

## Graduate Program Data Analysis Report

Program Name: Ed Leadership - Building

Date: April 12, 2012

Contact Person: Dr. Andrew Pushchak

### Directions:

1. Review the program assessment data located in D2L.
2. List the 6 to 8 assessments for each program in the box provided for Program Assessments. Examine the data collection for each program. Be sure to review both the fall and spring data collection. Answer the following questions for each program assessment placing the information in the appropriate column:
  - What does the data indicate for your program?
  - What areas of concern if any do you have regarding this assessment?
  - What recommendations do you have regarding any revisions for this assessment?
  - What program changes if any does this data suggest?
3. Save the template as a Word document and submit it to the NCATE Assessment Committee via a D2L dropbox provided in the Accreditation-NCATE link by April 9<sup>th</sup>.

### Graduate Unit Data

Program Assessment	Data Analysis	Recommendations
PRAXIS Test Code 0410  Educational Leadership: Administration and Supervision	Data for this assessment from the 2011 ELCC Building Final Report were analyzed. The institution summary report indicates that 100% of candidates meet the PDE established cut-off score of 580 for Principal K-12 certification. The institution summary report indicates that the institutional average percent of correct questions exceeds the national average percent of correct questions for each category listed above.	The PRAXIS exam has changed to the School Leaders Licensure Assessment (SLLA) effective April 2, 2012. Similar to the previous PRAXIS analysis, program faculty will monitor and analyze results from the SLLA.
Personal Leadership Vision Essay	Data for this assessment from the 2011 ELCC Building Final Report were analyzed. The data reveal that all education leadership graduate students	Program faculty will discuss possible interventions to address these lower scores for these two particular students.

	<p>pursuing the Pennsylvania Principal K–12 certificates are meeting the standards established by ELCC. There exists an area in the data that shows two students performing at the ‘does not meet expectations level’ for ELCC 1.1 and 1.2 Standards.</p>	
<p>Curriculum Needs Assessment</p>	<p>Data for this assessment from the 2011 ELCC Building Final Report were analyzed. The data reveal that all education leadership graduate students pursuing the Pennsylvania Principal K–12 certificates are meeting the standards established by ELCC. There exists an area in the data that shows 1% of the students performing at the ‘does not meet expectations’ level for three standards. For standards 2.1, 3.3, and 4.1, the percentage involves just one student thus changes to the course are not deemed necessary.</p>	<p>Program faculty will discuss possible interventions to address these lower scores for this one particular student.</p>
<p>Internship Final Assessment</p>	<p>Data for this assessment from the 2011 ELCC Building Final Report were analyzed. The data for Standard 5 reflecting acting with integrity, fairness, and in an ethical manner received the highest scores for all Principal K-12 interns. The data for Standard 6 reflecting understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context received lower scores for this assessment.</p>	<p>Building upon the high scores reflected in Standard 5 program faculty will discuss possible opportunity for interns to exercise ethical behaviors in new or unfamiliar settings. As indicated in the report (to address lower scores for Standard 6), program faculty will continue to monitor the success of interns conducting Focus Projects on Student Achievement. Participation in regional showcases continues to address the larger context and provides opportunities for interns to report out to a broader audience.</p>
<p>Focus Project on Student Achievement</p>	<p>Data for this new assessment from the 2011 ELCC Building Final Report were analyzed. 100% of the interns scored target or meets expectations. There were no interns that received a</p>	<p>Building upon the high scores achieved by all interns, program faculty will discuss possible opportunities for interns to analyze data in greater depth and to have an increased impact on student</p>

	score ‘does not meet expectations’ for any standards for this assessment.	achievement. Program faculty will continue to discuss possible ways to move more students from ‘meets expectations’ to ‘target.’
Leadership Capacity Project	Data for this assessment from the 2011 ELCC Building Final Report were analyzed. The data reveal that all education leadership graduate students pursuing the Pennsylvania Principal K–12 certificates are meeting the standards established by ELCC. There exists an area in the data that shows 1% of the students performing at the does not meet expectations level for three standards. For standards 2.4, 3.1, and 4.1, the percentage involves just one student thus changes to the course are not deemed necessary.	Program faculty will discuss possible interventions to address these lower scores for this one particular student.
Building Level Strategic Plan	Data for this assessment from the 2011 ELCC Building Final Report were analyzed. There exists an area in the data that shows 2% to 9% of the students performing at the ‘does not meet expectations’ level for various standards. For all standards except 4.1, the percentage involves just one or two students thus changes to the course are not deemed necessary. As this is the first course in the sequence, students may be monitored closely and provided with the necessary support to succeed.	These data do not concern the program, but efforts have been made to share the information with instructors in the next course in sequence so that appropriate support can be provided for those students who need remediation. Program faculty will discuss possible interventions to address these lower scores for these one or two particular students.