

**Academic Affairs Assessment of Student Learning**

**Report for Academic Year 2020-2021**

**Department/Program: Education/MEIL**

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1. **Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year’s issues or in response to Program Review. Be specific.]

The Education Department, of which the MEIL is a program, is required to submit for national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). The Education Department has a robust assessment program. The program is currently undergoing revision in order to meet new standards set forth by the national standards-bearing organization – National Policy Board for Educational Leadership’s National Educational Leadership Preparation (NELP) standards. Completers of the program are eligible for licensure endorsed for principal, general supervision, and superintendent. Based on this licensure pattern, the program is now required to be aligned to two separate sets of national standards – NELP Building Level standards and NELP District Level standards.

We are submitting data related to the assessment of all 9 PLOs in EDUC 650. Programmatic assessments in EDUC 630 and EDUC 640 also assess PLOs 3, 4, 5, 6, 7, and 8.

The Program Learning Outcomes for the MEIL are as follows:

1. Demonstrates Interpersonal and Collaborative Skills.
2. Creates a Clear and Focused Learning Mission.
3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.
4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.
5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.
6. Acts as a Student Advocate and Creates Support Systems for Student Success.
7. Manages Operations to Promote Learning.
8. Connects to Families and the Larger Community.
9. Affects Continuous Improvement.
10. **In which course(s) were assessments conducted?**

ED 630. Financial and Human Resource Management of Schools

ED 640. Data-Based Decision Making for School Improvement

ED 650. Internship

1. **How did you assess the selected program learning outcomes?**

Course assessments are created by instructors in the licensure (assessment) courses. Course assessments are aligned with specialty organization (NELP) standards and reviewed by the MEIL Assessment Committee. Additional advisory input will be provided by the MEIL Advisory Board and the MEIL Alumni Advisory Group.

1. **How many students were included in the assessment(s) of each PLO in a course?**

EDUC 630 – 33 students

EDUC 640 – 31 students

EDUC 650 – 28 students for Building Level Assessment

EDUC 650 – 30 students for District Level Assessment

1. **How were students selected to participate in the assessment of each outcome (**Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

All students who are enrolled in the respective courses are assessed on each outcome.

1. **In general, describe how each assessment tool (measure) was constructed (i.e. in-house, national, adapted).**

The program is aligned with the standards of the specialty organization according to the accrediting process. In this case, the program is aligned with both the NELP Building and District Level Standards. Programmatic assessments are tied to each of the licensure courses and assess candidate performance on all NELP Standard Components. PLOs are aligned to the programmatic assessments through the NELP Standards. Drs. Blackwell (Program Coordinator) and Waugh (Assessment Coordinator) completed the NELP Curriculum Maps that were then approved by the MEIL Assessment Committee. Dr. Waugh shared assigned NELP Standard Components with the instructors of the respective course. Course instructors create assessments that are aligned with the assigned NELP Standard Components (and, thus, the PLOs). Assessments will be reviewed by the MEIL Assessment Committee, the MEIL Advisory Board, and the MEIL Alumni Advisory Group.

1. **Who analyzed results and how were they analyzed?**

The Education Department uses LiveText for data entry on programmatic assessments. Dr. Waugh produces and reviews the LiveText reports for each programmatic assessment and reports results to the MEIL Assessment Committee, the MEIL Advisory Board, and the MEIL Alumni Advisory Group. LiveText reports number and percentage for each of the performance indicators on the assessment. Additionally, information is provided on the mean, the median, and the standard deviation.

1. **Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome**

According to the minutes from the 8/5/2020 MEIL Assessment Committee meeting, the summary of the assessment results for EDUC 630 are as follows:

The committee reviewed the results of programmatic assessments from EDUC 630. 100% of candidates scored Accomplished or higher on all indicators of the assessment. 93.94% or higher scored at the Distinguished level on all indicators of the assessment. Discussion was made that this does not give us adequate information to determine student needs for areas of improvement.

According to the minutes from the 9/24/2021 MEIL Assessment Committee meeting, the summary of the assessment results for EDUC 640 are as follows:

**Review of Summer Programmatic Assessment Results:**

EDUC 640: 90+% of candidates scored at “Exceeds Standards” for all rubric indicators.  This does not give us actionable data in order to make program improvements.  This is common among our programmatic assessment results.  Once the new rubrics aligned with NELP Standards go into place, we should revisit.

EDUC 650: 80% of candidates scored at the “Distinguished” or “Accomplished” level on both the District Level rubric and on the Building Level rubric. Overall, candidates performed higher on the Building Level rubric when compared with the District Level rubric. One area for improvement is related to “Influencing Political Decisions” on the District Level rubric. 20% of candidates scored at the “Emerging” level on that indicator which is related to NELP District Standard Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. More than 17% of candidates scored at the “Emerging” level on the Building Level rubric indicator related to promoting equity. This aligns with NELP Building Standard Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. These findings were shared with the course instructor and will be further evaluated by the MEIL Assessment Committee and the MEIL Advisory Board.

1. **What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The MEIL PLOs could be more closely aligned to the NELP Standards. The program will consider updating PLOs to better align with the NELP Standards as they are the standards of the specialty organization related to educational administration. New assessment rubrics need to meet CAEP sufficiency requirements and should give the program better actionable data related to candidate performance. Training of MEIL faculty needs to occur to meet accreditation standards.

1. **Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

An example of an assessment tool used is the MEIL Internship Performance Evaluation Building Level. This form and the assessment results for all classes described in this report will be attached to the email when this report is submitted.

Completed by

Dr. Emily H. Waugh