

**Academic Affairs Assessment of Student Learning**

**Report for Academic Year 2023-24**

**(Fall 2023, Spring 2024, Summer 2024 semesters)**

**Department/Program:** Leadership Studies/MEIL

**Assessment Coordinator’s Name:** Dr. Stephanie Burdette

**Assessment Coordinator’s Email Address:** stephanie.burdette@wvstateu.edu

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.]**

Due to the requirements of our accrediting body and how we deliver our courses (once each on an annual basis), we plan to assess all PLOs during an academic year. Following the adoption of new PLOs during the 2022 academic year, efforts have continued to support the alignment with the standards set forth by the Specialized Professional Organization (SPA), the National Educational Leadership Preparation Program Standards.

The Program Learning Outcomes for the MEIL are as follows:

Students will apply the knowledge, skills, and commitments to demonstrate the capacity to meet the PLOs while reflecting a core set of values that include data use, technology, values, equity, diversity, digital citizenship, and community.

1.     Collaboratively lead, design, and implement a mission, vision and process for continuous improvement. (BL Standard 1, DL Standard 1)

2.      Advocate for ethical decisions and cultivate and enact professional norms and culture (BL Standard 2, DL Standard 2)

3.      Develop and maintain a supportive, equitable, culturally responsive, and inclusive culture (BL Standard 3, DL Standard 3)

4.      Evaluate, design, cultivate, and implements coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership (BL Standard 4, DL Standard 4)

5.      Engage families, communities, personnel, and other constituents in order to strengthen student learning, support improvement, and advocate for the needs of the students, school(s), district, and community (BL Standard 5, DL, Standard 5)

6.      Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans (BL Standard 6)

7.      Apply laws, policies, and regulations (BL Standard 6).

8.      Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management (DL Standard 6)

9.      Recruit and retain high quality staff, 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.  (BL Standard 7)

10.   Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations (DL Standard 7)

11.   Successfully complete an internship at both the district and building level, under the supervision of a knowledgeable, expert practitioner to synthesize an apply the knowledge and skills in the program outcomes to promote the current and future success and well-being of each student and adult in the building and the district.  (DL Standard 8, BL Standard 8)

Additionally, the MEIL program adheres to the WV essential graduation competencies (for graduate programs)

Upon completion of their graduate education experience, students will:

1. Demonstrate Effective oral and written communication.

2. Apply technology appropriate to field of study.

3. Interpret scientific reasoning appropriate to field of study.

4. Demonstrate ability to work collaboratively and ethically in their field of study.

5. Understand and apply strategies that foster inclusion and cultural competency while advancing equity across various constituencies.

1. **In which course(s) were assessments conducted?**

LS 600. Principles of Educational Leadership

LS 610. Educational Policy and Law

LS 620. Change, Innovation and Professional Development in Education

LS 630. Financial and Human Resource Management of Schools

LS 640. Data-Based Decision Making for School Improvement

LS 650. Internship

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

Programmatic assessments for evaluating candidate progress and for continuous improvement purposes are housed in the “licensure” classes (600, 610, 620, 630, 640, and 650) and are used to assess PLOs. These assessments are aligned with the standards of the Specialized Professional Organization (SPA) – the National Educational Leadership Preparation Program Standards. There are two levels of standards based on our program configuration – building level standards and district level standards. The MEIL Assessment Coordinator along with the MEIL Assessment Committee (and with input from external stakeholder groups) aligned the NELP Standards with the PLOs. These alignments are noted on the Curriculum Map. Also listed on the Curriculum Map is the course (and therefore the programmatic assessment) aligned with those standards.

**Curriculum Map**

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| --- | --- | --- |
| **PLO** | **COURSE** | **NELP STANDARD** |
| PLO 1: Collaboratively lead, design, and implement a mission, vision and process for continuous improvement | LS 630  LS 640 | BL Standard 1, DL Standard 1 |
| PLO 2: Advocate for ethical decisions and cultivate and enact professional norms and culture | LS 630 | BL Standard 2, DL Standard 2 |
| PLO 3: Develop and maintain a supportive, equitable, culturally responsive, and inclusive culture | LS 620  LS 630 | BL Standard 3, DL Standard 3 |
| PLO 4: Evaluate, design, cultivate, and implements coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership | LS 620  LS 640 | BL Standard 4, DL Standard 4 |
| PLO 5: Engage families, communities, personnel, and other constituents in order to strengthen student learning, support improvement, and advocate for the needs of the students, school(s), district, and community | LS 650 | BL Standard 5, DL, Standard 5 |
| PLO 6: Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans | LS 630 | BL Standard 6 |
| PLO 7: Apply laws, policies, and regulations | LS 610 | BL Standard 6 |
| PLO 8: Develop, monitor, evaluate, and mage data-informed and equitable district systems for operations, resources, technology, and human capital management |  | DL Standard 6 |
| PLO 9: Recruit and retain high quality staff, 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. | LS 640 | BL Standard 7 |
| PLO 10: Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations | LS 640 | DL Standard 7 |
| PLO 11: Successfully complete an internship at both the district and building level, under the supervision of a knowledgeable, expert practitioner to synthesize an apply the knowledge and skills in the program outcomes to promote the current and future success and well-being of each student and adult in the building and the district. | LS 650 | DL Standard 8, BL Standard 8 |

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

LS 600 – 29 students

LS 610 – 33students

LS 620 – 19 students

LS 630 – 16 students

LS 640 – 26 students

LS 650 – 18 students

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)?**

We strive to report on all students enrolled in courses during their regularly scheduled offerings, though this can be challenging. The transition to Watermark Student Learning and Licensure (SLL) has enabled us to address access issues for adjunct and full-time faculty by granting instructors direct access to the system. While the shift from LiveText, our previous data collection platform, to SLL has presented several obstacles, efforts are ongoing to streamline the process. Despite these transitional challenges, we continue to successfully assess and report on the majority of our students.

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

Programmatic assessments used to evaluate candidate progress and support continuous improvement are embedded within the "licensure" courses (600, 610, 620, 630, 640, and 650). These assessments were developed in-house and are aligned with the standards of the Specialized Professional Organization (SPA), specifically the National Educational Leadership Preparation (NELP) Program Standards. Our program follows two levels of these standards based on its configuration: building-level standards and district-level standards.

The MEIL Assessment Coordinator, in collaboration with the MEIL Assessment Committee and input from external stakeholder groups, aligned the NELP Standards with the Program Learning Outcomes (PLOs). Course instructors developed the assessments to ensure alignment with these standards and to meet the requirements of accrediting bodies for alignment and sufficiency. Most assessments are project-based, with many situated in the field, ensuring practical application. Assessment rubrics are reviewed regularly by the MEIL Assessment Coordinator and the MEIL Assessment Committee.

The program is currently working to establish the reliability and validity of its assessments and follows a timeline to complete these measures. In spring 2023, the department piloted a content validity survey, with plans to administer the survey to a group of content experts in fall 2023. Rubrics with three levels of performance, as recommended by the SPA, are uniformly used across all programmatic assessments. These levels are: Approaching Standard, Meets Standard, and Exceeds Standard. Course instructors evaluate student performance using these rubrics, often incorporating self-assessment data provided by students. Scores are entered into the Student Learning and Licensure (SLL) platform for monitoring student progress and generating reports.

Delays in implementing interrater reliability and validity measures occurred due to shifting departmental roles and the development of a new EdD program. While a timeline for these measures was initially created, adjustments have been made to accommodate the delays, and a revised timeline is now in place. This 2023-24 report serves to note a transition within the Leadership Studies Department. During Summer 2024, Dr. Burdette accepted the position of assessment coordinator for the department with Dr. Waugh continually to settle into the role of program coordinator.

**Tentative Schedule for Validity & Reliability Studies on EPP created assessments**

**in MEIL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Course** | **Validity Studies** | **Reliability Studies** |
| **Assessment #3** | **EDUC 640** | **Fall 2025** | **Summer 2025** |
| **Assessment #4** | **EDUC 630** | **Fall 2025** | **Spring 2025** |
| **Assessment #5** | **EDUC 620** | **Spring 2026** | **Spring 2026** |
| **Assessment #6** | **EDUC 610** | **Fall 2026** | **Fall 2026** |
|  |  |  |  |

Outside of the programmatic assessments, our students are required to take a Praxis exam (ETS Praxis Test 5412: Educational Leadership: Administration and Supervision) for licensure.

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

Results were initially reviewed by the course instructor. Programmatic assessment scores were mostly entered into SLL by course instructors and reported and reviewed by the MEIL Assessment Coordinator. SLL reports indicate the number and percentage of students performing at each rubric level and each rubric level is aligned with one of the NELP standard components. The program uses three levels on each rubric (as recommended by the specialty organization) and they are as follows: Approaching Standard, Meets Standard, and Exceeds Standard. The reports also note the number of students assessed, the mean, the mode, and the standard deviation of student performance on each rubric indicator. Assessment results were discussed in the MEIL Assessment Committee and with the MEIL Advisory Council. Changes are considered based on assessment results in an effort for continuous improvement. In instances of low student performance, many instructors allow for students to revise and resubmit assignments with the goal of content mastery. Instructors in the department are in continuous communication regarding student progress. In more than one instance, instructors have held formal meetings with students in order to support their progress through the program.

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

LS 610

Results of student performance on the programmatic assessment housed in EDUC 610: Education Policy and Law were compared and are explained here as one example of student performance comparison and reporting. The Assessment Coordinator ran reports from LiveText from the fall 2022 and fall 2023 semester. In fall 2022, results were reported from 28 participants, with all participants meeting or exceeding all standard components on the building and district level rubrics. During the Fall 2023 semester, there were 23 students enrolled within two sections of LS 610 with all participants also meeting or exceeding all standard components on the building and district level rubrics

More students, overall, performed at the exceeds standard level in the 2022 reporting than in the 2021 reporting. This assessment is scheduled to be a part of the IRR/validity review.

NELP Building level rubric

35.7% scored exceeds standard on component 2.1 in 2022; 85.5% at this level during 2023

25% scored exceeds standard on component 2.2 in 2022; 79.5% at this level during 2023\*.

35.7% scored exceeds standard on component 6.3 in 2022; 62.5% at this level during 2023.

\*combined score for 2.2 pt 1 and 2.2 pt 2

The results on each of the standards show a notable increase over the previous assessment cycle. This illustrates the need for inter-rater reliability studies that are scheduled to be completed on this instrument per the revised scheduled provided.

On the district level rubric, the exceeds standard comparisons are noted here: 2022, component 2.1 39.3%, component 2.2 35.7%, component 2.3 32.1%, and component 7.3 46.4% to 2023 component 2.1 % 85.5% , component 2.2 75.0%, , and component 7.3 53.0%*.*

LS 620

On 66% of the indicators, candidates scored at Meets or Exceeds Standards. Overall, candidate performance is relatively strong on this assessment and these standard components. The n=12 (which is a considerably smaller enrollment number than in previous assessment cycles). 8.3% (or 1 candidate) scored at “Approaching Standard” for BL 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. 8.3% (or 1 candidate) scored at “Approaching Standard” for DL 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.. 8.3% (or 1 candidate) scored at “Approaching Standard” for DL 3.3: Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support

LS 630

Data collection for LS 630 is an ongoing process. Departmental actions related to the course reflect a strong commitment to the principle of continuous improvement, a foundational component of the CAEP accreditation process. Currently, the LS 630 Moodle course shell is being updated to enhance the course’s reliability as a source of programmatic data. Furthermore, a NELP-aligned rubric is being utilized to strengthen the validity of the data collected.

LS 640

Summer 2024 LS 640 yielded data for 24 students. The chart below provided a full accounting of the scores which demonstrate that the majority of candidates fell within the ‘meets standard’ category.

A screenshot of a computer

Description automatically generated

LS 650

There were 18 students enrolled in LS 650 for the summer 2024 semester. All except for one student received a letter grade of an ‘A’ in the course. However, all candidates completed the course satisfactorily, which includes both course work and field hours with various mentors.

Though typically only offered as a summer course, special sections of LS 650 were provided per special arrangement during the Fall 2023 and Spring 2024 terms. There were 3 candidates in each of the special sections. All students within the special sections met the requirements for the course.

**Review performance on Praxis exam**

ETS Praxis Test 5412: Educational Leadership: Administration and Supervision  
  
WVSU MEIL Program test results from the 2023-2024 academic year included 20 test takers. The required passing score is 146. Of the 20 test takers, 100% of test takers achieved passing scores. The median score was 170.0 and the mean score was 169.50. The average performance range was 151 to 182. Of note, the average performance range was higher than the required score to pass, and the median and mean scores of test takers was 20+ points higher than the required passing score. The highest observed score of the 20 test takers was 182 and the lowest observed score was 151.

The results provided by ETS include category sub scores. The six categories sub scores include the following: Category I – Strategic leadership; Category II – Instructional leadership; Category III -- Climate and Cultural Leadership; Category IV – Ethical Leadership; Category V – Organizational Leadership; and Category VI – Community Engagement and Leadership.

In four of the six categories (I, II, III, and V) scores from test takers who attend our program meet or exceed average scores reported in the state of West Virginia, and/or national scores reported. Scores in Category V were a full 7 points above the state and national averages.

In Categories IV and VI, the WVSU scores were less than one point below the national and state averages, which is an improvement over the previous year’s assessment data. However, over 50% of program candidates scored in the lowest quartile for this section of the test with 35% scoring in this quartile for Categories III and IV.

Analysis:

100% pass rate with mean and median test scores well above the required passing score all indicate success in performance of program and candidates. Overall, mean and median scores for WVSU candidates were above those for the state (mean 163.4/median 165.0). Additionally, WVSU candidates had a higher pass rate (100%) than the overall WV average pass rate (95.9%).

Areas for improvement: Category I –Category III -- Climate and Cultural Leadership; Category IV – Ethical Leadership; and Category VI – Community Engagement and Leadership.

1. **What are the 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?)**

We are satisfied with the status/progress of our assessment system. Since the creation of the program, we have had two separate sets of specialized standards, national recognition from our specialized organization, and overall program (unit) accreditation through the Council for the Accreditation of Educator Preparation. Much of the progress has been made once the assessment coordinator was assigned full-time to this one program which has allowed focused and dedication attention to program assessment. The efforts are ongoing under the supervision of the new assessment coordinator.

Despite the success of the program. the MEIL Assessment Coordinator maintains a Priority List for the program which was reviewed at the end of the academic year for progress on the program priorities and has been continued under the supervision of the new coordinator. Items completed annually (such as this report and the annual progress report to CAEP) and items still under construction were forwarded to the list for the current cycle and the MEIL Assessment Committee reviewed and approved the list. This is part of continuous improvement.

The internship (LS 650) continues to be a focal point for ongoing revision. Previously, we embedded some of the field hours into the licensure classes. Mostly these were activities that students were already completing in their coursework with the guidance of administrators. We developed a formal process to track those hours in the licensure classes, mostly in the fall and spring semester. This was done In an effort to meet hour requirements of our specialty accreditation and served to support the many students who were having difficulty completing requirements in the course configuration over the summer semester. We also have established a date for a Spring 2025 LS 650 orientation to facilitate some of the internship paperwork that seems to delay the start for some students. This activity is a continuation of the piloted orientation which took place in Spring 2024.

With regard to student performance on the Praxis exam, there are plans for ongoing discussion in the MEIL Assessment Committee as to the classes aligned with the areas of concern in Praxis results. These efforts have been slightly delayed due to the transition to the new assessment coordinator. Previously the group had considerable discussion about not wanting to “teach to the test”. The group decided that the information would be shared with course instructors as supplementary information. We anticipate that the information will be used in supplementary fashion rather than being an additional requirement for the classes.

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.**

Please see attachment titled MEIL Assessment 5 EDUC 620 Spring 2024 final.