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REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/15/2023

Assessment Plan covered in the report: Educational Leadership MEd and Educational Leadership: Principal GC

College: School of Education

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

Submitted by: Dr. Ginger L. Blackmon, EDL Program Lead, glblackmon@alaska.edu

After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.

Outcome 1: 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.

Outcome 2: Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms - Exceeded faculty expectations. Outcome 3: Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. Outcome - Exceeded faculty expectations.

4: Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment - Exceeded Faculty Expectations. Outcome 5: 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.

Outcome 6: 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.

Outcome 7: 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.

2. Describe your assessment process in AY23 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. (1000 words or less)

The EDL program collects data on Student Learning Outcomes through 10 key assessments—five through coursework and five through the internship experience. The EDL program lead compiles the data, and EDL faculty (tenured and adjuncts) analyze the data each Fall. Faculty use the data to make adjustments to course content and internship experiences. Data is also collected from the Alumni and Employer surveys and student feedback. The Alumni survey is administered to completers who are in school leadership roles two years after graduation. The Employer Survey is sent to the supervisors of the completers who receive the Alumni Survey. Additionally, key findings from the assessment data and surveys are shared with the EDL Advisory Committee at our annual fall meeting, where additional feedback is collected for program improvement.

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

In AY 22/23, two . of the content (course) assessments were pilot assessments. The other two content (course) assessments were administered for the second time this year. The revisions to those assessments were reported on last year's Academic Assessment Report. After collecting three years of data, these assessments are slated for review and revision in AY 25/26.

The data from the pilot of the comprehensive exam indicates a need for faculty to revise some questions and possibly eliminate or replace others. The faculty agreed that the cut score for the comprehensive exams is 58 points (80%). The majority of student scores fall below the cut score.

The average scores on the NELP standards from the internship assessment were lower across the board from the previous three years. While the average scores are above the required 2.0 (meets) on the rubric, faculty did feel some factors contributed to the drop, including inter-rater reliability and the support needs of this particular cohort. Additionally, faculty noted that several mentors were new administrators or were still struggling with social, emotional, and mental health issues related to the pandemic, which could have contributed to the additional support needed by the intern cohort.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Faculty are revising the comprehensive exam and addressing the alignment of the expected learning with the four core courses. The revised exam will be ready for use on its scheduled cycle of May 2024.

The faculty plans to implement two practices to support mentors:

1. The EDL program lead will provide an opportunity for a mentor-only meeting before the fall semester to work through their questions and needs in working with the interns.
2. The faculty plans to hold two focus group sessions with current and past mentors to gain insights into their needs in supporting and working with interns.
3. We will have two focus groups with current and past interns to understand their perceptions of mentor behavior and actions that support their learning.

5. 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
- No changes were implemented in AY23. (If no options above were selected)

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

6. 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. (1000 words or less)

Incorporating internship assessments in our principal internship course has significantly enriched the student experience, offering a multifaceted learning and skill development approach. These assessments provide students with unique opportunities to bridge theoretical knowledge with hands-on practical experiences in real-world educational settings. Students receive constructive feedback on their leadership strategies, decision-making processes, and interpersonal skills through regular evaluations, fostering a reflective and growth-oriented mindset. The hands-on experiences and constructive feedback from university supervisors and mentors enhance their preparedness for leadership roles and cultivate a deeper understanding of the complexities within the educational landscape. Over the next two academic years, beginning with this year, faculty are revising and updating the four assessments embedded in the internship experience.

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 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? (200 words or less)

The continued success of the Educational Leadership program relies on a strong systematic approach to assessment and continuing improvement. The cyclical nature of assessment review, implementation, and revision aids in ensuring long-term student success. However, the report does not indicate how learners performed on each of the standards, constraining feedback. Considering this information during subsequent assessment data reviews by the faculty and advisory committee may inform other aspects of assessment or improvement not previously considered.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

Recent revisions made to Educational Leadership program assessments and teaching methods have strengthened both the quality of the program and learner satisfaction. Additionally, the Educational Leadership program serves as the model for investigating innovative and streamlined methods for collecting assessment data. Even if current pilot testing efforts with Blackboard Ultra are not successful, the program's contributions to testing and decision-making are invaluable.

Dean's signature:

DocuSigned by:
Tonia A. Dowsay
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Date: 1/12/24