



WEST VIRGINIA STATE UNIVERSITY

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Academic Affairs Assessment of Student Learning Report for Academic Year 2018 - 2019

Department/Program Masters of Education in Instructional Leadership
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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 Department of Education submitted specialty reports (SPA) for all programs in M2019. The MEIL SPA covered assessment data for the MEIL program since its formal inception in Spring 2017. Results from SPA report will be considered for resubmission which is scheduled for September 2020. Modifications related to the shift in approved standards will be reflected within these revisions. This report summarizes data from EDUC 620, 630, and 640.

The MEIL program previously measured 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. However, CAEP guidelines for educational administrator preparation programs were modified in 2018 to reflect a shift to the National Educational Leadership Preparation (NELP) Standards which are applicable to program reports submitted through 2021.

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

The program learning outcomes addressed in each course assessment are listed below.

Course	WVDE Standards	ELCC Standards	NELP Standards (District level) (current CAEP required standards)	Data Collected for CAEP
EDUC 620	1-9	2	1-6	Professional Development Plan Project
EDUC 630	2, 4, 5, 6, 7, 8, 9	3	6	Case Study
EDUC 640	2-9	1, 6	1-8	School Improvement Project

Curriculum Assessment Map of MEIL Program

Course	WVDE Standards	ELCC Standards (previously required standards)	NELP Standards (District level) (current CAEP required standards)	Data Collected for CAEP
EDUC 600	1-9	2	4	
EDUC 605	1-9	4	3,5	
EDUC 610	2, 5, 7, 9	5, 6	3,5,7	

EDUC 615	1-9	5, 6	4	
EDUC 620	1-9	2	1-6	Professional Development Plan Project
EDUC 625	2, 3, 4, 7, 8, 9	1-4	3,5,6,7	
EDUC 630	2, 4, 5, 6, 7, 8, 9	3	6	Case Study
EDUC 635	1-9	4, 6	3,5,6,7	
EDUC 640	2-9	1, 6	1-7	School Improvement Project
EDUC 645	1-9	1-6	1-7	
EDUC 650	1-9	1-6	1-8	Portfolio – Internship
EDUC 655	1-9	1-6	1-8	
PRAXIS 5411 – Educational Leadership: Administration and Supervision		1-6	1-8	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

2. In which course(s) were assessments conducted?

Assessments* were conducted in the following courses:

- EDUC 620 – Change, Innovation, and Professional Development in Schools
- EDUC 630 – Financial and Human Resource Management of Schools
- EDUC 640 – Data-based Decision Making for School Improvement

*Assessments are conducted over the entire course of the program. Only the courses noted above contain assessments that are used for CAEP accreditation purposes.

3. **How did you assess the selected program learning outcomes?** (i.e., what did you assess –group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and*- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

Assessments were used as evidence of meeting ELCC standards for accreditation of the program by CAEP. Assessments were made using rubrics created to assess projects and a case study. The National Educational Leadership Preparation (NELP) Program Standards were adopted for use by CAEP in later 2018. Previously, WVSU’s MEIL Program utilized the ELCC Standards for educational leadership programs of study. It should be noted that the Spring 2020 semester will serve as a transitional period for the MEIL program as the shift toward full implementation of the NELP Standards occurs. All assessment rubrics as well as course syllabi will be reflective of these changes with a tentative completion date for August 2020.

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

	Number of students
EDUC 620 – Change, Innovation, and Professional Development in Schools	34
EDUC 630 – Financial and Human Resource Management of Schools	37*
EDUC 640 – Data-based Decision Making for School Improvement	25

*The reported data for this course is missing a few submissions which will be addressed during the Spring 2020 LiveText review.

5. **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)?

The assessment represents all students in the courses.

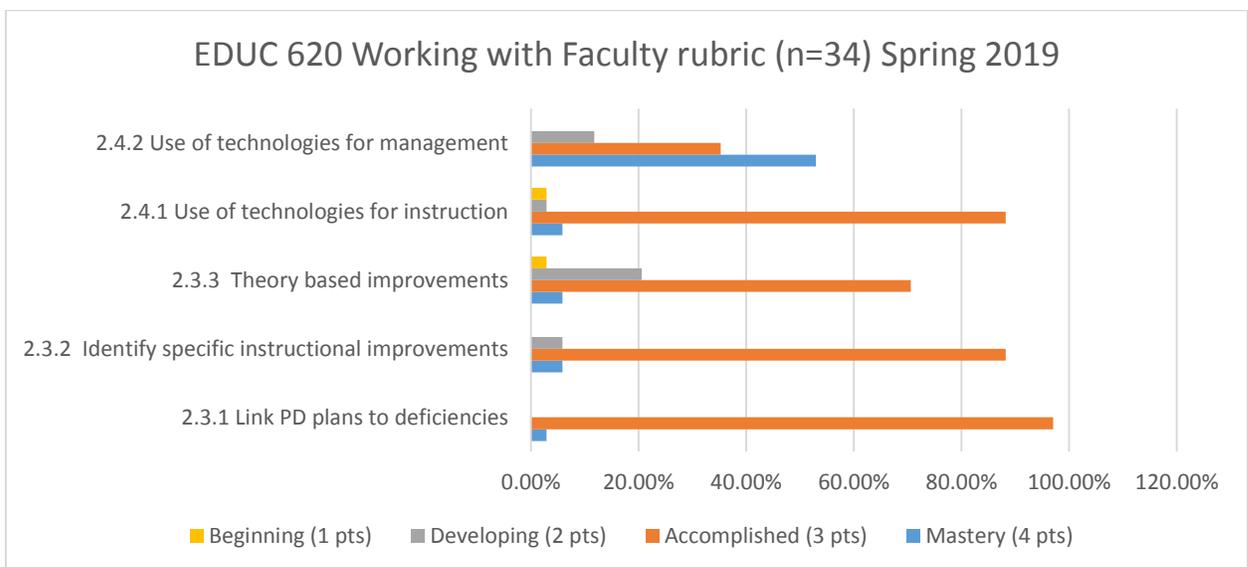
6. **In general, describe how each assessment tool (measure) was constructed** (i.e. in-house, national, adapted).

The assessment tools were created by course instructors (in-house).

7. Who analyzed results and how were they analyzed?

The results were analyzed by Dr. Stephanie Burdette using LiveText and Excel tools. Dr. Blackwell (program coordinator) as well as members of the MEIL faculty participated in the compilation and analysis of data as well.

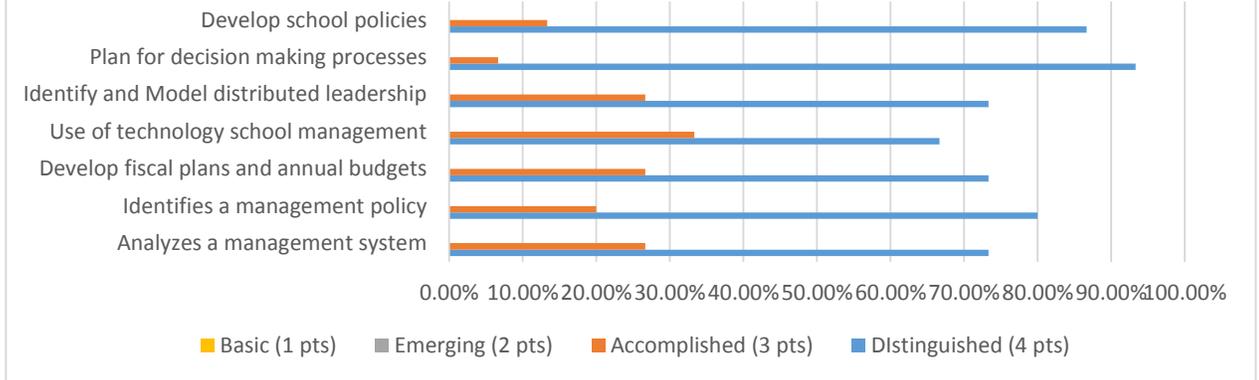
8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.



EDUC 620 – Data was collected during the two semesters that the Education 620 course was offered, Spring of 2019. All candidates scored Developing or better on the rubric elements 2.3.1 and 2.3.2 related to Standard 2.3. This assures us that candidates at a minimum can design professional development plans that are, “linked to identified deficiencies” and include “specific differentiated instructional strategies, , materials and technologies.” There were three elements of the rubric where some candidates did not score developing or better. The first was element 2.3.3, which is related to Standard 2.3, where the candidate was to justify improvements based on leadership theory or change theory. The other two elements where some candidates did not score accomplished or better are related to Standard 2.4, use of technologies. These items were also found to be at the Beginning level during the previous data analysis which will justify further consideration in regard to these particular standards.

These data show clear evidence that candidates are able to make professional development plans linked to identified deficiencies that include specific instructional strategies, and also that they understand existing school technologies related to both instruction and management as well as identifying replacement technologies for both instruction and management.

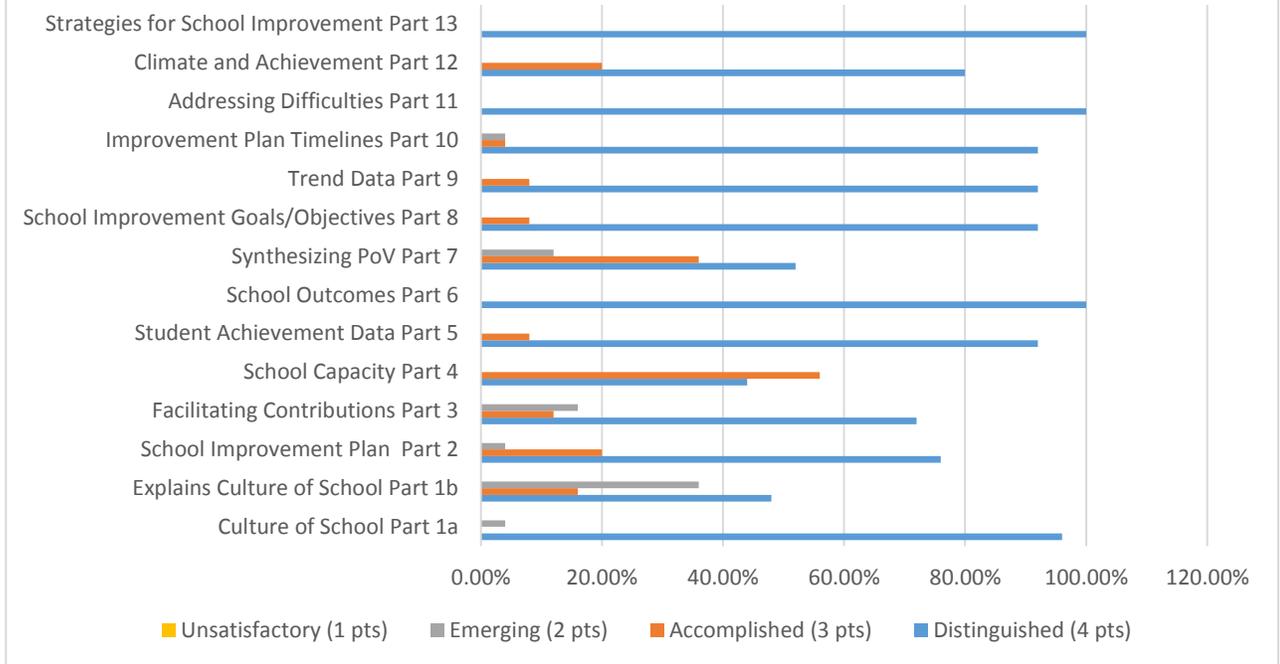
MEIL School Management Case Study Rubric-Educ 630 Spring 2019 (n=15)



EDUC 630 – All the candidates scored accomplished or better on the elements of the rubric numbered 3.1.1, 3.2.1, 3.2.3, 3.4.1, 3.4.2, and 3.5.2.

Analysis of the data points to strong evidence for meeting ELCC Standard 3. Four out of five elements of standard 3 are well represented in the rubric, and the candidates scores indicate that the vast majority of all candidates have demonstrated elements of the standard at the accomplished level or better. It should be noted that the data set for EDUC 630 is incomplete and revisions to the LiveText submissions will take place during the Spring 2020 semester.

EDUC 640 Data-based Decision Making for School Improvement Summer 2018 (N=25)



EDUC 640 – Ninety-five percent or more candidates scored Accomplished or above on all elements of the rubric except one. This was the element related to Standard 2.1, which requires candidates to compare the culture of the given school to an inquiry-based school culture. While all candidates could describe the culture of the target school during the Summer 2018 semester, only 64% could compare that culture to an inquiry-based culture. In Summer 2017, all candidates could compare a given school culture to an inquiry-based culture. On all the remaining elements of the rubric, which align to standards 1.1, 1.2, 1.3, 1.4, 2.1, 4.1, 5.3, and 6.3, most candidates scored Accomplished or above.

There were six rubric elements related to Standard 1. On the one element aligned with Standard 1.1, 98% scored accomplished or above. On the four elements aligned with Standard 1.2, 98% 96%, 98% and 96% scored accomplished or above on Elements for parts 10, 8, 4, and 2 respectively. On the one element for Standard 1.4, all candidates scored accomplished or above. This shows strong evidence of meeting standard 1. There was one element related to Standard 2, specifically to standard 2.1, and only 84% scored accomplished or above on this standard. This shows weak evidence of meeting standard 2, because so few elements addressed standard 2, and because a relatively small percentage scored accomplished or above. There were only one or two rubric elements related to standards 4, 5, and 6 (Parts 3 and 7 related to Standard 4.1; Part 5 relates to Standard 5.3; and Parts 9 and 11 related to Standard 6.3) but 95% or more of candidates

scored accomplished or above on each of these elements showing strong evidence of meeting part of standards 4, 5, and 6.

9. **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 program will address areas for improvement discovered while compiling the SPA report revisions. The SPA report feedback and revision process will provide additional feedback that can be used for program improvement.

10. **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.

Additional attachments will serve to provide a broader view of the MEIL program. The attached documents will include:

- Internship Portfolio Evaluation–Assessment 2
- Working with Faculty – Assessment 3
- Internship Performance Evaluation – Assessment 4
- Supporting Student Learning Project – Assessment 5
- School Management Case Study Assessment 6