

AC 2021-2022 Assessment

Ed.S. in Educational Leadership and Instruction (582)

Division: Gallaspy College of Education and Human

Development Department: School of Education

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Northwestern Mission. Northwestern State University is a responsive, student oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission.

The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

Program Mission Statement: The Education Specialist program prepares inservice educators, who already hold at least master's degrees, for roles beyond strictly classroom teaching. The program's mission is to prepare in-service teachers to serve in public or private educational settings as school leaders, special education curriculum specialists, or technology directors. Candidates

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explore and test theory, research, and best practices in their respective disciplines through coursework and clinical experiences.

Methodology:

Data are collected from key assessments in courses identified for each SLO. The assessments are administered as capstone assessments in the courses, and all are evaluated with analytic rubrics. Results are reviewed annually using descriptive statistics, comparisons across administration cycles, and, anecdotally, student feedback.

Student Learning Outcomes:

SLO 1

Course Map: EDUC 5890

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Students use valid and reliable assessment practices.

Measure 1.1. (Direct - Knowledge)

Evidence of assessment is the Field Study Proposal. The assessment is aligned to the Graduate School's field study guidelines. The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale. Research-based analyses of quality are planned for future assessment cycles.

The target is 100% of candidates will earn minimum benchmark ratings of 10 on each criterion.

Finding: Target was met.

100% (2/2) candidates earned the minimum benchmark ratings in 2021-2022.

Analysis:

In AC 2020-2021 the target was not met.

In AC 2020-2021, the target was not met. Four students enrolled in the course in AC 2020-2021. In Fall 2020, one student enrolled and did not pass the key assessment. In Spring 2021, three students enrolled in the course. Of those, two passed the final assessment; therefore 50% of students achieved the benchmark.

Based on the information gathered from the analysis, faculty implemented changes from the previous year to drive the cycle of improvement in AC 2021-2022. Faculty

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added additional instructional support on writing and APA style, and additional submissions of drafts for formative feedback to assist candidates in developing their writing and APA formatting skills. Candidate performance was strongest in identifying a research problem and justifying the need for research. Primary areas of weakness were in presenting results following proper style guidelines for APA 7th edition, using in-text citations correctly, and grammar usage. As a result, in AC 2021-2022, faculty provided additional instructional materials and resources within the course that focus on presenting results and following proper style guidelines for APA 7th edition. Faculty employed meaningful and positive communication and retention strategies to ensure successful course completion.

Action - Decision or Recommendation:

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will continue to implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, the new coordinator of the Ed.S. program will revise the process for developing the field study proposal. The course will be revised to provide formative feedback along with systematic grading. Additionally, faculty will create and facilitate collaboration sessions regarding this assessment to identify, describe, and analyze content-specific student performance strengths and weaknesses for improvement.

These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

SLO 2

Course Map: EDUC 5990

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4)	Students conduct, evaluate, and use inquiry to guide professional practice.

Measure 2.1. (Direct - Knowledge)

Evidence of assessment is the Field Study. The assessment is aligned to the Graduate School's field study guidelines. The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale. Research-based analyses of quality are planned for future assessment cycles.

The target is 100% of candidates will earn minimum benchmark ratings of 10 on each criterion based on performance expectations.

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Finding: Target was not met.

50% (1/2) students earned the minimum rating on the criterion-based assessment.

Analysis:

In AC 2020-2021 the target was not met.

In AC 2020-2021, the target was not met. Three students enrolled in the course. All students did not complete their Field Study and received an In Progress (IP). Candidate performance was strongest in describing the research problem. Primary areas of weakness were in composing a comprehensive literature review and comparing to other research developing a conceptual/theoretical framework, explaining strengths and limitations of the research project, and selecting an appropriate design for the study.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty provided additional instructional resources and materials on composing a comprehensive literature review and comparing to other research and explaining strengths and limitations of the research. Faculty reviewed opportunities to restructure the feedback and assessment procedures to determine efficiencies ways to track performance from draft to draft more effectively so that more actionable data could be used formatively. Despite these changes, in AC 2021-2022, the target was not met.

Previous changes may or may not have had a direct impact on the student's ability to conduct, evaluate, and use inquiry to guide professional practice. However, the target was not met.

Action - Decision or Recommendation:

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, the program coordinator will revise the Ed. Leadership Field Study proposal course to reflect previous recommended changes. Students will select a topic based on a needs analysis of multiple schools in a single district. Faculty will provide additional instructional resources and materials on composing and developing a clear problem statement, research questions, and a comprehensive literature review. Feedback conferences will be held with students to guide the data collection and analysis process as well as the development of conclusions and recommendations for future/further study. Follow up with the students will be emphasized and the goal will be to assign fewer IPs and to assist students in completing the field study.

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These changes will improve the student's ability to complete their study and to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

SLO 3

Course Map: EDUC 5990

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics.	Students use foundational knowledge of the field and professional ethical principles and practice standards to inform education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities.

Measure 3.1. (Direct - Knowledge)

Evidence of assessment is the Field Study Oral Defense. The assessment is aligned to the Graduate School's field study guidelines. The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale. Research-based analyses of quality are planned for future assessment cycles.

The target is: 100% of candidates will earn minimum benchmark ratings of 10 on each criterion based on performance expectations compared to prior year's averages.

Finding: Target was not met.

50% (1/2) candidates earned the minimum rating.

Analysis:

In AC 2020-2021 the target was not met.

In AC 2020-2021, the target was not met. Three students enrolled in the course; however, none of the students successfully completed their Field Study Oral Defense. Candidate performance was strongest in identifying a research problem, justifying the need for research, and presenting evidence to show how student data have been collected and analyzed for program improvement purposes a primary area of weakness was in describing the research design.

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Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty provided additional instructional resources and materials on describing the research design. Faculty reviewed opportunities to restructure the feedback and assessment procedures to determine efficiencies ways to track performance from draft to draft more effectively so that more actionable data could be used formatively.

Despite these changes, in AC 2021-2022, the target was not met.

In AC 2021-2022 two students enrolled in the course. Both of these students successfully completed their Field Study Oral Defense; however, one student (50%) earned the minimum benchmark rating of 10 on each criterion.

Previous changes may or may not have had a direct impact on the student's ability to use foundational knowledge of the field and professional ethical principles and practice standards to inform education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities. Since no data was gathered, the target was not met.

Action - Decision or Recommendation:

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, the program coordinator will work with Ed. Leadership candidates to complete and successfully present their field study projects. Follow up with the students will be emphasized and the goal will be to assign fewer IPs and to assist current students in completing the field study project and oral defense.

These changes will improve the student's ability to complete their study defense and to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of data analysis from AC 2020 – 2021 which resulted in improved student learning and program improvement in AC 2021-2022.

- SLO 1: Faculty employed meaningful and positive communication and retention strategies to ensure successful course completion. Faculty provided additional

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instructional materials and resources within the course that focus on presenting results and following proper style guidelines for APA 7th edition.

- SLO 2: Faculty provided additional instructional resources and materials on composing a comprehensive literature review and comparing to other research and explaining strengths and limitations of the research. Faculty reviewed opportunities to restructure the feedback and assessment procedures to determine efficiencies ways to track performance from draft to draft more effectively so that more actionable data could be used formatively.
- SLO 3: Faculty provided additional instructional resources and materials on describing the research design. Faculty reviewed opportunities to restructure the feedback and assessment procedures to determine efficiencies in ways to track performance from draft to draft more effectively so that more actionable data could be used formatively.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2021-2022 and will take steps to continue to improve student learning in AC 2022-2023:

- SLO 1: Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. Field Study Proposal course will be revised to incorporate a needs analysis as the basis for topic selection. Faculty will revise the course shell. Follow up with the students will be emphasized and the goal will be to assign fewer IPs and to assist students in completing the field study proposal in one semester and the field study oral defense in the subsequent semester. These changes will improve the student's ability to complete their study proposal and defense and to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.
- SLO 2: Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, program coordinators will work more closely with students on topic selection and the development of a timeline to complete the field study proposal and oral defense in a timely manner. Faculty will assist candidate's in submitting IRB applications and documents. These changes will improve the student's ability to complete their study and to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.
- SLO 3: Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of

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improvement. In AC 2022-2023, faculty will revise the course and incorporate deadlines to focus students on completing the field study proposal and oral defense. Follow up with the students will be emphasized and the goal will be to assign fewer IPs and to assist current students in removing their IP grades. These changes will improve the student's ability to complete their study defense and to apply discipline specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.