



Academic Program Review

Program Name: MEd. in P-12 Educational Administration

Academic Year: 2024-2025

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Program Context

The M.Ed. degree requires a total of 31 credits, including 9 credits of core coursework (required of all COE master's students), 18 credits of concentration area courses in *Leadership Foundation Studies*, and 4 credits of *Field Experiences*. The *Field Experience* component features 3 credits of *Internship* and 1 credit of *Case Analysis in Education*. The *Internship* requires 240 hours of administrative intern work at elementary, middle, and high schools, which is typically spread across two or three semesters. The *Case Analysis in Education* is a capstone project taken in the final semester to evaluate student learning outcomes. The *Case Analysis in Education* serves as a capstone project during the final semester, designed to assess student learning outcomes.

Enrollment Unduplicated Headcount for this Academic Year (Tableau)

Table 1. Current Enrollment Data

	Fall 2024	Spring 2025	Summer 2025	Totals (2024-2025 School Year)
Newly Enrolled/Transferred	2	1	1	4
Continuing Students	6	6	7	8
Graduated	1	2	2	5
Total Enrollment	9	9	8	15

Note. The program offers rolling enrollment each semester, with courses required for completion offered once per year across three semesters. "Newly Enrolled/Transferred" are counted as "Continuing students" in the next semester. "Continuing students" of each semester includes all students enrolled before the current semester. The totals of new students and graduated students are counted cumulatively over three semesters. The totals of "Continuing students" are those who enrolled before the 2024-2025 school year and did not graduate during that year.

This program is served by the following:

Full-time faculty members = 2

Adjuncts = 2

Graduate Assistants (Teaching) = 0

Assessment Context

1. Refer to the action plan from your most recent APR-A report.
 - A. Describe progress your program has made according to your action plan and timeline over the past year
 - A focus of the Internship Coordinator (IC) was to provide internship students with individualized instructor feedback for the learning activities they submitted while completing the internship. Checkpoint meetings during the semester for all internship students were conducted by the IC to facilitate whole group feedback and provide opportunities for students to share their progress and showcase their work on various internship activities.
 - Faculty utilized the input from a focus group of practitioners (Oct. Mtg 2023) who work with our students to review internship requirements and consider updates. Specific consideration was given to increasing student engagement and program instruction in special education processes.
 - Faculty continued to provide students with opportunities in program courses to conduct research and produce scholarly writing to prepare them for success in the Case Study and Internship.
 - B. Describe your next steps for the upcoming academic year.
 - Two program faculty members retired and two new faculty members for the program were hired which was a 100% turnover in program faculty. For the coming year, new faculty are being mentored by a retiring faculty member throughout the fall semester.
 - A *Partnering for Progress* meeting, with practicing school administrators, was facilitated by the Dean's office on September 23, 2025 to introduce the new faculty. The meeting included an opportunity for the practicing administrators to provide input and guidance regarding the current challenges faced by school administrators.
 - New faculty members will be teaching the program courses for the first time and will evaluate course objectives, content, and learning activities for potential curricular updates and consider the input provided by the practicing school administrators for curricular/content updates.
 - New faculty will also focus on providing students with individualized advising as they enter the program and advising support as students progress through the program to ensure student retention and program completion.

2. Refer to your assessment plan.

Report assessment results for program level student learning outcomes that were assessed in the most recent academic year.

- A. Based on the plans you discussed last year (part C below in the prior year) briefly explain if you were able to make the changes you identified and how they were implemented.

(2024 report) There will be major turnover of two faculty in the coming year. It will be imperative to mentor and train new faculty members in programmatic details, coursework alignment to the standards, the annual assessment plan, and how to advise and work with students to ensure success. These efforts are underway as explained above (*Assessment Context B*).

B. Incorporate the data you collected this year by answering the following questions for each Program-Level Student Learning Outcome.

The assessment data are collected through following sources:

1. *Internship portfolio.* Students were scored a *1-Acceptable* or *2-Meets Target* on the Performance Indicators assessed by the Internship rubric. Overall, 5 students scored *2-Meets Target* in Internship and 100% students met the target.
2. *Capstone project.* The *Case Study* is composed of four parts that are integrated and aligned to present major and minor problems in a case scenario, research related to the problems, a plan to resolve the problems, and conclusions. Students presented the written analysis with an oral presentation to a committee of three, including two faculty members and one practitioner. Two faculty members scored the written case study and oral presentation using the Case Study Rubric. Students were scored as *2- Exceptional* (90+), *1- Needs Minor Improvement* (70-89.9), and *0-Fail* (0-69.9) on all standards assessed by the Case Study Rubric. Overall, 4 students scored *2- Exceptional* (90+), 1 student scored *1- Needs Minor Improvement* (70-89.9), and 100% of students met the target (70+).
3. *Employer Survey.* The survey was distributed to the district administrators for academic year 2022-2023 and 2023-2024 completers. Of the 26 completers, 5 held an administrative contract for the 2024-2025 school year. The survey was distributed to the 5 superintendents supervising the ISU completers. Five questions were asked in the survey, using a 5-points likert scale to rate the level of confidence from *Not at all confident* (0), *Somewhat confident* (1), *Neutral* (2), *Moderately confident* (3), to *Very confident* (4)

Program-Level Learning Outcomes	Assessment Method	Data	Results	Actions
List the Program-Level Student Learning Outcome(s) (add additional rows as needed).	Describe the Assessment Tools/Measures that Produce Evidence of Learning (e.g., exam, paper, project, presentation, etc.)	Analyze the Data/Evidence (e.g., Whom did you measure? All students, selected sample, or random sample? All modalities - in person, blended, online?)	Present the Results and Interpret Student Performance (e.g., percent and number of students who are developing or meeting at target)	Explain the Actions Taken or the Actions You Intend to Take for Continuous Improvement Based on the Results.
Outcome 1: use data to prioritize and improve learning outcomes for all students (CAEP Skills 1, 2, 3)	1. Internship portfolio. 2. Capstone project: Literature review and action plan 3. Employer Survey: "How confident are you that ISU completers are	1. Internship portfolio: All students (N=5) 2. Capstone project: All students (N=5) 3. Employer Survey: The survey was distributed to	1. Internship portfolio: All five students scored <i>2-Meets Target or above</i> in Internship and 100% students met the target. 2. Capstone project: 4 students scored <i>2-Exceptional</i> and 1 student scored <i>1-Needs Minor</i>	1. To improve student performance in Internship, the Internship Coordinator will continue to provide individualized feedback

	able to apply data literacy to prioritize and improve learning outcomes for all students?"	the 5 superintendents supervising the ISU completers. 2 responses were received (Response Rate = 40%). Given the small number of respondents, the data cannot be generalized.	<i>Improvement</i> , and 100% of students met the target. 3. Employer Survey: ISU completers were rated at <i>Very confident (4)</i> by 2 survey respondents.	on all required internship activities and initiate Checkpoint Meetings during the semester to showcase students' exemplary work products.
Outcome 2: advance teacher professional capacity and evaluate teacher effectiveness (CAEP Skills 4, 5)	1. Internship portfolio. 2. Capstone project: Action plan and oral presentation 3. Employer Survey: "How confident are you that ISU completers can advance teacher professional capacity and evaluate teacher effectiveness?"		1. Internship portfolio: All five students scored <i>2-Meets Target or above</i> in Internship and 100% students met the target. 2. Capstone project: 4 students scored <i>2-Exceptional</i> and 1 student scored <i>1-Needs Minor Improvement</i> , and 100% of students met the target. 3. Employer Survey: ISU completers were rated at <i>Very confident (4)</i> by 2 survey respondents.	2. To improve student performance in Case Study, the faculty members will ensure assignments and learning activities in coursework require students to use research and produce scholarly writing to prepare for case study. These skills are required to complete the case study and meet the CAEP Six Skills.
Outcome 3: create a school culture that sustains ongoing improvement efforts to increase student achievement (CAEP Skills 4, 5)	1. Internship portfolio. 2. Capstone project: Action plan and oral presentation 3. Employer Survey: "How confident are you that ISU completers can create a school culture that sustains ongoing improvement efforts to		1. Internship portfolio: All five students scored <i>2-Meets Target or above</i> in Internship and 100% students met the target. 2. Capstone project: 4 students scored <i>2-Exceptional</i> and 1 student scored <i>1-Needs Minor Improvement</i> , and 100% of students met the target. 3. Employer Survey: ISU completers	

	increase student achievement?"		were rated at <i>Very confident (4)</i> by 2 survey respondents.	
Outcome 4: manage the operational systems within a school legally, ethically, and effectively (CAEP Skills 6)	1. Internship portfolio. 2. Capstone project: Action plan 3. Employer Survey: "How confident are you that ISU completers help manage the operational systems within a school ethically and effectively?"		1. Internship portfolio: All five students scored <i>2-Meets Target or above</i> in Internship and 100% students met the target. 2. Capstone project: 4 students scored <i>2-Exceptional</i> and 1 student scored <i>1-Needs Minor Improvement</i>, and 100% of students met the target. 3. Employer Survey: ISU completers were rated at <i>Very confident (4)</i> by 2 survey respondents.	
Outcome 5: advocate effectively for student success and engage with all stakeholders to achieve school goals (internal and external to the school) (CAEP Skills 4)	1. Internship portfolio. 2. Capstone project: Oral presentation 3. Employer Survey: "How confident are you that ISU completers advocate effectively for student success and engage with all stakeholders to achieve school goals?"		1. Internship portfolio: All five students scored <i>2-Meets Target or above</i> in Internship and 100% students met the target. 2. Capstone project: 5 students scored <i>2-Exceptional</i> and 100% of students met the target. 3. Employer Survey: ISU completers were rated at <i>Very confident (4)</i> by 2 survey respondents.	

C. Discuss the results from your assessment activities this year and describe what actions you plan to take next year to make changes based on the information.

Our students are meeting all targets on the assessment plan. A review of the case study grades (100 pts possible on the rubric) show an average score of 89.35 points. A review of the internship grades (56 pts possible) reveals an average score of 55 points. Program faculty will continue to implement the “*next steps*” described in 1B of this report.

3. Describe operational and other changes your program plans to make that are not discussed under #1 and #2 above.

To enhance the quality of Program-Level Learning Outcomes assessment, the internship coordinator will redesign the intern evaluation surveys. These surveys, completed by cooperating principals, will be explicitly aligned with the five program outcomes. Each intern currently receives evaluations from three cooperating principals—one each from the elementary, middle, and high school levels. This restructuring will yield more comprehensive external evaluation data, thereby improving assessment validity by providing data directly relevant to specific outcomes. Moreover, increased data granularity will allow for targeted improvements in program instruction.

College Level Action Plan Annual Reporting

Targets

- 2.1 Implement a continuous improvement framework guided by data analysis and stakeholder input
- 3.1 Implement Strategic Engagement Activities College-Wide and Programs Specific
- 4.1 Expanding research, clinical, and creative activities by strategically reallocating existing resources to enhance faculty and staff development while maintaining budget efficiency.

Measurements

- Conduct focus groups and surveys to assess current practices (three year cycle):
 - Feedback from focus groups/surveys (2.1)
 - Programmatic (curriculum or procedural) changes that will be made as a result of the feedback. (2.1)
- Number of alumni and stakeholders engaged annually in curriculum development. (3.1)
- Number of funded student research projects; number of interdisciplinary research collaborations; student participation rates in research activities. (4.1)
- Number of symposiums hosted annually; number of student/faculty publications and presentations; external recognition or awards received by students and faculty. (4.1)