

EDUCATIONAL ADMINISTRATION & FOUNDATIONS

PROGRAM GOALS AND INTENDED OUTCOMES

MISSION

The mission of the Department of Educational Administration and Foundations is to prepare people of diverse backgrounds for leadership roles in education. The academic programs in the department are based on the assumption that leadership in educational systems is essential for the society successfully to produce an enlightened citizenry. The programs and degrees are grounded in the belief that educational leaders require knowledge, skills, values, and commitment appropriate for administrative, policy, instructional, and research roles in societies striving to realize the democratic ideal.

(EAF Department: passed 10/23/01)

PROGRAM GOALS

The master's and doctoral programs with concentrations in P-12 and Higher Education Administration at Illinois State University are focused on the preparation of individuals for leadership positions. International educational administrators are a welcome part of the program. Required courses in educational finance, education law, organizational planning, foundations, and research provide experiences that are oriented to students' gaining critical understanding and multiple perspectives about educational organizations. With this expertise, graduates are prepared for leadership positions in colleges, universities, higher education organizations, P-12 schools and districts, educational associations, and agencies.

GENERAL OUTCOMES FOR THE DOCTORAL DEGREE PROGRAM

(Both P-12 and Higher Education Administration Concentrations)

1. A doctoral graduate will have acquired the skills, knowledge, values, and commitment necessary to lead educational organizations and institutions.
2. A doctoral graduate will develop and demonstrate understanding, appreciation, and application of appropriate knowledge, skills, values, and commitment within the respective administrative, policy, instructional, and research roles identified for educational leadership.

SPECIFIC OUTCOMES FOR THE P-12 EDUCATIONAL ADMINISTRATION DOCTORAL DEGREE CONCENTRATION

A doctoral degree graduate with the P-12 concentration will have developed the ability to approach challenges and opportunities in schools using multiple perspectives and leadership skills in order to:

1. Develop, articulate, implement, administer and share with the district's community a vision focused on learning.
2. Develop and sustain a district instruction program that promotes student learning and staff professional growth at the district level.
3. Manage a district's organization, operation and resources to produce a safe, efficient, and effective learning environment.
4. Work positively with families and community members by identifying and responding to diverse community interests and needs, and mobilizing community resources.
5. Promote the success of all students in a school district by acting with integrity, fairness, and in an ethical manner.
6. Understand and respond to the political, social, economic, legal and cultural context of the school district, the community, the state, and the nation.
7. Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

SPECIFIC OUTCOMES FOR THE HIGHER EDUCATION EDUCATIONAL ADMINISTRATION DOCTORAL DEGREE CONCENTRATION

A doctoral degree graduate with the higher education concentration will have the knowledge and skills necessary to:

1. Apply scholarship on higher education administration to the leadership of higher educational institutions and organizations. In particular, graduates will be well-versed in the following areas:
 - o Cultural and societal issues that affect higher education
 - o Economic, legal, political, and social issues that affect higher education
 - o Organization, governance, leadership, and administrative theories
 - o Higher education finance, law, and planning
2. Understand and utilize design and analysis factors when interpreting research literature and when conducting research and evaluation studies.
3. Identify and utilize appropriate software for administrative purposes (i.e. data-base management, presentation, statistical, spreadsheet, word processing, web-page design).
4. Understanding the roles, functions, and interrelationships among a college's or university's major constituents, including students, faculty, staff, and trustees.
5. Understand, articulate, and advance the interests of the institution in promoting a diverse community involving students, faculty, staff, and programs.
6. Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

EAF Department Assessment System 2003 Update

To assess student outcomes, the EAF Department has developed an assessment system to assess its degree programs and representing four concentrations:

- EAF Master’s degree with concentrations in (a) K-12 -Principal Preparation and College Student Personnel Administration
- EAF Doctoral degree with concentrations in (a) K-12 –Superintendent, Chief School Business official, and Higher Education Administration

EAF Higher Education Doctoral Program Portfolio Site
 Instructor: Trisha Klass
 • There is currently no news for this course.

EAF Principal’s Certification Portfolio Site
 Instructor: EAF Department
 • There is currently no news for this course.

EAF Superintendent’s Endorsement Portfolio Site
 Instructor: EAF Department
 • There is currently no news for this course.

EAF College Student Personnel Portfolio Site
 Instructor: EAF Department
 • There is currently no news for this course.

We have placed the assessment system online using WebCT. For each site, a common framework exists. Each site contains:

1. A pre self-assessment of student knowledge and skills related to the program goals (that will be administered in one of the early classes).
2. A post self-assessment of student knowledge and skills related to the program goals (that will be administered in one of their last classes).
3. A student assessment of how well the program prepared the student to meet the Department goals (that will be administered in one of the last classes).
4. A permission section. Students select whether they will allow accrediting agencies to view their work as part of program assessment.
5. A “portfolio” section. Students may submit selected assignments from classes in the program that meet

Do not submit the assessment until you feel you have completely answered all of the items.

1. Pre Self Assessment in EAF 485
[Wait for Principalship faculty instructions](#)

2. Midway Self Assessment in EAF 498 1st 3 hours
[\(Submit to professional practice faculty prior to first individual meeting\)](#)

3. Post Self Assessment in EAF 498 last 3 hours
[\(Submit to Professional Practice Faculty prior to first meeting for LAST 3 hours of EAF 498\)](#)

4. Student Assessment of EAF Department Principal Program
[\(WAIT UNTIL LAST COURSE--EAF 482\)](#)

Request for Student Permission to share Student Work with Accrediting Agencies

[Permission to Use Student Work](#)

Title

- [Standard 1: Facilitating a Vision of Learning EAF 485](#)
- [Standard 1: Leadership Processes that Enable Vision to be put into Practice EAF 482](#)
- [Standard 1: Vision of Learning Other Courses or Related Assignments](#)
- [Standard 2: Review Research on School-based Problem EAF 410](#)
- [Standard 2: Designing Instruction & Assessment C&I 478](#)

Department goals. See sample below.

The EAF Principals assessment site is introduced to students during their first class (The Principalship-EAF 485). They submit assignments throughout the program, and assess the program during their last class (Seminar in Educational Administration, EAF 482). The EAF College Student Personnel students complete their self-assessment during their first class (College Student Personnel Administration, EAF 461). They complete the final assessment during one of their last courses (482.01) Administrative Seminar is Student Personnel Administration. A similar pattern exists in the doctoral program. Starting this fall, all K12 and Higher Education doctoral students start their program with EAF 582 (Administrative Theory in Education). Students begin their portfolios and self-assessments in this class. For the K12 students, EAF 584 (Superintendent and Central Staff) has been designated as the capstone class so the assessment will be readministered in this class. For higher education students, no capstone course exists at this time; the area is considering asking students to complete the assessment either after they complete doctoral exams or by tracking students’ last course.

Other Types of Data are collected as well:

State Certification Test Data

The Department compiles all the state certification test data for students seeking principal (Type 75), Superintendent, and Chief School Business Official Endorsements. The State sends updated lists of scores four times a year. Since 1997, 384 EAF students have taken the State's Principal test; 380 have passed. The average test score was 86.35. The pass rate for the 71 students who took the Superintendent's test from 1997 to 2003 was 100% with a mean test score of 85.79. Last, 23 of the 24 students who took the Chief School Business Official (CSBO) exam from 1998 to 2003 passed with a mean test score of 80.04.

Alumni and Employer Surveys

The Department has developed surveys that request alumni to indicate how well the Department prepared them. The questions are designed to match each program's objectives. In addition, employers were asked to evaluate how well our alumni perform.

This year the Department sent surveys to all master's and doctoral alumni who graduated in 2002 and 1998. The surveys were online but alumni were contacted by postcard. In addition, based on reports from Bill Cummins' office, we surveyed the top employers of K12 graduates. Unfortunately, the response rate was quite low. For the CSPA Master's program, we received 4 responses, for the K12 Master's 6, for the Higher Ed doctoral program 3, and for the K12 doctoral program 2. See attached survey for items (from <http://coe.ilstu.edu/eafalumni/eafalumni.htm>). In general, students rated all aspects of the program between adequate and excellent. The mean responses ranged between 3.50 to 5.0 for all items.

The employer survey also had few respondents (n = 9). Again, the means ranged from more than adequate to excellent (4.0 to 4.80). See attached survey (from <http://coe.ilstu.edu/eafemployer/eafemployer.htm>).

This summer faculty used the results of these data to write the master's and doctoral program reviews. In addition, the faculty have placed the doctoral exams, writing expectations, and grading standards on the agenda for department-wide faculty meetings this year.

Alumni Survey

Please help the Educational Administration and Foundations Department assess its Graduate programs. All one-year and five-year alumni have been selected to evaluate our programs as part of the accreditation process. Your responses are anonymous and participation is voluntary. At most, this survey will take 5 minutes of your time.

Below we ask a series of questions related to the goals of each program. Evaluate how well the program prepared you to meet these goals. An open-ended item is provided at the end so you can describe particular strengths and weaknesses of the program.

If you have any questions about this survey, please contact Dr. Patricia Klass, EAF Department at phklass@ilstu.edu or the Research and Sponsored Programs Office at Illinois State University (438-8451).

Thank you for your assistance in improving our programs and the quality of education in Illinois. Please begin below. You may discontinue at any time.

Dr .Dianne Ashby
Dean, College of Education, Illinois State University

I. In which academic year did you graduate? (Select one)

2002 1998

2. Which degree did you earn?

Master's Certificate only Doctorate

3. From which program did you graduate?

College Student Personnel Administration K12 Administration: Principal (Type 75)
 K12 Administration: Superintendent or CSBO Higher Education Administration (non CSPA)

4. College Student Personnel Administration: Master's Alumni, please answer Section I only. [Go there now.](#)

4. K12 Administration: Principal (Type 75) Master's Alumni, please Answer Section II only. [Go there now.](#)

4. K12 Administration: Doctoral, Superintendent or CSBO Alumni, please answer Section III only.
Go there now.

4. Higher Education Administration: Doctoral Alumni, please answer Section IV only.
Go there now.

Section I: College Student Personnel Administration Alumni

Goal 1. Candidates who complete the program are educational leaders who are conversant in the historical, philosophical, organizational, and student developmental issues in higher education and student services

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 2: Candidates who complete the program are educational leaders who are committed to the continual education, growth, and understanding of college students.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 3: Candidates who complete the program are educational leaders who are able to facilitate the success of college students and staff through effective management of personnel, resources, and facilities.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.

- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 4: Candidates who complete the program are educational leaders who are able to work successfully in student service settings at colleges and universities.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 5: Candidates who complete the program are educational leaders who are able to fulfill the obligation to educate him/herself in order to become a more informed consumer of research in student affairs and higher education.

How well did the EAF program prepare you to meet this goal?

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- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 6: Candidates who complete the program are educational leaders who are able to assess, evaluate, and improve student services in colleges and universities.

How well did the EAF program prepare you to meet this goal?

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- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 7: Professional Practice. The professional practice experience provides significant opportunities for

candidates to synthesize and apply the knowledge and skills taught in classes through substantial, sustained, work in real settings, planned and guided cooperatively by EAF and the cooperating unit.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
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- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
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- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Thank you for your assistance. Please go to the end of the survey and submit it or print it out.

Section II: K12 Administration: Principal (Type 75) Alumni

Goal 1: Candidates who complete the program are educational leaders who promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 2: Candidates who complete the program are educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
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- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 3: Candidates who complete the program are educational leaders who promote the success of all

students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
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Goal 4: Candidates who complete the program are educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

How well did the EAF program prepare you to meet this goal?

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Goal 5: Candidates who complete the program are educational leaders who promote the success of all students by acting with integrity, fairness, and in an ethical manner.

How well did the EAF program prepare you to meet this goal?

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Goal 6: Candidates who complete the program are educational leaders who have the knowledge and skills to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

How well did the EAF program prepare you to meet this goal?

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Goal 7: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

How well did the EAF program prepare you to meet this goal?

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Section III: K12 Administration: Superintendent or CSBO Alumni

Goal 1: Candidates who complete the program are educational leaders who promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

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Goal 3: Candidates who complete the program are educational leaders who promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

How well did the EAF program prepare you to meet this goal?

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Goal 8: Candidates who complete the program are educational leaders who are able to conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

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Thank you for your assistance. Please go to the end of the survey and submit it or print it out.

Section IV: Higher Education Administration (non CSPA) Alumni

Goal 1: Candidates who complete the program are educational leaders who are able to apply scholarship on higher education administration to the leadership of higher educational institutions and organizations. In particular, graduates will be well versed in the following area:

Cultural and societal issues that affect higher education

How well did the EAF program prepare you to meet this goal?

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Goal 2: Candidates who complete the program are educational leaders who are able to Apply scholarship on higher education administration to the leadership of higher educational institutions and organizations. In particular, graduates will be well versed in the following area:

Economic, legal, political, and social issues that affect higher education

How well did the EAF program prepare you to meet this goal?

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Goal 3: Candidates who complete the program are educational leaders who are able to Apply scholarship on higher education administration to the leadership of higher educational institutions and organizations. In particular, graduates will be well versed in the following area:

Organization, governance, leadership, and administrative theories

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and in meaningful ways throughout the program.

Goal 4: Candidates who complete the program are educational leaders who are able to Apply scholarship on higher education administration to the leadership of higher educational institutions and organizations. In particular, graduates will be well versed in the following area:

Higher education finance, law, and planning

How well did the EAF program prepare you to meet this goal?

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Goal 5: Candidates who complete the program are educational leaders who are able to understand and utilize design and analysis factors when interpreting research literature and when conducting research and evaluation studies.

How well did the EAF program prepare you to meet this goal?

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- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 6: Candidates who complete the program are educational leaders who are able to Identify and utilize appropriate software for administrative purposes (i.e. data-base management, presentation, statistical, spreadsheet, word processing, web-page design).

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 7: Candidates who complete the program are educational leaders who are able to understand the roles, functions, and interrelationships among a college's or university's major constituents, including students, faculty, staff, and trustees.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Goal 8: Candidates who complete the program are educational leaders who are able to Understand, articulate, and advance the interests of the institution in promoting a diverse community involving students, faculty, staff, and programs.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
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- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

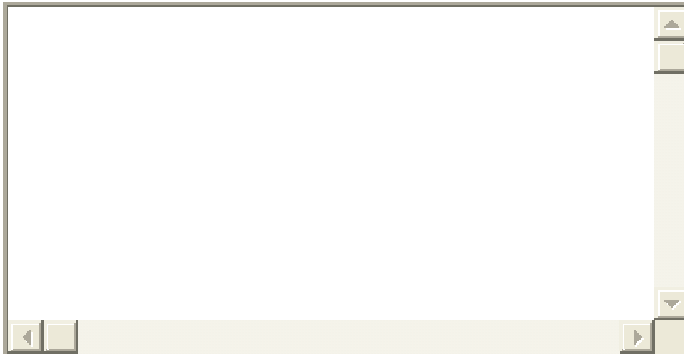
Goal 9: Candidates who complete the program are educational leaders who are able to Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

How well did the EAF program prepare you to meet this goal?

- The preparation was extremely poor. This goal was not addressed at all in the program.
- The preparation inadequate or poor. This goal was addressed in minor or superficial ways in the program.
- The preparation was adequate. This goal was addressed at least once in a meaningful way in the program.
- The preparation was more than adequate. This goal was addressed several times in meaningful ways in the program.
- The preparation was excellent. The goal was addressed in multiple settings and in meaningful ways throughout the program.

Thank you for your assistance. Please go to the end of the survey to submit it or print it out.

Please provide any additional information about your program's strengths and weaknesses.



Thank you for your time. The Educational Administration and Foundations Department will use this information to improve its programs.

[Submit the alumni survey.](#)

[Reset the alumni survey.](#)

If you cannot submit this survey, please click this link to print a copy and either fax it to 309 438-8683 or mail it to:

**EAF Department
c/o Ms. Kelly Peiffer
5900 Illinois State University
Normal Il, 61790-5900**

**Alumni Employer Survey
Educational Administration and Foundations
Illinois State University**

Principal/Type 75, Superintendent, Chief School Business Official Programs

Please help the Educational Administration and Foundations Department at Illinois State University assess how well it prepares its graduates as educational leaders. We selected a sample of school districts that employ our graduates based on information reported on the IBSE website: [*Illinois Public School Districts*](#). Your responses are anonymous and participation is voluntary.

The mission of the Department of Educational Administration and Foundations is to prepare people of diverse backgrounds for leadership roles in education. Please evaluate how well the program and its graduates have met the mission of the Department.

If you have any questions about this survey, please contact Dr. Patricia Klass, EAF Department at phklass@ilstu.edu or the Research and Sponsored Programs Office at Illinois State University (438-8451).

Thank you for your assistance in improving our programs and the quality of education in Illinois. Please begin below. You may discontinue at any time.

Dr .Dianne Ashby
Dean, College of Education, Illinois State University

Have you hired an Illinois State University Administration graduate (principal certification, superintendent certification, or Chief School Business Official certification)?

- Yes If yes, please answer **all** the questions below and submit the survey.
No If no, please answer **question 1 only** and then submit the survey.
-

1. How willing are you to hire administration graduates of Illinois State University?

- I definitely would not hire an Illinois State University Administration graduate.
- I probably would not hire an Illinois State University Administration graduate.
- I would consider hiring an Illinois State University Administration graduate.
- I probably would hire an Illinois State University Administration graduate.
- I definitely would hire an Illinois State University Administration graduate.

For those who have not hired ISU Administration graduates, Please go to the end of the survey now.

Others, please continue below.

2. How satisfied are you with the Illinois State Administrator graduates you have hired?

- I am extremely dissatisfied.
- I am dissatisfied.
- I am neither dissatisfied or satisfied.
- I am satisfied.
- I am very satisfied.

3. Based upon the Illinois State Administrator graduates you have hired, what is your perception of the quality of the program?

- The preparation was extremely poor.
- The preparation inadequate or poor.
- The preparation was adequate.
- The preparation was more than adequate.
- The preparation was excellent.

4. Based upon the Illinois State Administrator graduates you have hired, what is your perception of their impact on student learning and student achievement?

- ISU administrator graduates have had a very negative impact on student learning and achievement.
- ISU administrator graduates have had a negative impact on student learning and achievement.
- ISU administrator graduates have had no impact on student learning and achievement.
- ISU administrator graduates have had a positive impact on student learning and achievement.
- ISU administrator graduates have had very positive impact on student learning and achievement.

5. Based upon the Illinois State Administrator graduates you have hired, what is your perception of their knowledge of state and national standards?

- ISU administrator graduates have very little knowledge of state and national standards.
- ISU administrator graduates have little knowledge of state and national standards.
- ISU administrator graduates have some knowledge of state and national standards.
- ISU administrator graduates have considerable knowledge of state and national standards.

- ISU administrator graduates have extensive knowledge of state and national standards.

6. Based upon the Illinois State Administrator graduates you have hired, what is your perception of their ability to address the demand of No Child Left Behind's mandate for Annual Yearly Progress ?

- ISU administrator graduates are very poorly prepared to address the demands.
- ISU administrator graduates are poorly prepared to address the demands.
- ISU administrator graduates are adequately prepared to address the demands.
- ISU administrator graduates are more than adequately prepared to address the demands.
- ISU administrator graduates are very well prepared to address the demands.

7. Based upon the Illinois State Administrator graduates you have hired, what is your perception of their disposition toward creating a positive environment for teaching and learning?

- ISU administrator graduates have very poor dispositions toward teaching and learning.
- ISU administrator graduates have poor dispositions toward teaching and learning.
- ISU administrator graduates have adequate dispositions toward teaching and learning.
- ISU administrator graduates have more than adequate dispositions toward teaching and learning.
- ISU administrator graduates have excellent dispositions toward teaching and learning.

8. Based upon the Illinois State Administrator graduates you have hired, what is your perception of their ability to collaborate with parents and the community?

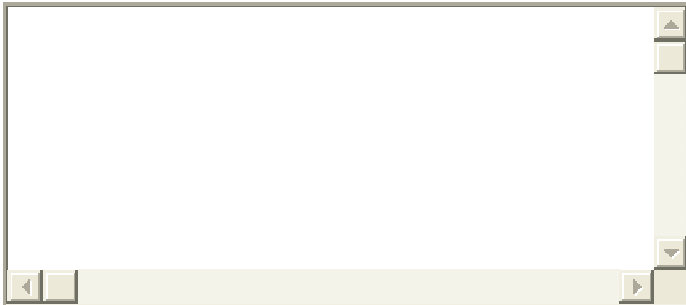
- ISU administrator graduates have very poor parent/community collaboration skills.
- ISU administrator graduates have poor parent/community collaboration skills.
- ISU administrator graduates have adequate parent/community collaboration skills.
- ISU administrator graduates have more than adequate parent/community collaboration skills.
- ISU administrator graduates have excellent parent/community collaboration skills.

9. Based upon the Illinois State Administrator graduates you have hired, what is your perception of their leadership skills?

- ISU administrator graduates have very poor leadership skills.

- ISU administrator graduates have poor leadership skills.
- ISU administrator graduates have adequate leadership skills.
- ISU administrator graduates have more than adequate leadership skills.
- ISU administrator graduates have excellent leadership skills.

10. Please provide any additional information related to your perceptions of Illinois State University's preparation of school administrators.



Thank you for your time. The Educational Administration and Foundations Department will use this information to improve its programs.

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[Reset the survey.](#)

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