Program Review

MA in Leadership Studies

Graduate School of Education and Professional Development

November 2012
Date: Fall 2012

Program: MA – Leadership Studies

Date of Last Review: April 13, 2006

Recommendation
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):
1. Continuation of the program at the current level of activity; or
2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or
3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1. Recommendation: Signature of person preparing the report: Date: 11-26-12
2. Recommendation: Signature of Program Chair: Date: 11-26-12
3. Recommendation: Signature of Academic Dean: Date: 11-29-12
4. Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date: 2-3-13
5. Recommendation: Signature of President, Faculty Senate/Chair, Graduate Council: Date: 3-14-13
6. Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: Date: 4/24/13
7. Recommendation: Signature of the President: Date: 4/24/13
8. Recommendation: Signature of Chair, Board of Governors: Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:
Continuation of the program at the current level of activity

Rationale:
(If you recommend a program for resource development identify all areas for specific development)

The Leadership Studies (M.A.) continues to be a strong and viable program and addresses a critical need in the state and region. The program was the first MU graduate program to provide its program online and continues to serve students statewide and across a broader region. The licensure components of the program are fully approved by the West Virginia Board of Education and the program is fully approved by its national specialty association. All program faculty hold appropriate terminal degrees and are active in research and scholarship. Program enrollment experienced a decline with the advent of additional competing programs, but recent data suggest that it is at the initial stages of enrollment growth. The long term projection is for a stable or slightly increasing program enrollment. The program is well respected among state and area educators. The MA in Leadership Studies is a critical element of Marshall’s service to the state and region.

Signature of the Dean

Date
Program: **MA in Leadership Studies**

College: **Graduate School of Education and Professional Development**

Date of Last Review: **Academic Year 2005 - 2006**

I. Accreditation Information

1. **Name of Accrediting Organization Education:** Educational Leadership Constituent Council (ELCC)

2. **Date of Most Recent Self-Study and Accreditation Visit:** September 2011

3. **Accreditation Status:** (regular, probationary, etc.): Nationally Recognized

4. **Accrediting Organization’s Report:** This should include and most recent action taken by the program’s accrediting body. Also, provide any significant findings from your most recent self-study and accreditation visit. If weaknesses or deficiencies were noted, please explain how these are being addressed. See attachment “A”

II. **CONSISTENCY WITH UNIVERSITY MISSION:** Not required for accredited programs

Provide your program’s mission statement. Explain how your mission supports the mission of your college and the mission of Marshall University.

III. **Adequacy of the Program** Not required for accredited programs

1. **Curriculum:** Not required for accredited programs.

2. **Faculty:** Not required for accredited programs

3. **Students:** Not required for accredited programs

4. **Resources:** Not required for accredited programs
   a. **Financial:** Not required for accredited programs
   b. **Facilities:** Not required for accredited programs

5. **Assessment Information:** NOTE: This section is a summary of your yearly assessment reports.
   a. Please see Appendix V for information about the elements of our assessment program. The elements are student performance on The Praxis II 0411 examination, capstone essay, reflective essays on the
national program standards, field experiences, mentor evaluations, school improvement plans, and action research plans

b. **Other Learning and Service Activities:** All learning and service activities are covered in Appendix V.

c. **Plans for Program Improvement:** The program faculty members meet each October to review the data from the previous year. Areas that need attention are identified and a plan for correction is made. The current year's planning meeting was October 17 & 18, 2012. This 2012 data was not available in time to be included in this report. However, a summary of the program improvements from previous years appear in Appendix V. It is important to note that the program improvement plans were carefully scrutinized by experts in our field as part of the submission for national recognition.

d. **Graduate Satisfaction:** This is an area the program needs to address as we currently have limited information available. The information we do have, however, indicates high levels of satisfaction. A more detailed plan for collecting this information was on the agenda for the program’s October planning meeting. However, the plan details were not available by the November 1, 2012 deadline for this report.

e. **Attach the previous five years of evaluations of your assessment reports provided by the Office of Assessment.** Letters from the Assessment Office are included in Appendix IX.

6. **Previous Reviews:** State the last program review action by the Marshall University Board of Governors.

   At its meeting of April 13, 2006, the Marshall University Board of Governors recommended that the Master of Arts in Leadership Studies continue at its current level of activity.

7. **Identify weaknesses and deficiencies** noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

   In its review, submitted in academic year 2005 – 2006, the Master of Arts program in Leadership Studies was reported to have the following weaknesses:

   - **Decline in student enrollment:** Enrollments and graduate numbers are up significantly. See Figures 1 & 2 for charted data.
   - **Non-competitive faculty salaries:** Salaries remain an issue. Our starting salary for an experienced education administrator from the K-12 system
is $40,000 for an asst. prof. The average WV K-12 salary for these individuals is $80,000+

8. **Current Strengths/Weaknesses:** Identify the strengths and weaknesses of the program. Describe program plans for removing the weaknesses. *The program is growing in enrollment as the faculty have made adjustments to be more competitive and more marketable. The only significant weakness is the lack of faculty to meet new enrollment demands and the difficulty in filling vacancies due to very low initial pay.*

**IV. Viability of the Program:** *Not required for accredited programs*

**V. Articulation Agreements:** *Not required for accredited programs*

**VI. Off-Campus Classes:** *Not required for accredited programs*

**VII. Online Courses:** *Not required for accredited programs*

**VIII. Service Courses:** *Not required for accredited programs*

**IX. Program Course Enrollment:** *Not required for accredited programs*

1. **Program Enrollment:** *Program Enrollment:* The number of students in the program is increasing due to changes to make the program more accessible and more competitive. While a disconnect seems to exist between the number of graduates versus the increasing Leadership Studies enrollment, the perceived gap is attributable to the number of students enrolling in the post-masters’ graduate certificate/licensure program for school principals. These students frequently do not apply for the Graduate Certificate and therefore do not appear in the graduate listing. While the Leadership Studies faculty do encourage students to apply for the certificate, it is not recognized in the WV licensure or compensation schemas.

2. Trend lines for total number of students enrolled in the program and number of graduates for the period of the review can be found in Figure 1

**Enrollment Projections:** There is a limited number of public school teachers in the region and that population continues to be divided among increasing numbers of schools that provide licensure for school principals. Several of the state’s institutions that were formerly four-year institutions have put preparation programs for principals in place. In spite of this trend, the program at Marshall is known for its high quality and reasonable cost and is growing in enrollments. In addition to running three cohort groups currently, there are plans to add an additional two more cohort groups in the spring of
2013. These groups typically deliver six hours of enrollment each term for 20+ students.

The Leadership Studies program is also growing in areas not related to the field of education. We currently have a Leadership Specialist Area of Emphasis designed for persons working in non-profits and governmental agencies.

X. Necessity of the Program: Not required for accredited programs

XI. Advisory Committee: Not required for accredited programs

1. Graduates: Leadership Studies programs are designed for working professionals and nearly all of the students in the program are fully employed.

2. Job Placement: If the job placement rate reported above is low, can a course of action be identified that would improve this situation? Provide a summary of procedures utilized by the institution to help place program graduates in jobs or additional educational programs. Include activities supported by both the student’s academic department as well as the institution’s placement office. This summary should include the institution’s procedures and program organization for continuing contact and follow-up with graduates.

A requirement for admission to the program is that the student hold a professional teaching license and have teaching experience. Therefore, students who enroll are already employed as professionals (with an average age of 35). Tracking placement in administrative positions that the student may obtain post-graduation is difficult, as these may occur many years from the time of program completion. However, the GSEPD is currently launching an effort to track and obtain information from its graduates.

V. RESOURCE DEVELOPMENT N/A
APPENDICES

Appendix I – Required/Elective Course Work - Not required for accredited programs
Appendix II – Faculty Data Sheets- Not required for accredited programs
Appendix IIa Teaching Assistant Data Sheet- Not required for accredited programs
Appendix VI – Program Course Enrollment: MA in Leadership Studies - Not required in accredited program

Appendix III
Entrance Abilities of Past Five Years of Graduates: MA in Leadership Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean Undergraduate GPA</th>
<th>Mean GRE Verbal</th>
<th>Mean GRE Quantitative</th>
<th>Miller Analogies Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>35</td>
<td>3.35</td>
<td>424.67 (n = 15)</td>
<td>470.00 (n = 15)</td>
<td>45.13 (n = 8); 404.94 (new, n = 16)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>31</td>
<td>3.24</td>
<td>443.75 (n = 16)</td>
<td>516.25 (n = 16)</td>
<td>48.00 (n = 3); 399.27 (new, n = 15)</td>
</tr>
<tr>
<td>2009-2010</td>
<td>24</td>
<td>3.34</td>
<td>420.00 (n = 8)</td>
<td>525.00 (n = 8)</td>
<td>33.60 (n = 5); 400.36 (new, n = 13)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>27</td>
<td>3.22</td>
<td>362.00 (n = 5)</td>
<td>482.00 (n = 5)</td>
<td>38.40 (n = 5); 403.67 (new, n = 21)</td>
</tr>
<tr>
<td>2011-2012</td>
<td>27</td>
<td>3.35</td>
<td>415.00 (n = 10)</td>
<td>465.00 (n = 10)</td>
<td>32.00 (n = 2); 402.60 (new, n = 15)</td>
</tr>
</tbody>
</table>
## Appendix IV
Exit Abilities of Past Five Years of Graduates: MA in Leadership Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results (Praxis II)</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>35</td>
<td>3.82</td>
<td>98%+</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2008-2009</td>
<td>31</td>
<td>3.89</td>
<td>98%+</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2009-2010</td>
<td>24</td>
<td>3.87</td>
<td>98%+</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2010-2011</td>
<td>27</td>
<td>3.92</td>
<td>98%+</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011-2012</td>
<td>27</td>
<td>3.89</td>
<td>98%+</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Component Area/Program/Discipline: MA in Leadership Studies

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The program learning outcomes are based on 6 national standards (ELCC). These are Collaboration, Integrity, Vision, Instructional Leadership, Context, Stewardship</td>
<td>Praxis II 0411 Exam</td>
<td>Student pass rate will be above 80%</td>
<td>Data from ETS related to the Praxis II exam reveal at 98%+ passage rate</td>
<td>None needed</td>
</tr>
<tr>
<td></td>
<td>Capstone Essay</td>
<td>All students will score at the acceptable or better level</td>
<td></td>
<td></td>
<td>The information provided to students about the essay were improved and a review by the advisor prior to final grading was added</td>
</tr>
<tr>
<td></td>
<td>Reflective Essays</td>
<td>All students will score at the acceptable or better level</td>
<td>Scores on the “Context” essay are lower than others</td>
<td></td>
<td>Additional information was provided for students to aid in understanding.</td>
</tr>
<tr>
<td></td>
<td>Field Experiences</td>
<td>All students will score at the acceptable or better level</td>
<td>Data reveals satisfactory levels of student outcomes</td>
<td></td>
<td>None needed</td>
</tr>
<tr>
<td>Mentor Evaluation</td>
<td>All students will score at the acceptable or better level</td>
<td>This assessment has only been in place for 3 years, but the overall results indicate high levels of student performance</td>
<td>Improve the collection process to increase the return rate of mentor rating forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Improvement Plans</td>
<td>All students will score at the acceptable or better level</td>
<td>Data reveals satisfactory levels of student outcomes</td>
<td>None needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action research Plans</td>
<td>All students will score at the acceptable or better level</td>
<td>Data reveals satisfactory levels of student outcomes</td>
<td>None needed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appendix VI – Program Course Enrollment: MA in Leadership Studies - Not required in accredited programs**
### Appendix VII

**Program Enrollment: MA in Leadership Studies**

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2007-2008</th>
<th>Year 2 2008-2009</th>
<th>Year 3 2009-2010</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Leadership Studies No Area of Emphasis</td>
<td>41</td>
<td>40</td>
<td>19</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>MA in Leadership Studies Justice Leadership</td>
<td>13</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>MA in Leadership Studies Educational Leadership</td>
<td>54</td>
<td>62</td>
<td>66</td>
<td>80</td>
<td>105</td>
</tr>
<tr>
<td>MA in Leadership Studies Leadership Specialist</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Third Majors Enrolled:**</td>
<td>1</td>
<td></td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
<td>117</td>
<td>120</td>
<td>103</td>
<td>128</td>
<td>162</td>
</tr>
<tr>
<td><strong>Graduates of the program</strong></td>
<td>35</td>
<td>31</td>
<td>24</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
Figure 1. Trend Line for Total Enrollment and Program Graduates:
MA in Leadership Studies*

*This graduate data does not reflect those students enrolled in the Post-Masters Licensure program, many of whom do not apply for the Marshall Graduate Certificate.
Total Leadership Studies Course Enrollments

*Duplicated Head Count (Seat Count) for all LS courses*
*Professional Development courses not included*

Seat Counts

- 984 (2007)
- 1040 (2008)
- 996 (2009)
- 938 (2010)
- 1123 (2011)
- 1282 (2012)
Appendix VIII
Job and Graduate School Placement Rates: MA in Leadership Studies
- Information not available

Appendix IX Assessment Letters
Dr. Mike Cunningham, Program Director
Leadership Studies
Graduate School of Education and Professional Development

Dear Mike:

The Graduate Council and I have completed our evaluation of the MA in Leadership Studies’ assessment of student learning. This letter will provide general comments and suggestions for improvement. I have included the scoring rubric we used to evaluate your assessment report in a separate document.

This is an excellent assessment report. Your program’s learning outcomes are clearly stated; you use appropriate complementary assessment measures; and you do a thorough analysis of results, using them for program improvement.

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project’s steering committee will provide more feedback regarding next steps in that project at summer’s end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Teresa Eagle, Dean, GSEPD
Office of Assessment & Program Review

June 8, 2011

Dr. Michael L. Cunningham, Program Director
Leadership Studies
GSEPD

Dear Mike:

The Graduate Council and I have completed our evaluation of the MA in Leadership Studies Program’s assessment of student learning. This letter will provide general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports was sent to you in April, I will not include numerical ratings in this letter. The reason for this is that the rubric is still relatively new and is continuing to be revised. At this time, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

From your report, I identified the following learning outcomes: 1) Demonstrate understanding of and capacity to identify contexts (I’m not sure what this means); 2) Develop a vision and purpose (this is rather vague); 3) Use information (to do what? Do you want students to only use it and not to analyze it, evaluate it, synthesize it to formulate a plan of action?); 4) Exercise leadership processes to achieve common goals; 5) Act ethically within the education community. On your assessment chart, these five outcomes are written as one and evaluated with three assessment measures, the PRAXIS, reflective writing, and the portfolio. These are excellent assessment tools. I assume that this year you chose not to share the results of field experience evaluation (unless these are evaluated as part of the portfolio review). As you indicated in your report, in a program such as yours, field experiences are crucial points of assessment.

Your rubrics are nicely developed. In future reports, please report results by rubric trait (some of which are outcomes). This will help you to more easily identify relative strengths and weaknesses. Also, you are using an outdated assessment report template. You can find the current template at http://www.marshall.edu/assessment/assessment_forms.htm.

During the academic year 2011–2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with you. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds
Mary E. Reynolds
Director of Academic Assessment

C: Dr. Teresa Eagle, Dean, GSEPD
Dr. Michael L. Cunningham, Program Director
Leadership Studies
GSEPD

May 6, 2010

Dear Mike:

I have completed my evaluation of the MA in Leadership Studies Program’s assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric is still relatively new and, as you will see, it raises the bar for what is considered excellent assessment. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

This is a nice assessment report. Although it doesn’t follow the official reporting format, it shows evidence that student learning was analyzed in enough detail to inform meaningful improvement. One suggestion would be to report results in each trait of the rubric. For example, when evaluating student portfolios, do students score higher on knowledge than on integration?

Please see the attached rubric. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

CC: Dr. Teresa Eagle, Dean, GSEPD
Office of Assessment & Program Review

April 5, 2009

Dr. Michael Cunningham, Program Director
Leadership
GSEP D

Dear Mike:

The Graduate Council and I have completed our evaluation of the MA in Leadership Studies' assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric for the first time this year and, as you will see, it has changed considerably from the ones used in previous years. It raises the bar for what is considered excellent assessment considerably and, since it was not shared with programs before this assessment cycle, I'm not comfortable using it to give programs a formal rating this year. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this new rubric.

Your report makes clear that the MA in Leadership faculty have a well thought out assessment plan and use assessment data to inform program improvement. My only concern is that, in your primary chart (pp. 10 and 11), the program's student learning outcomes are lumped together as a single unit, so it is difficult for the reader to determine which assessments are being used for which outcomes (or if each assessment assesses all). However, results and analysis are detailed, with additional detail provided in Appendix A.

Please see the attached rubric and letter to Deans, Chairs, and Faculty detailing general suggestions for an effective assessment program. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Rudy Pauley, Dean, GSEP D
NATIONAL RECOGNITION REPORT
Preparation of Educational Leaders
School Building Level

COVER PAGE
Name of Institution
Marshall University, WV
Date of Review
MM DD YYYY
08 / 01 / 2011

This report is in response to a(n):
� Initial Review
� Revised Report
� Response to Conditions Report

Program(s) Covered by this Review
Educational Leadership - Principal
Grade Level - PreK - Adult
Program Type
Other School Personnel
Award or Degree Level(s)
� Post Baccalaureate
� Master's
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Standard 1.0: Candidates who complete the program are educational leaders who have the
knowledge and ability to promote the success of all students by facilitating the
development, articulation, implementation, and stewardship of a school vision of learning supported by the
school community.
1.1 Develop a School Vision of Learning.
Met Met with Conditions Not Met
Comment:
1.2 Articulate a School Vision of Learning.
Met Met with Conditions Not Met
Comment:
1.3 Implement a School Vision of Learning.
Met Met with Conditions Not Met
Comment:
1.4 Steward a School Vision of Learning.
Met Met with Conditions Not Met
Comment:
1.5 Promote Community Involvement in School Vision.
Met Met with Conditions Not Met
Comment:
Standard 2.0: Candidates who complete the program are educational leaders who have the
knowledge and ability to promote the success of all students by promoting a positive school
culture, providing an effective instructional program, applying best practice to student learning, and
designing comprehensive professional growth plans for staff.
2.1 Promote a Positive School Culture.
Met Met with Conditions Not Met
Comment:
2.2 Provide Effective Instructional Program.
Met Met with Conditions Not Met
Comment:
2.3 Apply Best Practice to Student Learning.
Met Met with Conditions Not Met
Comment:
2.4 Design Comprehensive Professional Growth Plans.
Met Met with Conditions Not Met
Comment:
Standard 3.0: Candidates who complete the program are educational leaders who have the
knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization.
Met Met with Conditions Not Met
Comment:

3.2 Manage the Operations.
Met Met with Conditions Not Met
Comment:

3.3 Manage the Resources.
Met Met with Conditions Not Met
Comment:

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members.
Met Met with Conditions Not Met
Comment:

4.2 Respond to Community Interests and Needs.
Met Met with Conditions Not Met
Comment:

4.3 Mobilize Community Resources.
Met Met with Conditions Not Met
Comment:

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity.
Met Met with Conditions Not Met
Comment:

5.2 Acts Fairly.
Met Met with Conditions Not Met
Comment:

5.3 Acts Ethically.
Met Met with Conditions Not Met
Comment:
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Educational Context.
Met Met with Conditions Not Met

Comment:

6.2 Respond to the Larger Educational Context.
Met Met with Conditions Not Met

Comment:

6.3 Influence the Larger Educational Context.
Met Met with Conditions Not Met

Comment:

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial.
Met Met with Conditions Not Met

Comment:

7.2 Sustained.
Met Met with Conditions Not Met

Comment:

7.3 Standards-based.
Met Met with Conditions Not Met

Comment:

7.4 Real Settings.
Met Met with Conditions Not Met

Comment:

7.5 Planned and Guided Cooperatively.
Met Met with Conditions Not Met

Comment:

7.6 Credit.
Met Met with Conditions Not Met

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidate knowledge of content
Updated information is provided on two content assessments: Assessment 2 (Capstone Essay) and Assessment 6 (Reflective Essays). Assessment 2, Capstone Essay, assesses candidate knowledge of key principles of educational leadership gained through both coursework and field experiences. Assessment 2 is aligned with ELCC standard elements 1.2 a - c, 1.4 a - c, 1.5 a and b; 5.3; 6.2a and 6.3 a - c. Assessment 6, Reflective Essays, requires candidates to write six-standards based reflective essays aligned with six ELCC standards. Reflective Essay #1 Vision is designed to assess candidate knowledge of ELCC standard elements 1.1 - 1.5. Reflective Essay #2 Scholarship is designed to assess candidate knowledge of ELCC standard elements 2.1 - 2.4. Reflective Essay #3 Stewardship is designed to assess candidate knowledge of ELCC standard elements 3.1 - 3.3. Reflective Essay #4 Collaboration is designed to assess candidate knowledge of ELCC standard elements 4.1 - 4.3. Reflective Essay #5 is designed to assess candidate knowledge of ELCC standard elements 5.1 - 5.13. Reflective Essay #6 is designed to assess candidate knowledge of ELCC standard elements 6.1 - 6.3. Data tables for all content assessments disaggregate performance of candidates in the master's and postmaster's programs. Additionally, data are aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category for content Assessments 2 and 6.

C.2. Candidate ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Updated information is provided on three leadership skills assessments: Assessment 3 (Field Experiences Professional Skills Assessment), 4 (Mentor Evaluation), and Assessment 7 (School Improvement Plan). Assessment 3, Field Experiences Professional Skills Assessment, evaluates candidate performance on three major activities: Part A Teacher Observation, Evaluation, and Plan of Improvement; Part B School Safety Plan; and Part C School/Community Meeting and Newsletter. Part A is aligned with ELCC standard elements 2.2, 2.3, and 2.4. Part B School Safety (Emergency) Plan is aligned with ELCC standard elements 3.1 and 3.2. Part C School/Community Meeting and Newsletter is aligned with ELCC standard elements 4.1, 4.2, and 4.3.
Assessment 4, Mentor Evaluation, asks mentors to evaluate candidate performance on ELCC standard elements 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3. Assessment 7, School Improvement Plan, is designed to assess candidate ability to collaboratively develop a plan with the community guided by a school vision to create school improvement. Assessment 7 is aligned with ELCC standard elements 1.1, 1.2, 1.3, 1.4, 1.5, and 2.1. Data tables for all leadership skills assessments disaggregate performance of candidates in the master's and post-master's programs. Additionally, data are aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category for skills Assessments 3, 4 and 7.

C.3. Candidate effects on P-12 student learning
Updated information is presented on Assessment 5, Action Research Plan. Assessment 5 is designed to provide evidence of candidate ability to use school data to plan for the improvement of student achievement. It is aligned with ELCC standard elements 3.1, 3.2, and 3.3. Data tables for Assessment 5 disaggregate performance of candidates in the master's and post-master's programs. Additionally, data are aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category for Assessment 5.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS
Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)
Marshall University provided strong evidence that assessment results (Assessments 2, 3, 4, 5, 6, and 7) are evaluated and applied to the improvement of candidate performance. Based on the request in the February 2011 National Recognition Report, the data tables for all assessments in this Response to Conditions Report disaggregate performance of candidates in the master's and post-master's programs. Additionally, data are aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category for Assessments 2, 3, 4, 5, 6, and 7.

PART E - AREAS FOR CONSIDERATION
Areas for consideration
None
PART F - ADDITIONAL COMMENTS
F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:
F.2. Concerns for possible follow-up by the Board of Examiners:
PART G - DECISIONS
Please select final decision:

☐ C ☑ Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation.