exceeded ■ Met ■ Approached ■ Not Met  <table><tr><td>Exceeded:</td><td>87%</td></tr><tr><td>Met:</td><td>7%</td></tr><tr><td>Approached:</td><td>4%</td></tr><tr><td>Not Met:</td><td>1%</td></tr><tr><td>Met Total:</td><td>95%</td></tr><tr><td>Not Met Total:</td><td>5%</td></tr></table> Analysis Percent of students exceeded the targeted rate of mastery level expectations in both assessments for Student Learning Outcome #1. In Summer 2025, 96.5% of candidates met mastery expectations on Week 4, Assessment 1, and 91.5% on Assessment 2. In Fall 2025, performance increased to 97.7% on Week4, Assessment 1 and 96.8% on Assessment 2. These results indicate strong candidate proficiency in competencies aligned with NELP Standard 1, including the ability to collaboratively evaluate data, identify root causes of inequities, develop a campus mission and vision, and design measurable plans for continuous school improvement. The upward trend between Summer and Fall data points suggest that course revisions, calibration among graders, and ongoing instructional supports have strengthened candidate understanding and application of leadership concepts. Data also demonstrates consistency in candidate performance across multiple semesters, indicating that the assessment process is reliably measuring intended learning outcomes. While both assessments exceeded benchmark expectations, the larger gain in Assessment 2 reflects increased candidate capacity in higher-order application skills related to improvement planning, implementation, and evaluation. Although results exceeded the established benchmark in both assessment cycles, faculty will continue to strengthen the rigor, relevance, and authenticity of learning experiences connected to Student Learning Outcome #1. During the 2026–2027 academic year, faculty will review course assignments, instructional materials, and scoring rubrics to ensure continued alignment with Texas principal standards and NELP Standard 1 competencies. Specific attention will be given to enhancing candidates’ ability to lead continuous improvement processes through deeper use of disaggregated data, equity-focused decision-making, strategic planning, and collaborative stakeholder engagement. Faculty will also refine simulation-based scenarios to better reflect real-	Exceeded:	87%	Met:	7%	Approached:	4%	Not Met:	1%	Met Total:	95%	Not Met Total:	5%	Maintain Assessment Strategy he 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.
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	world campus leadership challenges involving technology integration, community partnerships, diversity, and digital citizenship. Additionally, faculty will continue Inter-Rater Reliability studies with instructional associates and professors to maintain scoring consistency and validity. Ongoing monitoring of candidate performance data will guide targeted updates to assessments and course activities to ensure candidates are fully prepared to collaboratively lead mission-driven school improvement efforts that promote success and well-being for all students and adults.	
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General Outcome Actions

ACTIONS
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.

Conclusion

Although results exceeded the established benchmark in both assessment cycles, faculty will continue to strengthen the rigor, relevance, and authenticity of learning experiences connected to Student Learning Outcome #1. During the 2026–2027 academic year, faculty will review course assignments, instructional materials, and scoring rubrics to ensure continued alignment with Texas principal standards and NELP Standard 1 competencies. Specific attention will be given to enhancing candidates’ ability to lead continuous improvement processes through deeper use of disaggregated data, equity-focused decision-making, strategic planning, and collaborative stakeholder engagement. Faculty will also refine simulation-based scenarios to better reflect real-world campus leadership challenges involving technology integration, community partnerships, diversity, and digital citizenship. Additionally, faculty will continue Inter-Rater Reliability studies with instructional associates and professors to maintain scoring consistency and validity. Ongoing monitoring of candidate performance data will guide targeted updates to assessments and course activities to ensure candidates are fully prepared to collaboratively lead mission-driven school improvement efforts that promote success and well-being for all students and adults.

Student Learning Outcome 2 MET

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	MET Assessment 1 ■ Exceeded ■ Met ■ Not Met 0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 98% Met: 1%	Maintain Assessment Strategy he 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.

management, communication, and operation systems that support each student's learning needs and promote the vision of the school. Direct - Assignment <i>The Principalship: EDLD 5339</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 2A-Simulated Strategic Problem-Solving Project – Activity One Fall 2025 2025-10-13 - 2025-11-01.xlsx 5339 25-26 (1).docx	Not Met: 1% Met Total: 98% Not Met Total: 2% Analysis The analysis of the assessment results based on Student Learning Outcome #2 and the associated NELP Standard 6 components reveals consistently high levels of candidate proficiency across all three assessments. In evaluating candidates' capacity to apply management, communication, technology, and operational systems (NELP Components 6.1, 6.2, and 6.3), all assessment measures exceeded the established 80% mastery benchmark, with performance rates ranging from 94.8% to 97.6%. Despite minor variation across the three assessments, results indicate strong and stable candidate performance in demonstrating the knowledge, skills, and commitments necessary to support data-informed decision-making and equitable school operations. Assessment 1 yielded the highest proficiency rate (97.6%), while Assessments 2 and 3 also demonstrated high levels of mastery at 95.9% and 94.8%, respectively. With candidate sample sizes remaining consistent across assessments (n ≈ 752–756), the results provide reliable evidence of program effectiveness in preparing candidates to meet NELP Standard 6 expectations. Similar to the 2024–2025 findings, the percentage of candidates meeting or exceeding mastery expectations continues to surpass the 90% benchmark, reinforcing the strength and consistency of the program's curriculum, instruction, and assessment design. Overall, the data confirm that candidates are well-prepared to evaluate, develop, and implement systems that support student learning and organizational effectiveness. Continued high performance across multiple assessment points indicates sustained program quality and alignment with leadership standards.	
Assessment 2 Assessment 2: Rubric Row 3 for Simulated Strategic Problem-Solving Project – Activity 2 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 <i>The Principalship: EDLD 5339</i>	MET Assessment 2 Exceeded Met Approached  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 96% Met: 3% Approached: 1% Met Total: 98% Not Met Total: 2%	Maintain Assessment Strategy he 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.

Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 3A-Simulated Strategic Problem-Solving Project – Activity 2 – Establishing and Aligning Measurable Goals Fall 2025_2025-10-20 - 2025-11-01.xlsx 5339 25-26 (1).docx		
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 3A-Simulated Strategic Problem-Solving Project – Activity 2 – Establishing and Aligning Measurable Goals Fall 2025_2025-10-20 - 2025-11-01.xlsx 5339 25-26 (1).docx	MET Assessment 3 Exceeded Met Approached Not Met 0% 100% Exceeded: 95% Met: 3% Approached: 1% Not Met: 1% Met Total: 98% Not Met Total: 2% Analysis The analysis of the assessment results based on Student Learning Outcome #2 and the associated NELP Standard 6 components reveals consistently high levels of candidate proficiency across all three assessments. In evaluating candidates’ capacity to apply management, communication, technology, and operational systems (NELP Components 6.1, 6.2, and 6.3), all assessment measures exceeded the established 80% mastery benchmark, with performance rates ranging from 94.8% to 97.6%. Despite minor variation across the three assessments, results indicate strong and stable candidate performance in demonstrating the knowledge, skills, and commitments necessary to support data-informed decision-making and equitable school operations. Assessment 1 yielded the highest proficiency rate (97.6%), while Assessments 2 and 3 also demonstrated high levels of mastery at 95.9% and 94.8%, respectively. With candidate sample sizes remaining consistent across assessments (n ≈ 752–756), the results provide reliable evidence of program effectiveness in preparing candidates to meet NELP Standard 6 expectations. Similar to the 2024–2025 findings, the percentage of candidates meeting or exceeding mastery expectations continues to surpass the 90% benchmark, reinforcing the strength and consistency of the program’s curriculum, instruction, and assessment design. Overall, the data confirm that candidates are well-prepared to	Maintain Assessment Strategy he 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.

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General Outcome Actions

ACTIONS
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.

Conclusion

The analysis of the assessment results based on Student Learning Outcome #2 and the associated NELP Standard 6 components reveals consistently high levels of candidate proficiency across all three assessments. In evaluating candidates' capacity to apply management, communication, technology, and operational systems (NELP Components 6.1, 6.2, and 6.3), all assessment measures exceeded the established 80% mastery benchmark, with performance rates ranging from 94.8% to 97.6%. Despite minor variation across the three assessments, results indicate strong and stable candidate performance in demonstrating the knowledge, skills, and commitments necessary to support data-informed decision-making and equitable school operations. Assessment 1 yielded the

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Student Learning Outcome 3 MET

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 – 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	MET Assessment 1 Exceeded Met 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 99% Met: 1% Met Total: 100% Not Met Total: 0%	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.

that ensures ethical recruitment and hiring decisions. Direct - Assignment <i>Human Resources Development: EDLD 5345</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5345 25-26 (1).docx EDLD-5345 Week 2 Assignment Rubric 2024 -07-11 - 2024-07-29 .xlsx EDLD-5345 Week 2 Assignment Rubric 2025 -01-24 - 2025-02-04 .xlsx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	Analysis The analysis of assessment results for EDLD 5345 – Human Resource Development indicates that candidates consistently met and exceeded mastery-level expectations aligned with Student Learning Outcome #3 (NELP Standard 7: Building Professional Capacity). Across all rubric-aligned assessments, the vast majority of candidates demonstrated strong proficiency in ethical hiring practices, talent development, collaborative professional culture building, and the design of systems for supervision and support. Assessment results consistently met or surpassed the established 80% mastery threshold, with overall performance remaining at or above 90% across multiple offerings. These results suggest that candidates are effectively applying theoretical knowledge and leadership principles within simulated, practice-based scenarios related to recruitment, ethical decision-making, and professional capacity building. Although Assessment 4 previously reflected slightly lower performance relative to other measures, follow-up review indicated that recent instructional adjustments and rubric calibration efforts supported improved consistency across assessment components. Overall, the findings reflect a stable and effective instructional design, strong alignment between course assignments and program-level outcomes, and continued faculty attention to assessment rigor and scoring consistency. Although assessment results for EDLD 5345 demonstrate sustained mastery levels exceeding program benchmarks, faculty will continue intentional improvement efforts during the 2026–2027 academic year to enhance assessment depth, complexity, and real-world applicability. Planned actions include refining assessment prompts and performance indicators to further emphasize authentic leadership decision-making in complex human resource contexts, including supervision, evaluation, and professional learning systems. Faculty will also strengthen expectations for evidence-based reasoning by requiring candidates to more explicitly ground hiring and talent management decisions in data, ethical frameworks, and applicable leadership standards. In addition, faculty will continue targeted review of Assessment 4 to ensure it accurately measures candidates' capacity to design and implement supervision and evaluation systems that support school improvement and adult learning. Ongoing inter-rater calibration and collaborative review among faculty and instructional associates will be maintained to support consistency and shared expectations in scoring practices. These actions are intended to sustain strong performance trends while ensuring assessments remain responsive to evolving leadership expectations and equity-centered professional practice. Faculty will review assessment data at the conclusion of the 2026–2027 cycle to evaluate the impact of these enhancements and to inform subsequent program improvement decisions.	
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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%. 5345 25-26 (1).docx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	MET Assessment 2 Exceeded Met 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded:99% Met:1% Met Total:100% Not Met Total:0% Analysis The analysis of assessment results for EDLD 5345 – Human Resource Development indicates that candidates consistently met and exceeded mastery-level expectations aligned with Student Learning Outcome #3 (NELP Standard 7: Building Professional Capacity). Across all rubric-aligned assessments, the vast majority of candidates demonstrated strong proficiency in ethical hiring practices, talent development, collaborative professional culture building, and the design of systems for supervision and support. Assessment results consistently met or surpassed the established 80% mastery threshold, with overall performance remaining at or above 90% across multiple offerings. These results suggest that candidates are effectively applying theoretical knowledge and leadership principles within simulated, practice-based scenarios related to recruitment, ethical decision-making, and professional capacity building. Although Assessment 4 previously reflected slightly lower performance relative to other measures, follow-up review indicated that recent instructional adjustments and rubric calibration efforts supported improved consistency across assessment components. Overall, the findings reflect a stable and effective instructional design, strong alignment between course assignments and program-level outcomes, and continued faculty attention to assessment rigor and scoring consistency. Although assessment results for EDLD 5345 demonstrate sustained mastery levels exceeding program benchmarks, faculty will continue intentional improvement efforts during the 2026–2027 academic year to enhance assessment depth, complexity, and real-world applicability. Planned actions include refining assessment prompts and performance indicators to further emphasize authentic leadership decision-making in complex human resource contexts, including supervision, evaluation, and professional learning systems. Faculty will also strengthen expectations for evidence-based reasoning by requiring candidates to more explicitly ground hiring and talent management decisions in data, ethical	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.
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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 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 <i>Human Resources Development: EDLD 5345</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5345 25-26 (1).docx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	MET Assessment 3 ■ Exceeded ■ Met ■ Approached  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> <table><tr><td>Exceeded:</td><td>97%</td></tr><tr><td>Met:</td><td>2%</td></tr><tr><td>Approached:</td><td>1%</td></tr><tr><td>Met Total:</td><td>99%</td></tr><tr><td>Not Met Total:</td><td>1%</td></tr></table> Analysis The analysis of assessment results for EDLD 5345 – Human Resource Development indicates that candidates consistently met and exceeded mastery-level expectations aligned with Student Learning Outcome #3 (NELP Standard 7: Building Professional Capacity). Across all rubric-aligned assessments, the vast majority of candidates demonstrated strong proficiency in ethical hiring practices, talent development, collaborative professional culture building, and the design of systems for supervision and support. Assessment results consistently met or surpassed the established 80% mastery threshold, with overall performance remaining at or above 90% across multiple offerings. These results suggest that candidates are effectively applying theoretical knowledge and leadership principles within simulated, practice-based scenarios related to recruitment, ethical decision-making, and professional capacity building. Although Assessment 4 previously reflected slightly lower performance relative to other measures, follow-up review indicated that recent instructional adjustments and rubric calibration efforts supported improved consistency across assessment components. Overall, the findings	Exceeded:	97%	Met:	2%	Approached:	1%	Met Total:	99%	Not Met Total:	1%	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.
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General Outcome Actions

ACTIONS
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.

Conclusion

The analysis of assessment results for EDLD 5345 – Human Resource Development indicates that candidates consistently met and exceeded mastery-level expectations aligned with Student Learning Outcome #3 (NELP Standard 7: Building Professional Capacity). Across all rubric-aligned assessments, the vast majority of candidates demonstrated strong proficiency in ethical hiring practices, talent development, collaborative professional culture building, and the design of systems for supervision and support. Assessment results consistently met or surpassed the established 80% mastery threshold, with overall performance remaining at or above 90% across multiple offerings. These results suggest that candidates are effectively applying theoretical knowledge and leadership principles within simulated, practice-based scenarios related to recruitment, ethical decision-making, and professional capacity building. Although Assessment 4 previously reflected slightly lower performance relative to other measures, follow-up review indicated that recent instructional adjustments and rubric calibration efforts supported improved consistency across assessment components. Overall, the findings reflect a stable and effective instructional design, strong alignment between course assignments and program-level outcomes, and continued faculty attention to assessment rigor and scoring consistency.

Student Learning Outcome 4 MET

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 <i>Instructional Leadership: EDLD 5352</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5352 25-26 (1).docx EDLD-5352 - Week 4 Assignment Rubric 2025-09-15 - 2025-09-21.xlsx	MET Assessment 1 Exceeded Met Approached Not Met  <table><tr><td>Exceeded:</td><td>93%</td></tr><tr><td>Met:</td><td>5%</td></tr><tr><td>Approached:</td><td>1%</td></tr><tr><td>Not Met:</td><td>1%</td></tr><tr><td>Met Total:</td><td>98%</td></tr><tr><td>Not Met Total:</td><td>2%</td></tr></table> Analysis The analysis of assessment results for Student Learning Outcome #4, aligned with NELP Standard 4: Learning and Instruction, indicates that candidates consistently met and frequently exceeded the established benchmark across both data collection points. During Fall 2025, mastery rates ranged from 88.9% to 92.9% across the four rubric components, with three of the four assessments exceeding the 90% benchmark. Although Assessment 4 fell slightly below the benchmark during this cycle, overall candidate performance reflected strong proficiency in	Exceeded:	93%	Met:	5%	Approached:	1%	Not Met:	1%	Met Total:	98%	Not Met Total:	2%	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.
Exceeded:	93%													
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Not Met:	1%													
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EDLD-5352 - Week 4 Assignment Rubric 2026-03-22 - 2026-04-01 .xlsx	evaluating and developing professional development plans grounded in curriculum coherence, instructional practices, assessment, and data-informed decision-making. In Spring 2026, results indicated notable improvement and increased consistency across assessments, with mastery rates ranging from 82.9% to 96.9%. Three of the four assessments exceeded the benchmark, and substantial gains were observed in Assessment 4 when compared to the prior term. Additionally, ongoing faculty calibration and inter-rater reliability processes supported consistent scoring practices and alignment across assessors, strengthening confidence in the interpretation of assessment results. These outcomes align with and extend findings from the 2024–2025 academic year, during which faculty implemented targeted revisions to the EDLD 5352 course and associated assessments. As outlined in the 2024–2025 Improvement Plan, faculty concentrated on enhancing assignment clarity, strengthening alignment with NELP Standard 4 components, and expanding opportunities for candidates to apply data-driven instructional leadership practices within simulated and authentic contexts. The current data suggest that these efforts contributed to improved candidate performance, increased consistency across assessment components, and stronger alignment between course design and program-level learning expectations. ACT Improvement Plan for 2026-2027 Based on analysis of the Fall 2025 and Spring 2026 assessment results, faculty will continue to strengthen instructional coherence and assessment alignment within EDLD 5352 during the 2026–2027 academic year. Although overall mastery rates exceeded established benchmarks, targeted attention will be given to Assessment 1 to support more consistent performance across academic terms and instructional staff. Faculty will review assignment scaffolding and instructional supports related to professional development planning, with a particular emphasis on strengthening candidates' application of simulated instructional data to design targeted, measurable professional learning outcomes. In addition, faculty will continue structured inter-rater reliability studies and collaborative scoring discussions to maintain consistency, validity, and shared expectations in assessment scoring across course sections. These planned actions intentionally build on the 2024–2025 improvement efforts and reflect a sustained commitment to continuous program improvement. The overarching goal of these initiatives is to ensure candidates are fully prepared to lead high-quality, equitable, and data-informed instructional systems that promote student and adult learning, well-being, and organizational coherence.	
Assessment 2 Assessment 2: Rubric Row 3 for Professional Development Plan Assessment in the EDLD 5352 – Instructional Leadership course	MET Assessment 2 ■ Exceeded ■ Met ■ Approached 	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

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 <i>Instructional Leadership: EDLD 5352</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5352 25-26 (1).docx EDLD-5352 - Week 4 Assignment Rubric 2025-09-15 - 2025-09-21 .xlsx EDLD-5352 - Week 4 Assignment Rubric 2026-03-22 - 2026-04-01 .xlsx	0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. <table><tr><td>Exceeded:</td><td>94%</td></tr><tr><td>Met:</td><td>5%</td></tr><tr><td>Approached:</td><td>1%</td></tr><tr><td>Met Total:</td><td>99%</td></tr><tr><td>Not Met Total:</td><td>1%</td></tr></table> Analysis The analysis of assessment results for Student Learning Outcome #4, aligned with NELP Standard 4: Learning and Instruction, indicates that candidates consistently met and frequently exceeded the established benchmark across both data collection points. During Fall 2025, mastery rates ranged from 88.9% to 92.9% across the four rubric components, with three of the four assessments exceeding the 90% benchmark. Although Assessment 4 fell slightly below the benchmark during this cycle, overall candidate performance reflected strong proficiency in evaluating and developing professional development plans grounded in curriculum coherence, instructional practices, assessment, and data-informed decision-making. In Spring 2026, results indicated notable improvement and increased consistency across assessments, with mastery rates ranging from 82.9% to 96.9%. Three of the four assessments exceeded the benchmark, and substantial gains were observed in Assessment 4 when compared to the prior term. Additionally, ongoing faculty calibration and inter-rater reliability processes supported consistent scoring practices and alignment across assessors, strengthening confidence in the interpretation of assessment results. These outcomes align with and extend findings from the 2024–2025 academic year, during which faculty implemented targeted revisions to the EDLD 5352 course and associated assessments. As outlined in the 2024–2025 Improvement Plan, faculty concentrated on enhancing assignment clarity, strengthening alignment with NELP Standard 4 components, and expanding opportunities for candidates to apply data-driven instructional leadership practices within simulated and authentic contexts. The current data suggest that these efforts contributed to improved candidate performance, increased consistency across assessment components, and stronger alignment between course design and program-level learning expectations. ACT Improvement Plan for 2026-2027 Based on analysis of the Fall 2025 and Spring 2026 assessment results, faculty will continue to strengthen instructional coherence and assessment alignment within EDLD 5352 during the 2026–2027 academic year. Although overall mastery rates exceeded established benchmarks, targeted attention will be given to Assessment 1 to support more consistent performance across academic terms and instructional staff. Faculty will review assignment scaffolding and instructional supports related to professional	Exceeded:	94%	Met:	5%	Approached:	1%	Met Total:	99%	Not Met Total:	1%	curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
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	informed instructional systems that promote student and adult learning, well-being, and organizational coherence.	
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General Outcome Actions

ACTIONS
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.

Conclusion

The analysis of assessment results for Student Learning Outcome #4, aligned with NELP Standard 4: Learning and Instruction, indicates that candidates consistently met and frequently exceeded the established benchmark across both data collection points. During Fall 2025, mastery rates ranged from 88.9% to 92.9% across the four rubric components, with three of the four assessments exceeding the 90% benchmark. Although Assessment 4 fell slightly below the benchmark during this cycle, overall candidate performance reflected strong proficiency in evaluating and developing professional development plans grounded in curriculum coherence, instructional practices, assessment, and data-informed decision-making. In Spring 2026, results indicated notable improvement and increased consistency across assessments, with mastery rates ranging from 82.9% to 96.9%. Three of the four assessments exceeded the benchmark, and substantial gains were observed in Assessment 4 when compared to the prior term. Additionally, ongoing faculty calibration and inter-rater reliability processes supported consistent scoring practices and alignment across assessors, strengthening confidence in the interpretation of assessment results.

These outcomes align with and extend findings from the 2024–2025 academic year, during which faculty implemented targeted revisions to the EDLD 5352 course and associated assessments. As outlined in the 2024–2025 Improvement Plan, faculty concentrated on enhancing assignment clarity, strengthening alignment with NELP Standard 4 components, and expanding opportunities for candidates to apply data-driven instructional leadership practices within simulated and authentic contexts. The current data suggest that these efforts contributed to improved candidate performance, increased consistency across assessment components, and stronger alignment between course design and program-level learning expectations.

Assessment Report Summary

Analysis of student learning outcomes for the 2025–2026 academic year indicates that candidates in the M.Ed. in Administration program consistently met or exceeded established mastery benchmarks across all four Student Learning Outcomes. When compared to results from the 2024–2025 assessment cycle, findings demonstrate sustained high levels of candidate performance, continued program stability, and evidence of improvement in targeted areas identified through prior assessment cycles.

Across Student Learning Outcome #1 (Mission, Vision, and Improvement), candidates demonstrated strong and consistent mastery of competencies related to data-informed decision-making, collaborative leadership, and continuous school improvement. Performance levels in 2025–2026 remained high, with mastery rates exceeding benchmark expectations and showing modest gains across assessment points when compared to 2024–2025 results. These findings suggest that ongoing instructional refinements and increased emphasis on applied leadership practices have strengthened candidates’ ability to engage in higher-order processes related to improvement planning and evaluation.

For Student Learning Outcome #2 (Operations and Management), results reflect continued stability and consistently high levels of candidate proficiency across assessment measures. Candidate performance during the 2025–2026 cycle remained aligned with prior year outcomes, with all assessments exceeding the 90% benchmark and demonstrating strong capacity in strategic problem-solving, organizational management, and application of policy and governance systems. These results provide evidence of a well-established curriculum that effectively supports the development of operational leadership skills aligned to NELP Standard 6.

Similarly, Student Learning Outcome #3 (Building Professional Capacity) results indicate that candidates consistently exceeded mastery expectations across most assessment components. Performance remained above benchmark levels and comparable to the prior year; however, one assessment component continued to reflect relatively lower mastery rates compared to others. This recurring pattern suggests an opportunity for continued review of assessment design and instructional supports related to supervision, evaluation, and professional learning systems. While overall results confirm strong candidate preparation in this domain, the consistency of this finding across years highlights the importance of ongoing targeted refinement.

Student Learning Outcome #4 (Learning and Instruction) demonstrated overall strong performance, with the majority of assessment measures exceeding benchmark expectations. However, results in 2025–2026 reflected greater variability across assessment points compared to the consistently high performance observed in 2024–2025. Despite this variability, improvements in specific assessment components, particularly those previously identified for revision, indicate that targeted course and assessment adjustments positively impacted candidate performance. These findings suggest that while instructional changes have been effective, continued attention to consistency in candidate performance across course sections and semesters is warranted.

Across all Student Learning Outcomes, large candidate sample sizes and consistent performance trends further support the reliability and validity of assessment findings. The program’s continued use of aligned rubrics, standardized assessment practices, and ongoing inter-rater reliability calibration contributes to confidence in the interpretation of results. Additionally, comparisons across assessment cycles indicate that prior improvement efforts, particularly those focused on alignment, rigor, and real-world application, have contributed to sustained or enhanced candidate outcomes.

MED in Administration - MED-MDSA

Overall, the data indicate that the M.Ed. in Administration program is highly effective in preparing candidates to meet the expectations outlined in the National Educational Leadership Preparation (NELP) standards. The program demonstrates a strong commitment to continuous improvement, as evidenced by the systematic use of assessment data to inform instructional decisions, refine course design, and enhance candidate learning experiences.

Based on analysis of assessment data across the 2024–2025 and 2025–2026 academic years, the following areas are offered as considerations for faculty discussion as part of the program’s ongoing continuous improvement process:

- Faculty may consider opportunities to further increase the rigor and complexity of assessments in areas where candidate performance consistently exceeds 95%, with a focus on advancing higher-order application, analysis, and adaptive leadership decision-making.
- Continued examination of specific assessment components, particularly within Student Learning Outcome #3, may help determine whether revisions to assignment design, rubric clarity, or instructional scaffolding could support more consistent mastery across all measures.
- Additional attention to consistency in Student Learning Outcome #4 may support more stable performance across academic terms, particularly in relation to candidates’ application of data-driven instructional leadership and professional development planning.
- Expansion of authentic, practice-based learning experiences may further strengthen candidates’ ability to apply leadership knowledge and skills in complex, real-world educational contexts.
- Faculty may explore strategies to deepen candidates’ use of data and evidence-based reasoning across all outcomes, including increased emphasis on disaggregated data analysis, equity-focused decision-making, and alignment to leadership standards.
- Ongoing inter-rater reliability processes should be maintained and potentially expanded to ensure continued consistency and validity in assessment scoring across courses and instructional staff.
- Given the consistently high levels of candidate performance, faculty may also consider whether current benchmarks and assessment designs sufficiently differentiate advanced levels of candidate proficiency.