

AC 2020-2021 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 in-service 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 explore and test theory, research, and best practices in their respective disciplines

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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 not met.

Analysis:

In AC 2019-2020 the target was met.

In AC 2019-2020, 100% of candidates met or exceeded expectations. Faculty added additional instructional support on writing and APA style, and faculty added 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 and grammar usage.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty provided additional instructional materials

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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.

Despite these changes, in AC 2020-21, the target was not met.

Four students enrolled in this course in AC 2020-2021. In Fall 2020, one student enrolled did not pass the key assessment. In Spring 2021, three students enrolled in the course. Of those three, only two passed the final assessment. Therefore, only 50% of the students achieved the benchmark.

The changes implemented did not enhance students' ability to use valid and reliable assessment practices.

Action - Decision or Recommendation:

In AC 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, a new coordinator of the Ed.S. program will be assigned. This person will revamp courses, including the final paper course. More feedback and formative feedback along with grading will be entered systematically. Additionally, faculty create and facilitated 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.

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

Finding: Target was not met.

Analysis:

In AC 2019-2020 the target was met.

In AC 2019-2020, 100% of candidates met or exceeded the target. Candidate performance was strongest in describing the research design. Primary areas of weakness were in composing a comprehensive literature review and comparing to other research and explaining strengths and limitations of the research project.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, 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 2020-21, the target was not met.

In AC 2020-2021, a total of three students enrolled in the course. All students did not successfully complete their Field Study and received an In Progress (IP) and will need to retake the course to finish this project.

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, since no data was gathered, the target was not met.

Action - Decision or Recommendation:

In AC 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, a new coordinator will be assigned to this program. 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 and to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

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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.

Analysis:

In AC 2019-2020 the target was met.

In AC 2019-2020, the target was met with 100% of candidates meeting the benchmark, which is consistent across cycles. 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.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, 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 2020-21, the target was not met.

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In AC 2020-2021 three students enrolled in the course. None of these students have successfully completed their Field Study Oral Defense as all received an In Progress (IP) and must retake the course.

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 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, a new coordinator will be assigned to this program. 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.

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 2019-2020 which resulted in improved student learning and program improvement in AC 2020-2021.

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

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- 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 2020-2021 and will take steps to continue to improve student learning in AC 2021-2022:

- SLO 1: Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, a new coordinator will be assigned to this program. 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.
- SLO 2: Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, a new coordinator will be assigned to this program. 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 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 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, a new coordinator will be assigned to this program. 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.