



# WEST VIRGINIA STATE UNIVERSITY

Find *Your* Passion.

## Academic Affairs Assessment of Student Learning

### Assessment Plan for Academic Years 2018 and 2019

#### INSTRUCTIONS:

- Please submit a copy of this assessment plan to the Coordinator of Academic Program Assessment (Aaron Settle – [asettle1@wvstateu.edu](mailto:asettle1@wvstateu.edu))
- Please be sure to keep a copy of the assessment plan in your department office.

#### IDENTIFYING INFORMATION:

College: College of Professional Studies

Department/Program: Masters of Education in Instructional Leadership

Assessment Coordinator's Name: Dr. Stephanie Burdette

Assessment Coordinator's Email Address: [stephanie.burdette@wvstateu.edu](mailto:stephanie.burdette@wvstateu.edu)

Academic Year: 2018-2019

#### Program Learning Outcomes (Please list)

The MEIL program will measure student success with learning activities that demonstrate meeting the competencies as defined by Educational Leadership Constituent Council standards and WV Standards of Professional Practice for School Principals.

The Educational Leadership Constituent Council (ELCC) standards (2011) used for NCATE and CAEP accreditation are as follows:

ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners

ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity Page | 20 within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC 7.1: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.

Nine standards for the school principal are provided by the West Virginia Department of Education, §126-165-5. Standards of Professional Practice for School Principals, Series 165 Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (5800) and are the focus of the WVSU MEIL Program Level Outcomes:

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.

**Curriculum Assessment Map** (Please provide a curriculum assessment map identifying the course(s) that each PLO is assessed. Make a special note of assessments that the departmental assessment coordinator collects data from to analyze overall learning of the PLO's.

Course	WVDE Standards	ELCC Standards	Data Collected for CAEP
EDUC 600	1-9	2	
EDUC 605	1-9	4	
EDUC 610	2, 5, 7, 9	5, 6	
EDUC 615	1-9	5, 6	
EDUC 620	1-9	2	Professional Development Plan Project
EDUC 625	2, 3, 4, 7, 8, 9	1-4	
EDUC 630	2, 4, 5, 6, 7, 8, 9	3	Case Study
EDUC 635	1-9	4, 6	
EDUC 640	2-9	1, 6	School Improvement Project
EDUC 645	1-9	1-6	
EDUC 650	1-9	1-6	Portfolio – Internship
EDUC 655	1-9	1-6	
PRAXIS 5411 – Educational Leadership: Administration and Supervision		1-6	Licensure Exam results

Fall courses: EDUC 600, 605, 610, and 615

Spring courses: EDUC 620, 625, 630, 635

Summer courses: EDUC 640, 645, 650, 655

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

Please see chart above. All courses are offered on a yearly basis. All assessments will be implemented each year. Student data will be collected each year and analyzed. The MEIL SPA report for CAEP accreditation was submitted in March 2019. Results from SPA report will be considered for follow-up.

2. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

The learning outcomes will be measured through a series of matrices, developed by the Education Department. Students will complete projects, case studies, internships, and portfolios to meet the learning outcomes. The Education Department's Graduate Committee will meet annually to evaluate the achievement of each graduate student. The students will also evaluate each course and offer suggestions for course improvements. As students progress through the program, they will be completing the learning objectives. After the Committee meets and a ruling that one of the learning objectives has not been met, then the next semester's courses may be revised. All grades and key assessments (listed in the curriculum mapping) will be input into LiveText assessment system for the Committee to review and evaluate. All student evaluations of the courses and suggestions will also be reviewed by the faculty and submitted to the Committee.

To evaluate student persistence and completion, the program will collect data on the number of active students and course completion rates. Individual faculty will monitor student absences and class participation and report student difficulties to the program coordinator. The program coordinator will follow up and note communications via contact logs.

For program evaluation, the following inputs will be used: Rubric Evaluation of ELCC standards, Student Feedback, Candidate Disposition Assessment Survey, Praxis II exam scores, Alumni Survey, and Employer Survey. Examination of CAEP and ELCC program evaluations will give the program valuable external feedback.

3. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

Dr. Stephanie Burdette is Assessment Coordinator for the Department of Education and will analyze results. Dr. Mickey Blackwell, MEIL Graduate Program Coordinator, Dr. Emily Waugh, Education Department Representative to Graduate Studies Council, and Dr. Stephanie Burdette make up the MEIL Assessment Committee. This committee meets regularly and assessment results are discussed annually unless further discussion is needed. Minutes of Committee Meetings are available. MEIL SPA report for CAEP Accreditation is currently available.

Submitted by Dr. Emily Waugh