

**Assurance of Student Learning
2018-2019**

Western Kentucky University

Educational Administration, Leadership and Research

Educational Administration – 121 & 131

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Identify effective processes to develop rigorous curriculum and instruction for all students.

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| Instrument 1 | Direct: School Leaders Licensure Assessment |
| Instrument 2 | Direct: Ky. Specialty Test of Instructional Administrative Practices |
| Instrument 3 | |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | Met | Not Met |
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Student Learning Outcome 2: Articulate a plan for effective management of school resources and operations.

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| Instrument 1 | Direct: School Leaders Licensure Assessment |
| Instrument 2 | Direct: Ky. Specialty Test of Instructional Administrative Practices |
| Instrument 3 | |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | Met | Not Met |
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Student Learning Outcome 3:

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| Instrument 1 | |
| Instrument 2 | |
| Instrument 3 | |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | Met | Not Met |
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Overall, the Student Learning Outcomes have been met. Program completers who took the School Leaders Licensure Assessment (SLLA) in 2018-19 had an 87% pass rate. The overall average score of non-passing candidates was 156.25 out of 160 possible points, which is close to the mark. All candidates who took the KY Specialty Test of Instructional Administrative practices during that same year passed, with a mean score of 174.29. Passing score was 158. During 2018-19, the Principal Preparation program was in the final phase of re-design, with initial implementation in Fall 2019. The impetus and resources for the newly implemented program arose from a grant from the Wallace Foundation. Grants were awarded to seven universities across the country. WKU partnered with local districts to re-design the program around seminal and current content as well as meaningful, realistic field experiences. Over the next four semesters, the continuous improvement model will be enacted and evaluated each semester for content, process, and purposeful field involvement.

Student Learning Outcome 1

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| Student Learning Outcome | Identify effective processes to develop rigorous curriculum and instruction for all students. | | |
| Measurement Instrument 1 | <p>Direct Measure: School Leaders Licensure Assessment (SLLA). All candidates completing Principal Preparation Level I coursework must take this national ETS test for a school leader license in Kentucky. This assessment employs both selected and constructed-response questions requiring candidate to demonstrate knowledge as well as effectively plan how to apply that knowledge in a real-world school scenario. Analysis of SLLA test construction shows that 18% of selected responses and 12% of constructed responses address SLO #1. The average selected response scores of students who passed SLLA in 18-19 was 14.93 out of a possible 18.76. Average score in this category for students who failed was 11.00/19.85. The average constructed response score of students who passed SLLA in 18-19 was 12.97 out of a possible 18.00. The average score in this area for students who failed was 9.50 out of 18.00.</p> | | |
| Criteria for Student Success | Students must attain an overall passing score of 160 on the SLLA to pass the test and receive a transferable license. | | |
| Program Success Target for this Measurement | 100% | Percent of Program Achieving Target | 87% |
| Methods | <p>Data are provided by ETS. In 2018-19, 23 WKU Principal Preparation students attempted the SLLA. Of that number, 20 passed with a mean score of 176.00. Passing score is 160.</p> <p>Each of the two sections of the SLLA computer-delivered test is timed.</p> | | |
| Measurement Instrument 2 | Direct Measure: Ky Specialty Test of Instructional Administration Practices. | | |
| Criteria for Student Success | <p>Students must attain an overall score of 158 to pass the test and receive a license specific to the state of Kentucky. All candidates completing Principal Preparation Level I coursework must take this national ETS test for a school leader license in Kentucky. The assessment employs only selected response questions. Items measure a knowledge of Kentucky Revised Statutes and Kentucky Administrative Regulations regarding administration, governance, instruction, performance and school personnel. Test analysis reveals that 24% of the questions address instruction.</p> | | |
| Program Success Target for this Measurement | 100% | Percent of Program Achieving Target | 100% |
| Methods | <p>Data are provided by ETS. In 2018-2019, 24 WKU Principal Preparation students attempted the Ky Specialty Test of Instructional Administration Practices. All 24 passed with a mean score of 174.29. Passing score is 158.</p> <p>This test is computer-delivered and timed.</p> | | |
| Measurement Instrument 3 | | | |
| Criteria for Student Success | | | |
| Program Success Target for this Measurement | | Percent of Program Achieving Target | |
| Methods | | | |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | Met | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | |
| Specific actions for program improvement are currently being enacted. Implementation of a program re-design, initiated in Fall 2017 with capital and human resources provided through a competitive Wallace Foundation Grant, occurred with the Fall 2019 Principal Preparation cohort. Content in all eight core courses has been refurbished, with the help of public-school district practitioner partners and UIC faculty, to include both seminal and current content needs. Pertinent field experiences with school leaders are required in all core courses. A separate one-hour clinical experience credit is required for all but the first two of the eight, required Level I courses. Each clinical experience course features required activities, a choice of elective activities, and personalized activities that must be approved by the instructor and the site-mentor. Students will have intentional work in the schools that is directly connected to course learning targets. | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | |
| At the close of each semester during initial implementation, public-school district practitioner partners are invited to engage in course review with program faculty. Alignment of course syllabi, learning targets, readings, learning experiences, assessments, and field work requirements are all reviewed with an eye toward unity of purpose in student growth toward professional standards. A first meeting occurred at the end of Fall 2019 with four school-district practitioners. | | |

Student Learning Outcome 2

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| Student Learning Outcome | Articulate a plan for effective management of school resources and operations. | | | |
| Measurement Instrument 1 | <p>Direct Measure: School Leaders Licensure Assessment (SLLA). All candidates completing Principal Preparation Level I coursework must take this national ETS test for a school leader license in Kentucky. This assessment employs both selected and constructed-response questions requiring candidate to demonstrate knowledge as well as effectively plan how to apply that knowledge in a real-world school scenario. Analysis of SLLA test construction shows that 10% of selected responses and 10% of constructed responses address SLO #2. The average selected response scores of students who passed SLLA in 18-19 was 10.17 out of a possible 12.38. Average score in this category for students who failed was 7.75/12.75. The average constructed response score of students who passed SLLA in 18-19 was 9.14 out of a possible 12.00. The average score in this area for students who failed was 6.25 out of 12.00.</p> | | | |
| Criteria for Student Success | Students must attain an overall passing score of 160 on the SLLA to pass the test and receive a transferable license. | | | |
| Program Success Target for this Measurement | 100% | Percent of Program Achieving Target | 87% | |
| Methods | Data are provided by ETS. In 2018-19, 23 WKU Principal Preparation students attempted the SLLA. Of that number, 20 passed with a mean score of 176.00. Passing score is 160. Each of the two sections of the SLLA computer-delivered test is timed. | | | |
| Measurement Instrument 2 | Direct Measure: Ky Specialty Test of Instructional Administration Practices. | | | |
| Criteria for Student Success | Students must attain an overall score of 158 to pass the test and receive a license specific to the state of Kentucky. All candidates completing Principal Preparation Level I coursework must take this national ETS test for a school leader license in Kentucky. The assessment employs only selected response questions. Items measure a knowledge of Kentucky Revised Statutes and Kentucky Administrative Regulations regarding administration, governance, instruction, performance and school personnel. Test analysis reveals that 33% of the questions address SLO#2. | | | |
| Program Success Target for this Measurement | 100% | Percent of Program Achieving Target | 100% | |
| Methods | Data are provided by ETS. In 2018-2019, 24 WKU Principal Preparation students attempted the Ky Specialty Test of Instructional Administration Practices. All 24 passed with a mean score of 174.29. Passing score is 158. This test is computer-delivered and timed. | | | |
| Measurement Instrument 3 | | | | |
| Criteria for Student Success | | | | |
| Program Success Target for this Measurement | | Percent of Program Achieving Target | | |
| Methods | | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | | Met | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | |

Specific actions for program improvement are currently being enacted. Implementation of a program re-design, initiated in Fall 2017 with capital and human resources provided through a competitive Wallace Foundation Grant, occurred with the Fall 2019 Principal Preparation cohort. Content in all eight core courses has been refurbished, with the help of public-school district practitioner partners and UIC faculty, to include both seminal and current content needs. Pertinent field experiences with school leaders are required in all core courses. A separate one-hour clinical experience credit is required for all but the first two of the eight, required Level I courses. Each clinical experience course features required activities, a choice of elective activities, and personalized activities that must be approved by the instructor and the site-mentor. Students will have intentional work in the schools that is directly connected to course learning targets.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

At the close of each semester during initial implementation, public-school district practitioner partners are invited to engage in course review with program faculty. Alignment of course syllabi, learning targets, readings, learning experiences, assessments, and field work requirements are all reviewed with an eye toward unity of purpose in student growth toward professional standards. A first meeting occurred at the end of Fall 2019 with four school-district practitioners.

Student Learning Outcome 3

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| Student Learning Outcome | | | |
| Measurement Instrument 1 | NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required. | | |
| Criteria for Student Success | | | |
| Program Success Target for this Measurement | | Percent of Program Achieving Target | |
| Methods | | | |
| Measurement Instrument 2 | | | |
| Criteria for Student Success | | | |
| Program Success Target for this Measurement | | Percent of Program Achieving Target | |
| Methods | | | |
| Measurement Instrument 3 | | | |
| Criteria for Student Success | | | |
| Program Success Target for this Measurement | | Percent of Program Achieving Target | |
| Methods | | | |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | Met | Not Met |
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| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | |
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| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | |
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