

NSU Academic Assessment Annual Report



Academic Unit/Department	Millicent Atkins School of Education – Teacher Education
Academic Program	ELED
Date Range	AY 2024-2025
Completed By	Leslie Sauder/Cheng Hsien Wu

Submit this report to the NSU Office of Institutional Research & Assessment via the email address nsuassessment@northern.edu. Also attach to this email a current copy of the assessment plan for the program. The assessment plan should include the rubrics used to assess each learning outcome and a curriculum map showing which required courses focus on and assess each learning outcome.

Progress on Action Plans to Improve Student Learning Taken Since Last Assessment:

Learning Outcome 1

Cross-curricular skill
(bachelor's and associates
programs only)
Outcome description

Integrative Learning

Candidates plan, lead, and manage whole class discussion and ensure the equitable participation of every child.
An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Method of assessment

Teacher work sample, US Teaching Observation
CAEP SPA Item 4.e

Goal for assessment results

80% of candidates will receive a consensus score of a 3 (the competent candidate) or above on Item 4.e of the SPA.

Data and/or evidence

For Academic Year 24-25, 89% (Fa24) 100% (Sp25) of the teacher candidates received a consensus score of 3 or higher on Item 4.e

Goal met?

Met

Learning Outcome 2

Cross-curricular skill
(bachelor's and associates
programs only)
Outcome description

Integrative Learning

Candidates evaluate & support learning through assessment techniques that are developmentally appropriate, formative & summative, diagnostic, and varied.
An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Method of assessment	Teacher work sample, US Teaching Observation AY 22-23 CCAST Field Experience Evaluation, Item L (Assessment Techniques)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item L of the CCAST.
Data and/or evidence	. For AY 24-25, 50% (Fa24) and 89% (Sp25) of teacher candidates received a consensus score of a 2 or higher on Item L of the CCAST.
Goal met?	Partially met

Learning Outcome 3

Cross-curricular skill (bachelor's and associates programs only) Outcome description	Inquiry and Analysis Candidate discusses, provides evidence of & justifies connections to educational research and/or theory. Candidate uses research and/or theory to explain their P-12 learners' progress. A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
Method of assessment	Teacher work sample, US Teaching Observation AY 22-23 CCAST Field Experience Evaluation, Item M (Connections to Research and Theory)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item M of the CCAST.
Data and/or evidence	For AY 24-25, 70% (Fa24) and 78% (Sp25) of elementary education teacher candidates received a consensus score of a 2 or higher on Item M of the CCAST.
Goal met?	Not met

Learning Outcome 4

Cross-curricular skill (bachelor's and associates programs only) Outcome description	Integrative Learning Candidate uses data-informed decisions (trends and patterns) to design instruction and set short- & long-term goals for future instruction and assessment. An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
Method of assessment	Teacher work sample, US Teaching Observation AY 22-23 CCAST Field Experience Evaluation, Item J (Data-Guided Instruction).

Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item J of the CFAST.
Data and/or evidence	For AY 24-25, 60% (Fa24) and 78% (Sp25) of elementary education teacher candidates received a consensus score of a 2 or higher on Item J of the CFAST
Goal met?	Not met

Learning Outcome 5

Cross-curricular skill (bachelor's and associates programs only) Outcome description	Access and Opportunity Candidate plans a variety of assessments that provide opportunities for learners of varying abilities to illustrate competence (whole class), align w/ standards, are culturally relevant, and promote learner growth. The intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society
Method of assessment	Teacher work sample, US Teaching Observation AY 22-23 CFAST Field Experience Evaluation, Item C (Assessment of P-12 Learning).
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item C of the CFAST.
Data and/or evidence	For AY 24-25, 70% (Fa24) and 100% (Sp25) of elementary education teacher candidates received a consensus score of a 2 or higher on Item C of the CFAST.
Goal met?	Partially met

Summary of strengths and/or areas for improvement

On some of the assessments, the sample size was small. Overall, it appears that students are achieving at a proficient level on all assessments. The rubrics may need to be revised to gather the most appropriate information related to the assessments.

Action Plans to Improve Student Learning

Action Item 1

Description	Inquiry and Analysis: Candidate discusses, provides evidence of & justifies connections to educational research and/or theory. Candidate uses research and/or theory to explain their P-12 learners' progress. A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions
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or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them

Goal 80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item M of the CCAST.

Timeline 2025-26
Individual(s) responsible Teacher Education Faculty
Resources needed CCAST

Action Item 2

Description Integrative Learning:
Candidate uses data-informed decisions (trends and patterns) to design instruction and set short- & long-term goals for future instruction and assessment.
An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Goal 80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item J of the CCAST

Timeline 2025-26
Individual(s) responsible Teacher Education Faculty
Resources needed CCAST

Supervisor Response

NSU Academic Assessment Annual Report



northern *State* university

Academic Unit/Department	Millicent Atkins School of Education – Teacher Education
Academic Program	SPED Major & SPED Minor
Date Range	AY 2024 - 2025
Completed By	Natasha Opp & Cheryl Wold

Submit this report to the NSU Office of Institutional Research & Assessment via the email address nsuassessment@northern.edu. Also attach to this email a current copy of the assessment plan for the program. The assessment plan should include the rubrics used to assess each learning outcome and a curriculum map showing which required courses focus on and assess each learning outcome.

Progress on Action Plans to Improve Student Learning Taken Since Last Assessment:

For the 2023-2024 Annual year report, we did not develop a full action plan due to positive progress towards all of our goals areas. However, we have continued to monitor our progress across each of the goal areas.

Learning Outcome 1

Cross-curricular skill
(bachelor's and associates
programs only)
Outcome description

Teamwork

Students will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (Teamwork)

Method of assessment

Teacher Work Sample and Specialized Program Area

Goal for assessment results

At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 7 and on the final evaluation consensus items O & S.

Data and/or evidence

Opportunities for collaboration with parents are limited in special education field experiences due to the shorter length of those experiences, resulting in lower final evaluation scores. For special education student teaching experiences, the students complete two 6-week placements in place of one 12-week placement so that they can complete both elementary and secondary experiences. During the 2024-25 school year, the Cooperating Teachers' and University Supervisors' combined ratings revealed that SPA data for item 7.1 & 7.2 and 7.3 were all at average of 94%. Rubric item 7.1 requires candidates to use the theory and elements of effective collaboration. 7.2 relates to candidates serving as a collaborative resource to colleagues and 7.3 relates to using collaboration to promote the well-being of individuals with exceptionalities across a range of settings.

On the Final Evaluation, the Fall 2024 & Spring of 2025 consensus ratings for items O and S were examined for scores in the areas of collaboration. For item O, which is Parent Communication, 100% of Teacher Candidates were rated proficient in Fall of 2024 and 50% of teacher candidates were rated proficient for their final consensus rating in Spring of 2025.

Teacher candidates have very limited opportunities for collaboration with parents due to restrictions of cooperating teachers, legality concerns, and confidentiality concerns. For item S, which is Collaboration with Cooperating Teacher and/or members of the school community 100% of candidates were rated proficient on the Consensus Score In both Fall 2024 & Spring of 2025. Students have many opportunities for collaboration with colleagues, but an area for continued concern would be the appropriateness of this item in special education and how to provide these opportunities to teacher candidates.

An additional concern that Special Education faculty have at this time is that as university supervision moves towards more adjunct placements, this area will be further impacted as less Special-Ed specific guidance will be given to teacher candidates and cooperating teachers in order to help them find appropriate ways to meet these criteria. Additional support for adjunct University Supervisors will need to be provided.

Goal met?

Met

Learning Outcome 2

Cross-curricular skill
(bachelor's and associates
programs only)

Outcome description

Method of assessment

Goal for assessment results

Data and/or evidence

Problem Solving

Students will select, adapt, and use evidence based instructional strategies to advance the learning of students with exceptionalities. (Problem Solving) Teacher Work Sample (Final Consensus Rating) & Specialized Program Area

At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric items 3 & 5 and on the final evaluation consensus items B & D.

In the 2024 - 2025 academic year, the final consensus on items B & D were both 100%. This shows that all students exceeded the proficiency standard in this area on the Final Evaluation. Item B requires students to use a variety of materials and resources to encourage individualization and make content relevant. Item D requires students to differentiate learning to support learner development.

For SPA item 3, which was curricular knowledge, for item 3.1, special education scored 100% proficiency in both fall and spring semesters and for items 3.2, and 3.3 our average proficiency score for fall and spring semesters was 94%.

SPA item 5, which is instructional planning and strategies, the ratings for items 5.1-5.7 received ratings between 94-100% for the combined fall and spring semesters. There are no concerns in this area.

Goal met?

Met

Learning Outcome 3

Cross-curricular skill
(bachelor's and associates
programs only)

Ethical Reasoning

Outcome description	Students will use foundational knowledge of special education and the professional ethical principals and practice standards to inform special education practice to engage in life long learning and to advance the profession. (Ethical Reasoning)
Method of assessment	Teacher Work Sample (Final Consensus Rating) and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 6 and on the final evaluation consensus item T.
Data and/or evidence	<p>For the academic year 2024-2025, SPA data shows that items 6.1 - 6.6 have a range in proficiency from 84% - 100%. Lowest rating items include 6.5 (with an 88% proficiency) and item 6.6 (84% proficiency). 6.5 item relates to engaging in activities such as advocacy and mentoring and item 6.6 relates to providing guidance and direction to paraeducators, tutors, and volunteers. Though this is a downward trend from last year, which had a proficiency of no less than 94% across all items within the 6th strand, both of these areas still are above our goal of 80% proficiency and are areas that would be expected for students to continue growing as they enter the professional field. All other areas (6.1 - 6.4) obtained a 94 - 100% proficiency rating, demonstrating high ethical knowledge & practices.</p> <p>Item T on the final evaluation consensus shows 100% proficiency for the 2024-2025 academic year across both our Fall & Spring student teaching experiences. This demonstrates that students, their cooperating teachers, and university supervisors do feel that students are able to proficiently perform ethically as advocates to meet the needs of their learners and for the teaching profession.</p>
Goal met?	There are no concerns in this area at this time. Met

Learning Outcome 4

Cross-curricular skill (bachelor's and associates programs only)	Foundational Lifelong Learning Skills
Outcome description	Students will participate in purposeful learning activities on an ongoing basis to improve their knowledge, skills, and competence.
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 6 and on the final evaluation consensus item N.
Data and/or evidence	In the 2024-2025 academic year, the final evaluation data shows that an average of 91% of students have met proficiency on item N, which is their participation in professional development opportunities. This is a slight downward trend from the 2023-2024 school year, which had 100% proficiency rating, though does still meet the goal of 80% set.

In regards to lifelong learning, we felt that the strands that most appropriately applied to this goal were 6.2 & 6.4 from the 2012 CEC professional standards. Throughout the course of the 2024-2025 school year, students averaged 100% proficiency for strand 6.2 (understanding foundational knowledge and current issues that influence professional practices) and averaged 95% proficiency for strand 6.4 (understanding the significance of lifelong learning and participating in professional activities and learning communities). Both of these scores demonstrate above goal performance towards their lifelong learning. This shows that students are meeting this need for lifelong learning across both their TWS and SPA data. There are no concerns in this area at this time.

Goal met?

Met

Learning Outcome 5

Cross-curricular skill
(bachelor's and associates
programs only)

Outcome description

Access and Opportunity

Students will understand how persons with exceptionalities develop and learn through the creation of inclusive, culturally responsibilities learning environments so that students with exceptionalities become active and effective learners.

Method of assessment

Teacher Work Sample and Specialized Program Area

Goal for assessment results

At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric items 1 & 2 with an average of 3.10, and on the final evaluation consensus item I, with an average of 2.70.

Data and/or evidence

On SPA rubric items 1, students met proficiency with 100% across both 1.1 & 1.2 strands with an average score of 3.375. For SPA rubric items 2.1, 2.2, & 2.3, students met proficiency with 92-100% across all three areas with an average score of 3.10, demonstrating proficiency towards both learner development and individual learning differences (strand 1) and developing supportive learning environments (strand 2).

On CFAST item I (Safe and Respectful Learning Environment), student ratings were 2.89 average in the Fall and 2.88 in the spring giving us a 2.88 average overall. These ratings surpass our goal of 2.70 and demonstrate appropriate knowledge and skill in this area

Goal met?

There are no concerns in this area at this time.

Met

Summary of strengths and/or areas for improvement

Overall, the students have met or exceeded the proficiency expectations. An area of continued improvement would be increased communication with parents. Given the short placement period (6 weeks), and the confidentiality requirements for special education, this area is challenging to meet at times. One contact with parents is currently required during this experience. To increase the communication with parents, and align with the associated rubric, students will complete a progress monitoring form to send home to parents upon the completion of their experience. Additionally, faculty feel that providing support & training to adjunct University Supervisors could help create more consistency in scoring as well as help address some of the areas of concern, such as parent communication during student teaching experiences.

Action Plans to Improve Student Learning

Action Item 1

Description	Provide training & support to adjunct University Supervisors for SPED student teaching placements (SPED 488)
Goal	Improve consistency in U.S. (and consensus) ratings
Timeline	Beginning of Fall of 2026
Individual(s) responsible	Dr. Cheryl Wold & Natasha Opp
Resources needed	High Leverage Practices, Explicit Lesson plan example & resources, TWS & SPA Rubric

Action Item 2

Description
Goal
Timeline
Individual(s) responsible
Resources needed

Supervisor Response

NSU Academic Assessment Annual Report



Academic Unit/Department	Millicent Atkins School of Education – Teacher Education Department
Academic Program	B.S.Ed. Secondary Education
Date Range	2024-2025
Completed By	Monte Meyerink and Derrick Cameron

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Progress on Action Plans to Improve Student Learning Taken Since Last Assessment:

There is still no available data for assessing SEED candidates' competence in relation to classroom management, as these measures are not included in either the CFAST or SPA.

Learning Outcome 1

Cross-curricular skill (bachelor's and associates programs only)	Inquiry and Analysis
Outcome description	Students adequately check for understanding through formative assessment and make appropriate adjustments to instruction to best meet the needs of their students.
Method of assessment	Final STE (488) CFAST Field Experience Evaluation, Item G (Checking for Understanding and Adjusting Instruction through Formative Assessment)
Goal for assessment results	At least 80% of SEED students will receive a consensus score of a 2 (meets expectations) or above on Item G of the final STE CFAST.
Data and/or evidence	93.8% of SEED students (n = 16) received a consensus score of 2 or above on Item G of the final STE CFAST (M = 2.12).
Goal met?	Met

Learning Outcome 2

Cross-curricular skill (bachelor's and associates programs only)	Inquiry and Analysis
Outcome description	Students evaluate and support learning through assessment techniques that are developmentally appropriate, differentiated in design, and aligned with course content.
Method of assessment	Final STE (488) CFAST Field Experience Evaluation, Item L (Assessment Techniques)
Goal for assessment results	At least 80% of SEED students will receive a consensus score of a 2 (meets expectations) or above on Item L of the final STE CFAST.
Data and/or evidence	93.8% of SEED students (n = 16) received a consensus score of 2 or above on Item L of the final STE CFAST (M = 2.00).
Goal met?	Met

Learning Outcome 3

Cross-curricular skill
(bachelor's and associates
programs only)

Outcome description

Method of assessment

Goal for assessment results

Data and/or evidence

Goal met?

Critical and Creative Thinking

Students use classroom-level data to identify student learning trends and patterns and plan short- and long-term instruction and assessment.

Final STE (488) CCAST Field Experience Evaluation, Item J (Data-Guided Instruction)

At least 80% of SEED students will receive a consensus score of a 2 (meets expectations) or above on Item J of the final STE CCAST.

93.8% of SEED students (n = 16) received a consensus score of 2 or above on Item J of the final STE CCAST (M = 1.94).

Met

Learning Outcome 4

Cross-curricular skill
(bachelor's and associates
programs only)

Outcome description

Method of assessment

Goal for assessment results

Data and/or evidence

Goal met?

Critical and Creative Thinking

Students explicitly and appropriately plan instructional and assessment practices on relevant research and/or theory and use research and/or theory to evaluate students' learning.

Final STE (488) CCAST Field Experience Evaluation, Item M (Connections to Research and Theory)

At least 80% of SEED students will receive a consensus score of a 2 (meets expectations) or above on Item M of the final STE CCAST.

93.8% of SEED students (n = 16) received a consensus score of 2 or above on Item M of the final STE CCAST (M = 1.94).

Met

Learning Outcome 5

Cross-curricular skill
(bachelor's and associates
programs only)

Outcome description

Method of assessment

Goal for assessment results

Data and/or evidence

Goal met?

Foundational Lifelong Learning Skills

Students reflect on their own teaching performance and practices, are receptive to constructive criticism, incorporate feedback from the cooperating teacher and/or university supervisor, and proactively seek feedback from other professional educators.

Final STE (488) CCAST Field Experience Evaluation, Item U (Responds Positively to Feedback and Constructive Criticism)

At least 80% of SEED students will receive a consensus score of a 2 (meets expectations) or above on Item U of the final STE CCAST.

100% of SEED students (n = 16) received a consensus score of 2 or above on Item U of the final STE CCAST (M = 2.81).

Met

Summary of strengths and/or areas for improvement

Overall, SEED students easily met all five learning outcomes. The lowest STE CCAST scores were observed on Item C (Assessment of P-12 Learning), Item F (Critical Thinking), Item J (Data-Guided Instruction), and Item M (Connections to Research and Theory), though over 80% of SEED candidates received a consensus score of 2 or above on each of these items on the final STE CCAST.

Action Plans to Improve Student Learning

Action Item 1

Description

Minimal data is currently available for assessing SEED candidates' competence in relation to classroom management. Adding a measure of classroom management to either the CFAST or SPA would be beneficial for assessment purposes.

Goal

Collect data on SEED candidates' classroom management competence.

Timeline

2025-2026

Individual(s) responsible

Assessment Coordinator and Teacher Education Department faculty

Resources needed

CFAST, SPA

Action Item 2

Description

When needed, monitor and modify the program's learning outcomes to align with updated expectations and/or categories in the CFAST.

Goal

Update learning outcomes if needed.

Timeline

Ongoing

Individual(s) responsible

Teacher Education Department faculty

Resources needed

CFAST

Supervisor Response

NSU Academic Assessment Annual Report



Academic Unit/Department	Millicent Atkins School of Education – Teacher Education Department
Academic Program	M.S.Ed. Educational Studies: Secondary Education
Date Range	2024-2025
Completed By	Monte Meyerink

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Progress on Action Plans to Improve Student Learning Taken Since Last Assessment:

Students performed much better regarding Learning Outcome 1, which suggests that the effort to integrate more opportunities for students to identify and cite peer-reviewed literature throughout their graduate studies has been successful. Data for students' PSTE, STE, and PRAXIS is still aggregated with undergraduate students, so these data still cannot be utilized to assess the program.

Learning Outcome 1

Cross-curricular skill (bachelor's and associates programs only)	N/A (Graduate Program)
Outcome description	Students adequately support their arguments with prior research and appropriately cite sources.
Method of assessment	EDST SEED oral presentation
Goal for assessment results	Students will receive average scores of at least "proficient" (3) in the "sources cited and explained" and "sources quantity and quality" categories of the oral presentation.
Data and/or evidence	Students (n = 3) received average scores of 3.33 in the "sources cited and explained" category and 3.33 in the "sources quantity and quality" category of the oral presentation.
Goal met?	Met

Learning Outcome 2

Cross-curricular skill (bachelor's and associates programs only)	N/A (Graduate Program)
Outcome description	Students demonstrate a deep understanding and adequate application of the InTASC standards related to The Learner and Learning.
Method of assessment	EDST SEED oral presentation
Goal for assessment results	Students will receive average scores of at least "proficient" (3) in the "InTASC #1", "InTASC #2", and "InTASC #3" categories of the oral presentation.
Data and/or evidence	Students (n = 3) received average scores of 2.67 in the "InTASC #1" category, 4 in the "InTASC #2" category, and 3 in the "InTASC #3" category of the oral presentation.
Goal met?	Partially met

Learning Outcome 3

Cross-curricular skill
(bachelor's and associates
programs only)

Outcome description

Method of assessment

Goal for assessment results

Data and/or evidence

Goal met?

N/A (Graduate Program)

Students demonstrate a deep understanding and adequate application of the InTASC standards related to Content Knowledge.

EDST SEED oral presentation

Students will receive average scores of at least "proficient" (3) in the "InTASC #4" and "InTASC #5" categories of the oral presentation.

Students (n = 3) received average scores of 2.67 in the "InTASC #4" category, and 4 in the "InTASC #5" category of the oral presentation.

Partially met

Learning Outcome 4

Cross-curricular skill
(bachelor's and associates
programs only)

Outcome description

Method of assessment

Goal for assessment results

Data and/or evidence

Goal met?

N/A (Graduate Program)

Students demonstrate a deep understanding and adequate application of the InTASC standards related to Instructional Practice.

EDST SEED oral presentation

Students will receive average scores of at least "proficient" (3) in the "InTASC #6", "InTASC #7", and "InTASC #8" categories of the oral presentation.

Students (n = 3) received average scores of 3 in the "InTASC #6" category, 3 in the "InTASC #7" category, and 4 in the "InTASC #8" category of the oral presentation.

Met

Learning Outcome 5

Cross-curricular skill
(bachelor's and associates
programs only)

Outcome description

Method of assessment

Goal for assessment results

Data and/or evidence

Goal met?

N/A (Graduate Program)

Students demonstrate a deep understanding and adequate application of the InTASC standards related to Professional Responsibility.

EDST SEED oral presentation

Students will receive average scores of at least "proficient" (3) in the "InTASC #9" and "InTASC #10" categories of the oral presentation.

Students (n = 3) received average scores of 3 in the "InTASC #9" category and 3.67 in the "InTASC #10" category of the oral presentation.

Met

Summary of strengths and/or areas for improvement

Overall, students adequately met most of the learning outcomes for the program, though a greater focus on Learning Outcomes 2 and 3 is warranted, specifically in relation to InTASC standards #1 and #4.

Additionally, disaggregating program-level data would allow for a more robust review of the program.

Action Plans to Improve Student Learning

Action Item 1

Description

Students did not meet the program's learning outcome related to InTASC standard #1: Learner Development or InTASC standard #4: Content Knowledge. A greater emphasis on these topics is warranted.

Goal	Review the EDST SEED curriculum and search for courses and content in which a greater emphasis on learner development and content knowledge can be integrated into the coursework.
Timeline	2025-2026
Individual(s) responsible	EDST SEED coordinator and relevant graduate faculty
Resources needed	None
<i>Action Item 2</i>	
Description	Increase the quantity of program-specific data available for program assessment reports.
Goal	Candidates complete a PSTE and STE as part of the program, as well as two PRAXIS exams (content and PLT). This data is currently aggregated with undergraduate students due to low Ns. If the data were disaggregated, they could be utilized in the program assessment reports.
Timeline	2025-2026
Individual(s) responsible	Assessment Coordinator
Resources needed	None

Supervisor Response

NSU Academic Assessment Annual Report



Academic Unit/Department	Millicent Atkins School of Education – Teacher Education Department
Academic Program	M.S.Ed. – Leadership and Administration
Date Range	2024-2025
Completed By	Nicole Schutter

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Progress on Action Plans to Improve Student Learning Taken Since Last Assessment:

Action Item 1 from the previous action plan articulates working to increase average portfolio scores in the areas of: Mission & Vision, Resourcing, and School Operations to 2.25 or higher. This was accomplished in all three areas, with average scores of 2.28, 2.45, and 2.26 respectively.

Regarding marketing and recruitment efforts in Action Item 2, we continued to work with the graduate studies office to begin a social media campaign to showcase student testimonials and engage with a variety of prospective students. Additionally, a recruitment materials were sent to several school districts in South Dakota and provided to K-12 teachers who attended various on-campus events such as the Back to School Workshop and Learning Expo.

Learning Outcome 1

Cross-curricular skill
(bachelor's and associates
programs only)

Outcome description

N/A (Graduate Program)

Leaders will 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.

Method of assessment

Final evaluations in the program (Educational Leadership Praxis Exam; Consensus Meeting Scores; Internship Experience Portfolio Evaluation) are utilized as methods of assessment to evaluate program completers' understanding and demonstration of knowledge, skills, and commitment to the mission, vision, and continuous improvement process in schools. The internship experience includes 240 hours of field-based experience in elementary and secondary schools (120 hours each level).

Goal for assessment results

First-time pass rate of 85% on the Educational Leadership Praxis exam; 75% average percentage of Category 1 (Strategic Leadership – Mission, Vision, and Improvement Processes) on the Praxis exam; Score of 2 (Proficient) within standards 1.1 (Mission and Vision) and 1.2 (Improvement Processes) of the portfolio and final internship meetings.

Data and/or evidence	On the Educational Leadership Praxis exam, during the 2024-2025 year, we had a 95% first-time pass rate with our LEAD students. Students scored an average 69% within Category 1 (Strategic Leadership) on the exam. Additionally, the average portfolio score of 2.31 out of 3.0, with scores ranging from 2.0-2.59. Portfolios scored between a 2.18-2.36 on Standard 1.1 and 2.09-2.25 on Standard 1.2 on a 3.0 scale. Final consensus for internship scores scored 2.33-2.57 for Standard 1.1 and 2.15-2.0 for Standard 1.2 on a 3.0 scale. The scores on the assessments indicate successful completion of this learning outcome, with room for improvement in the Category 1 scores on the Educational Leadership Praxis exam.
Goal met?	Partially met

Learning Outcome 2

Cross-curricular skill (bachelor's and associates programs only)	N/A (Graduate Program)
Outcome description	Leaders will 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, supports, and assessment.
Method of assessment	Final evaluations in the program (Educational Leadership Praxis Exam; Consensus Meeting Scores; Internship Experience Portfolio Evaluation) are utilized as methods of assessment to evaluate program completers' understanding and demonstration of knowledge, skills, and commitment to the mission, vision, and continuous improvement process in schools. The internship experience includes 240 hours of field-based experience in elementary and secondary schools (120 hours each level).
Goal for assessment results	First-time pass rate of 85% on the Educational Leadership Praxis exam; 75% average percentage of Category 2 (Instructional Leadership) on the Praxis exam; Score of 2 (Proficient) within standards 4.1-4.4 (Curriculum, Instruction, Assessment, and Coherent Systems) of the portfolio and final internship meetings.
Data and/or evidence	On the Educational Leadership Praxis exam, during the 2024-2025 year, we had a 95% first-time pass rate with our LEAD students. Students scored an average 67% within Category 2 (Instructional Leadership) on the exam. Additionally, the average portfolio scores of 2.36 (4.1), 2.26 (4.2), 2.17 (4.3), and 2.19 (4.4), on a 3.0 scale, with scores ranging from 2.09-2.43, demonstrate proficiency in these areas. Final consensus for internship scores averaged 2.49 (4.1), 2.58 (4.2), 2.53 (4.3), and 2.45 (4.4) on a 3.0 scale and ranged between 2.3-2.7. The scores on the assessments indicate successful completion of this learning outcome, with room for improvement in the Category 2 scores on the Educational Leadership Praxis exam.
Goal met?	Partially met

Learning Outcome 3

Cross-curricular skill (bachelor's and associates programs only)	N/A (Graduate Program)
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Outcome description	Leaders will understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
Method of assessment	Final evaluations in the program (Educational Leadership Praxis Exam; Consensus Meeting Scores; Internship Experience Portfolio Evaluation) are utilized as methods of assessment to evaluate program completers' understanding and demonstration of knowledge, skills, and commitment to the mission, vision, and continuous improvement process in schools. The internship experience includes 240 hours of field-based experience in elementary and secondary schools (120 hours each level).
Goal for assessment results	First-time pass rate of 85% on the Educational Leadership Praxis exam; 75% average percentage of Category 4 (Ethical Leadership) on the Praxis exam; Score of 2 (Proficient) within standards 2.1-2.3 (Professional Dispositions, Ethical Decision-Making, and Ethical Behavior) of the portfolio and final internship meetings.
Data and/or evidence	On the Educational Leadership Praxis exam, during the 2024-2025 year, we had a 95% first-time pass rate with our LEAD students. Students scored an average 65% within Category 4 (Ethical Leadership) on the exam. Additionally, the average portfolio scores of 2.75 (2.1), 2.61 (2.2), and 2.45 (2.3), on a 3.0 scale, demonstrate proficiency in these areas. Final consensus scores for the internship averaged 2.68 (2.1), 2.63 (2.2), and 2.57 (2.3), on a 3.0 scale. The scores on the assessments indicate successful completion of this learning outcome, with room for improvement in the Category 4 scores on the Educational Leadership Praxis exam.
Goal met?	Partially met

Summary of strengths and/or areas for improvement

The NSU Leadership and Administration program is offered online for potential candidates throughout the region. Distance learning opportunities allow Northern State University to reach out to audiences in distant locations from Washington State, Massachusetts, Wyoming, Montana, Minnesota, North Dakota, and Oregon. Candidates receive a wide range of experiences through the program, which culminates with the 240-hour, K-12 internship. This comprehensive experience requires students to apply knowledge and skills learned throughout coursework to real-world, school-based administration situations. Increased efforts and improved strategies for recruitment of students in general is an ongoing goal for the NSU Leadership and Administration Program. Employer surveys for students completing the NSU Leadership and Administration program have not been received, so greater effort has to be made to encourage school administrators to submit final employer survey reports.

Additionally, the program is continually working to increase the rigor of coursework and the internship experience. Professional dispositions will be added to the program in the 2026-2027 academic year for an additional method of assessment for the program – specific to Category 4 (Ethical Leadership) on the Praxis Exam and Domain 2 (Professional Ethics and Norms) within the NELP standards. Specific internship experiences will also be added to the internship as requirements to ensure a more robust experience for candidates.

Action Plans to Improve Student Learning

<i>Action Item 1</i>	<i>Mission, Vision, & Improvement Processes; Professional Ethics & Norms</i>
Description	Analyzing, collecting, questioning, and understanding the components, knowledge, and reflective practice skills necessary for successful

	demonstration of leadership, vision, mission, supervision, and ethical leadership capacities of a PK-12 school district principal.
Goal	Increase average portfolio scores in the areas of: Strategic Leadership Category 1 on Educational Leadership Praxis and NELP Domain 1) and Ethical Leadership (Category 4 on Educational Leadership Praxis and NELP Domain 2) to 75% or higher.
Timeline	2025-2027
Individual(s) responsible	Leadership and Administration program coordinator and relevant faculty
Resources needed	
<i>Action Item 2</i>	<i>Increasing robust internship experiences and professional expectations.</i>
Description	Add Professional Dispositions to the LEAD program based on the NELP standards and South Dakota Code of Ethics for K-12 Administrators, as well as adding specific internship requirements.
Goal	Increase the rigor of the program by incorporating specific professional dispositions and experiences that directly align with program assessments and K-12 student and staff needs.
Timeline	2025-2027
Individual(s) responsible	Leadership and Administration program coordinator and relevant faculty
Resources needed	

Supervisor Response