

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**  
**(Due October 15 to the dean)****PROGRAM SECTION (Due to the dean on October 15)**

**Submission date:** October 15, 2021.

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**Program(s) covered in this report:** Educational Leadership MEd & Educational Leadership: Principal GC .  
**College:** School of Education

**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC

**Specialized accrediting agency (if applicable):** Council for the Accreditation of Educator Preparation (CAEP), National Policy Board for Educational Administration (National Recognition Status)

**INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skill sets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four “core competencies” at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. **Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**
  - **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**
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  - We would hope that a student in the Educational Leadership program would identify

the work during the internship experience as a place to apply the theoretical learning from core content courses to expand their skills and knowledge to promote personal flourishing, professional excellence, and community engagement.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** ☒ Yes ☐ No

**If yes, please briefly describe. (500 characters or less)** The School

Improvement/Capstone Project is a significant component of the internship. This year-long action research project requires the intern to collaborate with internal and external stakeholders, plan and deliver professional development, and monitor, analyze data to evaluate project progress and manage the change process. At the project's culmination, interns reflect on the effectiveness and long-range impact of the project relative to advocacy for otherized students and families in the school.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** ☐ Yes ☒ No

**If yes, please briefly describe. (500 characters or less)**

## PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

***Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.***

- Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. - *Exceeded Faculty Expectations*
- Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. - *Exceeded Faculty Expectations*
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. - *Exceeded Faculty Expectations*
- Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. - *Exceeded Faculty Expectations*
- Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. - *Exceeded Faculty Expectations*
- Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. - *Exceeded Faculty Expectations*

- 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. - *Exceeded Faculty Expectations*
3. **Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)** The School of Education Advanced Program uses the Watermark Student Learning and Licensure (SLL) platform to collect assessments aligned to the Student Learning Outcomes, which are also aligned to the National Educational Leadership Preparation (NELP) standards. The SLL platform collects the data from the scoring rubrics and provides faculty with the ability to generate dynamic reports. The SLL reports allow for robust data analysis through a variety of filter options. Educational Leadership faculty engage in a comprehensive data analysis of program completers in August each academic year. Additionally, faculty review several data sources and decision points markers through the course of a student's program participation.
4. **What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)** Faculty analyzed the 2021 Completer assessments. The data analysis revealed that overall student mean scores, which represent student skills and knowledge relative to the NELP standards, are above 2.5 on a 3.0-point scale (1 – Approaching Expectations; 2 – Meets Expectation; 3 – Exceeds Expectation). Strength in the findings is completers competencies around inclusivity and culturally responsive leadership and instruction. EDL faculty identified skills and knowledge around curriculum development, assessment, and planning as a learning gap. Additionally, there is a belief that the lower overall scores on assessment PKA 6 are a function of the tool (case study).

Table 1: PKA 3-6 Data Table - Completers 2021

Educational Leadership Completers 2021 MEd & GCRT PKA #3 -#6 Passing = 2							
NELP Standard/Component	Distribution					Average	Range
	1.0	1.5	2.0	2.5	3.0		

<b>Standard 1: Mission, Vision, &amp; Improvement</b>						<b>2.81</b>	
Component 1.1	0	0	0	6	13	2.84	2.84
Component 1.2	0	0	2	4	13	2.79	2.79
<b>Standard 2: Ethics &amp; Professional Norms</b>						<b>2.00</b>	
Component 2.1	See Educational Leadership Disposition Assessment (EDLDA)						
Component 2.2							
Component 2.3							
<b>Standard 3: Equity, Inclusiveness, &amp; Cultural Responsiveness</b>						<b>2.78</b>	
Component 3.1	0	0	3	1	15	2.82	2.82
Component 3.2*	0	0	3	11	24	2.78	2.76 - 2.79
Component 3.3*	0	0	2	15	21	2.75	2.74 - 2.76
<b>Standard 4: Learning &amp; Instruction</b>						<b>2.74</b>	
Component 4.1	0	0	2	5	13	2.76	2.76
Component 4.2	0	0	3	4	12	2.74	2.74
Component 4.3	0	0	2	4	13	2.79	2.79
Component 4.4	0	0	2	9	8	2.66	2.66
<b>Standard 5: Community &amp; External Leadership</b>						<b>2.61</b>	
Component 5.1*	0	0	7	20	11	2.56	2.50 - 2.61

Component 5.2	0	0	4	10	5	2.53	2.53
Component 5.3*	0	0	8	23	45	2.74	2.63 - 2.92
<b>Standard 6: Operations &amp; Management</b>						<b>2.81</b>	
Component 6.1*	0	0	2	9	27	2.83	2.79-2.87
Component 6.2*	0	0	5	25	16	2.69	2.68 - 2.71
Component 6.3	0	0	0	3	16	2.92	2.92
<b>Standard 7: Building Professional Capacity</b>						<b>2.70</b>	

Component 7.1	0	0	2	13	4	2.55	2.55
Component 7.2*	0	0	6	16	16	2.63	2.55 - 2.71
Component 7.3	0	0	3	4	12	2.74	2.74
Component 7.4	0	0	0	5	14	2.87	2.87

\* NELP Standard/Component assessed on two or more Program Key Assessments. (3 = Exceeds Expectations, 2.5 – Partial Meets 3.0, 2.0 = Meets Expectations, 1.5 = Partial Meets 2.0, 1.0 = Approaching Expectations)

Table 2: Overall Mean Scores PKA 3-6 - Completers 2021

<p align="center"><b>Educational Leadership</b>  <b>Completers 2021</b>  <b>PKA #3 -#6</b>  <b>Passing = 2</b>  <b>MEAN SCORES ON ASSESSMENTS</b></p>
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	# Of Completers	PKA 3 SIP/Capstone	PKA 4 Management Activities	PKA 5 Effective Learning Environment	PKA 6 Family/Community Engagement
All Completers	19	2.74	2.71	2.76	2.68
GCRT	8	2.81	2.75	2.88	2.75
MEd	11	2.68	2.68	2.68	2.64

Table 3: PKA 7 EDLDA - Completers 2021

<b>Educational Leadership Completers 2021 MED &amp; GCRT Educational Leadership Disposition Assessment (EDLDA) PKA7 Passing = 2</b>					
EDLDA Element	Distribution			Mean	Meets Expectations
	0	1	2		
Confidence	0	0	19	2.00	100%
Determined/Perseverance ( <i>NELP 2.1</i> )	0	2	17	1.89	89.47%
Vision ( <i>NELP 1.1</i> )	0	0	19	2.00	100%
Driven to Learn ( <i>NELP 2.1</i> )	0	0	19	2.00	100%
Conflict Resolution ( <i>NELP 2.1, 2.2, 2.3</i> )	0	3	16	1.84	84.21%
Embraces Diversity & Equity ( <i>NELP 3.1, 3.2, 5.1</i> )	0	1	18	1.95	94.74%
Relationship Skills ( <i>NELP 2.3, 5.1, 5.2, 5.3</i> )	0	1	18	1.95	94.74%
High Expectations for All ( <i>NELP 4.2</i> )	0	0	19	2.00	100%
Positive Attitude	0	1	18	1.95	94.74%
Effective Communications ( <i>NELP 5.3</i> )	0	1	18	1.95	94.74%
Integrity ( <i>NELP 2.1</i> )	0	1	18	1.95	94.74%

Creates a Positive Culture ( <i>NELP 3.1, 7.2, 7.3</i> )	0	0	19	2.00	100%
Possesses Professional Beliefs, Commitment & Work Ethic ( <i>NELP 2.1, 7.3</i> )	0	0	19	2.00	100%
Adaptable to Working with Staff and Stakeholders ( <i>NELP 5.1, 5.2, 5.3</i> )	0	0	19	2.00	100%
Self-Aware of Strengths & Weaknesses ( <i>NELP 2.1, 2.3</i> )	0	0	19	2.00	100%

(2 = Meets Expectations, 1 = Developing, 0 = Needs Improvement)

- 5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

As a result of the data analysis, the faculty made two recommendations for program improvement:

1. Enhance teaching and learning around the Teacher Evaluation process. Specifically, provide experiences observing instruction using a framework. We agreed to investigate the videos and calibration modules from Danielson and ask mentors this spring to share the modules with interns to provide instructional observation experiences.
2. Faculty feel that the lower overall scores on PKA 6 are a function of the tool (case study). The Sparrow Case study should be used for a different purpose as it does not align with the Family and Community Engagement assessment. This spring, we will select a new case study for use next academic year.



**PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING**

**6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

- ☒ Course curriculum changes
- ☐ Course prerequisite changes
- ☐ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☒ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High Impact Practices)
- ☐ Faculty, staff, student development
- ☒ Other - *Changes in program assessments*
- ☐ No changes were implemented in AY21.

**If you checked "Other" above, please describe. (100 characters or less)**

**7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)** The Internship assessment, aligned to the NELP standards, has been used with two candidates during the internship experiences (AY 2019-2020 & AY 2020-2021). Candidate scores across the NELP Standard/Components indicate that the past improvements positively impact candidates' level of mastery of essential content knowledge and professional skills. New program key assessments are currently in development and will be aligned with the NELP standards.

**8. Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.**

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)** Nineteen candidates completed the UAA Educational Leadership program in Spring 2021. Five graduates (26%) moved into leadership positions at the start of the 2021-2022 school year as Principals (2), Assistant Principals (2) and Program Administrator (1).

**DEAN SECTION (Due to the program on January 15)**

*After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_oaa@alaska.edu](mailto:uaa_oaa@alaska.edu) for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

Some comments and responses – I understand and appreciate that the Educational Leadership program is designed to support students in the program particularly during the internship to apply both the theoretical learning gained from core content courses as well as their learnings gained from their own experiences, those shared among or by their cohort members, and those experiences of and insights gleaned from the speakers and mentors encountered and shared throughout the program.

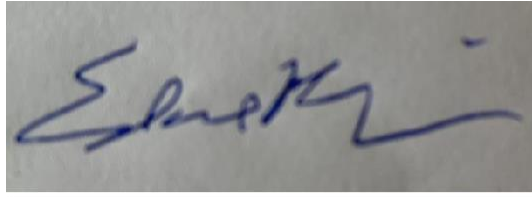
In addition to curriculum changes in program courses it seems that the program also made changes in the assessment processes and in the use of those assessment results both within individual courses and across the program as a whole.

Re: #9 – While the surveys and other means used to determine number of program graduates placed in principal positions show only 5 of the 19 graduates so placed, I suspect that the number of graduates who do move into the varied leadership opportunities particularly in future years will be higher as it is not uncommon for a graduate to take an additional year or more before making that move or getting so appointed. Additionally, I would recommend adding additional years after graduation to track graduates in their career developments; and that a broader array of formal (and informal?) leadership roles and activities be considered when capturing or reporting the numbers of graduates who “move into / assume leadership roles” following graduation.

2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might**

**serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**

**Dean's signature:**



**Date:** 2-9-2022