



AAQEP Annual Report for 2020

For instructions on how to complete this report, who should complete which sections, and how to submit the final report, please refer to [this guidance document](#).

Provider/Program Name:

Utah State University—Instructional Leadership

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet

06/30/2026

accredited):

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

Introduction and Overview

Utah State University (USU) is a land-grant institution with a main campus in Logan, UT. Its Carnegie classification is RU/H, a research university with high research activity. As of Fall 2019, USU enrolled 27,691 students, including 6,352 students on statewide campuses and 1,770 international students.

USU began as an agricultural college, but in the 1920s began offering courses related to teaching. On March 8, 1927, Senate Bill No. 97 was signed, which authorized the College to provide teacher preparation courses as part of a new School of Education which was assigned to the College of Arts and Sciences. In 1932, the School of Education established its independence from the School of Arts and Sciences. In 1957, Utah's Agricultural College became Utah State University and the School of Education became the College of Education. On April 23, 2008, USU announced it was naming its prestigious college of education the Emma Eccles Jones College of Education and Human Services (CEHS) in honor of a \$25 million gift from the Emma Eccles Jones Foundation.

Statewide Campuses

In keeping with its land-grant mission, USU's Statewide Campuses serve a significant portion of the university's total enrollment. Teacher preparation programs at USU are well-represented in regional campus offerings. Distance education extends USU's and CEHS's reach to provide higher education to students throughout Utah and around the world. Through distance education, USU has the ability to deliver classes via interactive broadcast to every county in Utah. A complete map of USU's statewide campuses can be viewed here: <https://statewide.usu.edu/>

The Emma Eccles Jones College of Education and Human Services (CEHS)

CEHS offers preparation programs for prospective teachers, school counselors, and administrators and supervisors in education. It also provides preparation for professionals in human services areas and corporate settings. Composed of seven departments, the College is also home to the: Emma Eccles Jones Center for Early Childhood Education; Center for Persons with Disabilities; Sorensen Legacy Foundation Center for Clinical Excellence; National Center for Hearing Assessment and Management; Dolores Dore Eccles Center for Early Care and Education; Edith Bowen Laboratory School; and the Sound Beginnings Program (for children with cochlear implants or digital hearing aids).

U.S. News and World Report has ranked the graduate programs annually. Recent ranking highlights for CEHS include:

- No. 1 College of Education in Utah for the 20th Year in a Row
- No. 29 on the National List of Best Education Schools
- No. 6 Nationally in Best Online Master's in Education Programs
- No. 12 Nationally in Funded Research with \$41.8 million

Profile of the School of Teacher Education and Leadership (TEAL)

Within CEHS, TEAL offers programs for early childhood education, elementary education, the social studies composite secondary teaching major, and the professional education framework leading to secondary education licensure in other teaching majors. The department's website is teal.usu.edu.

Instructional Leadership

For many years the College has offered a program for the preparation of school leaders. In 1972 the Board of Regents discontinued the PhD Program in Educational Administration, and in 1974 the Department of Educational Administration at Utah State University was dissolved, leaving the University without programs of instruction in the field. In 1979 the Administrative/Supervisory Certificate (ASC) program was approved by the Utah State Office of Education, allowing USU to again offer programs to prepare school leaders. This program was a non-degree, licensure only certification program. Because the Department of Educational Administration had been dissolved, the program was housed in the Dean's Office and was directed by the Associate Dean for Extension. In 2008, the program became part of TEAL.

In 2010, TEAL was authorized to offer a specialization in instructional leadership within the existing M.Ed. programs in elementary education and secondary education. Effective 2011, the program received approval to become a Master of Education Degree in Instructional Leadership. The program also continues to offer the ASC (licensure only) option for students who already hold a Master's degree from an accredited university.

Distinguishing Features

1. **Course Delivery.** The program has been known for increasing access to administrative licensure throughout Utah by the use of distance education. Over its history, courses have been delivered using a variety of systems and formats. In the past two years, courses are delivered online (synchronously and asynchronously) using Zoom, WebEx, and Canvas. Summer courses have traditionally been offered in a Hybrid model over seven weeks, including one week at the USU Brigham City Campus, and the remaining six weeks online.

Students, especially those enrolled in the ASC-only program, are able to complete the program at their own pace because all licensure courses are offered every semester, and because there is flexibility in selecting the location and timing of the internship experience.

2. **Internship.** Historically, and for students included in the data points for this annual report, the internship element of the program has consisted of 450 hours of applied internship as outlined in the rules of the Utah State Board of Education (USBE). Internship experience culminates with an internship seminar during which students meet to share experiences and insights from the internships, and complete reflective assignments to bring the experience to a logical conclusion.

3. **Faculty.** In the 2019-2020 academic year, the core Instructional Leadership faculty group consisted of three full-time faculty supplemented with a small group of adjunct faculty with credentials specific to the courses they teach (School Law, School Finance and Resource Management). The core faculty meets together monthly during the academic year and periodically during the summer to consider candidates for admission, address potential program changes, and collaborate on research and program development projects. In 2020, we hired an additional full-time faculty member, establishing a core faculty group of four for the 2020-2021 academic year.

The program has two strands. 1) The Administrative/Supervisory Concentration program. This is a licensure only program consisting of 30 credits of coursework. It assumes that the student holds a Master's Degree prior to admission (Required for Utah Administrative Licensure), and 2) The M.Ed. in Instructional Leadership consisting of 42 credits and including a set of courses addressing a curriculum and instruction core.

2019-2020 Annual Review Highlights

- 67% of 2019-2020 graduates complete their programs in the expected time to completion; 100% within 1.5 times the expected time to completion.
- At program exit, 100% of our 2019-2020 graduates passed the Praxis Exam 5411 exam.
- 89% of 2019-2020 graduates agreed or strongly agreed that the program prepared them for the duties and responsibilities of an education leader.
- 32% of 2019-2020 graduates had acquired a school leadership position at the conclusion of their program.

Public Posting URL

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

<https://cehs.usu.edu/about/annual-report-instructional-leadership>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2019-2020

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2019-20
Administrative/Supervisory Concentration (only)	Administrative/Supervisory Licensure	31 *	22
M.Ed. in Instructional Leadership	Administrative/Supervisory Licensure	23 *	16
	TOTALS:	54	38

*** We admit students every semester, however, we chose one time point to provide data on 2019-2020. These numbers are based on Fall 2019 enrollment.**

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

n/a

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
54
2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
38
3. Number of recommendations for certificate, license, or endorsement included in Table 1.
38
4. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.
<p>We indicate on our website: https://teal.usu.edu/graduate/med-il and specifically in the Informational Video for the IL/ASC that the average time to completion is 3-4 semesters for the Administrative/Supervisory Concentration and 5 semesters for the M.Ed. in Instructional Leadership, or 4.5 - 6 years and 7.5, respectively for 1.5 times the expected time frame. Disaggregated by program, the data are as follows for 2019-2020 completers.</p> <p>Administrative/Supervisory Concentration-only:</p> <ul style="list-style-type: none"> • Average time to completion: 4 semesters (range: 2 - 8 semesters) • Percent of students who complete within expected time frame (3-4 semesters): 67% • Percent of students who complete within 1.5 times the expected time frame (4.5 - 6 semesters): 96% <p>With outliers removed:</p> <ul style="list-style-type: none"> • Average time to completion: 3.9 semesters (range: 2 - 5 semesters) • Percent of students who complete within expected time frame (3-4 semesters): 67%

- Percent of students who complete within 1.5 times the expected time frame (4.5 - 6 semesters): 100%

M.Ed. in Instructional Leadership:

- Average time to completion: 5 semesters (range: 3 - 7 semesters)
- Percent of students who complete within expected time frame (5 semesters): 67%
- Percent of students who complete within 1.5 times the expected time frame (7.5 semesters): 100%

5. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

The Praxis 5412: Educational Leadership: Administration and Supervision (<https://www.ets.org/praxis/prepare/materials/5412>), administered by ETS, is required for licensure in the state of Utah, with a passing score of 146. For 2019-2020 completers, final passing Praxis scores for 2019-2020 completers ranged from 146 - 185, with a mean score of 169.28, and a mode of 164. The initial pass rate (passing on the first try) is 95% (two students who did not pass the Praxis on the first try passed on their second try).

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Program completers complete the INSPIRE, an annual survey conducted by the Utah Education Policy Center at the University of Utah (<https://uepc.utah.edu/our-work/inspire-leadership/>) and completed by all principal preparation programs within the state of Utah. Our survey completion rate for 2019-2020 was 100% and a summary of our survey findings (aggregated, as raw data on the specific program strand of the student-ASC only or M.Ed. are not available). Items are rated on a “1” to “5” scale (with a mid-point of 2.5 = average, 3.75-5 = highly above average).

Program Relevance and Rigor

Completers rated the relevance and rigor of their program and coursework. All items were rated, on average, from 4.3 - 4.6, indicating that program completers rated the **program’s relevance and rigor (e.g., coherence, challenge, reflection, integrated theory and practice, varied and engaging instruction, strong orientation towards profession) as highly above average.**

Faculty Quality

Completers rated the program faculty on their: knowledge, instructional competence, responsiveness to students, respectfulness of diversity, and value and support of students. All items under this category were rated, on average, 4.3-4.6, indicating that completers rated the **program’s quality of faculty as highly above average.**

Peer Relationships

Completers rated to what extent peer relationships developed through the program are close in nature and influenced their professional and personal growth. Survey items within this component were rated, on average, 3.1 - 4.1, indicating that completers rated the **program's effectiveness in fostering peer relationships as above average to highly above average.**

Program Accessibility

Under program accessibility, completers rated the: convenience of timing and location of course offerings, effectiveness of online options, costs, and admission requirements. These items were rated, on average, 3.7 - 4.5, indicating that completers rated the **program's accessibility as above average to highly above average.**

Curriculum

In the area of curriculum, completers rated their preparation in core leadership concepts: organizational culture, instructional leadership, school improvement, management, family and community relations, and technology. These areas were rated, on average, 3.9 - 4.5, indicating that completers rated the **program's curriculum as highly above average.**

Internship Residency/Quality

Completers rated the effectiveness of their internship, including experiences, developing important perspectives, engagement with colleagues, experience with relevant responsibilities, regular evaluation, adequate opportunities for application, and access and engagement with students from a variety of backgrounds. These items were rated, on average, 4.2 - 4.7, indicating that completers rated the **program's internship as highly above average.**

Learning Outcomes

Completers rated the program's effectiveness on achieving various learning outcomes on 45 items across the following dimensions:

- Ethics and Professional Norms (item means: 4.5 - 4.7)
- Strategic Leadership (item means: 4.4 - 4.5)
- Operations and Management (item means: 3.9 - 4.4)
- Instructional Leadership (item means: 4.2 - 4.4)
- Professional and Organizational Culture (item means: 4.4 - 4.6)
- Supportive and Equitable Learning Environment (item means: 4.3 - 4.4)
- Family and Community Engagement (item means: 4.1 - 4.3)

Across all 45 learning outcomes, completers rated the program as highly above average.

Overall Quality of Preparation

Completers rated, on average, the preparation program a 4.3 for preparing candidates for the duties and responsibilities of an education leader (89% agreed or strongly agreed with this statement).

Completers rated, on average, the preparation program a 4.5 for having a good reputation in the state or region (93% agreed or strongly agreed with this statement).

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Only 32% of 2019-2020 completers had acquired a position as school leaders at the conclusion of their program. For this reason and to be sensitive to the added stress of COVID-19 on the lives of school leaders and administration, data collection from employers is planned to occur during the second half of the 2020-2021 school year. To do so, we will be acquiring lists of principals around the state of Utah to identify and locate our 2019-2020 graduates and their respective districts. Respective districts will be asked to join an Advisory Group that will provide feedback on the effectiveness of our graduates as well as our re-design initiatives. The initial meeting is intended to occur in early 2021. Our intent is to include Superintendents, Curriculum Directors, and Principal Supervisors as part of the Advisory Group.

8. **Employment (and/or more schooling) rates** for the immediate prior year's completers, if known.

The INSPIRE survey for 2019-2020 completers is administered at the conclusion of the semester in which students complete their program. At the time of survey completion, 31.6% of completers indicated that they had become a school leader since enrolling in the program, 39.5% were actively looking to enter a school leadership position, 23.7% anticipated acquiring a school leadership position someday, and 5.3% were undecided.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Praxis	<p>In order to earn licensure in the state of Utah, completers seeking their Administrative/Supervisory K-12 licensure must pass the Praxis test version for Instructional Leadership: Administration and Supervision (5411). Completers must achieve a passing score of 151 to qualify for licensure.</p> <p>For successful performance, we expect an initial pass rate of 95% and an all-attempt pass rate of 100%.</p>	<p>Final passing Praxis scores for 2019-2020 completers indicate a range on the Praxis from 146 - 185, with a mean score of 169.28, and a mode of 164 (pass cut-score is 146). The initial pass rate (passing on the first try) is 95% (two students who did not pass the Praxis on the first try passed on their second try). Pass rate, considering all attempts, is 100%.</p> <p>Our expectations for successful performance were met.</p>
Internship Experiences List	<p>Students are expected to acquire a set of experiences (41 in total) during their internship. Due to changes in the required number of internship hours (from 450 to a competency-based model), 2019-2020 completers may have completed their program under the hours requirement or under the competency requirement.</p>	<p>Our goal is for a majority of students to have acquired all 41 experiences.</p> <p>Under the hour requirement, 36 of 41 of the internship experiences were completed by a majority (more than 50% of students). 17 experiences were completed by more than 90% of students.</p> <p>Under the competency requirement, 40 of the 41 internship experiences were completed by a majority (more than 50% of students). 19 experiences were completed by more than 90% of students.</p>

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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Survey of completers	We expect that completers will rate the program average to above average on all components of the INSPIRE survey.	On all Likert-rated components, completers rated all items on program effectiveness in the INSPIRE survey as above average or highly above average, exceeding our performance expectation.

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

Feedback during our initial AAQEP visit, reviewing areas in need of improvement, as well as changes to a competency based model and new educational leadership standards in the state has promoted efforts to: 1) re-design our program as well as the internship experiences to better meet the new standards and identify competency-based experiences within courses and across our program. Close collaboration with our Advisory Group will be key to these efforts.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs may post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing growth and improvement processes in relation to each AAQEP standard.

Table 5. Provider Self-Assessment and Continuous Improvement

Std.	Strengths, Needs, and Goals/Opportunities by Standard		Priorities to Be Addressed	Action Plan/ Steps to Be Taken	Steps Taken/ Outcomes (Reflection)
1	Strength	We have quality data to indicate that we demonstrate effectiveness in meeting Standard 1.			
	Need	Re-design to address USBE-adopted competency-based approach	Utah Educational Leadership Standards (UELS) (https://www.schools.utah.gov/file/888a20c7-60f1-40d5-bc86-a7d2952a10bc) has driven program re-design (also see Standard 3)	Re-design all ASC courses to meet the new standards	We have completed an MOU to re-design coursework, met regularly to plan re-design efforts and align standards with re-designed courses, will have 3 courses that have been redesigned by end of Fall 2020 semester; engaged in regular meetings with USBE, superintendents, and other preparation programs on rubrics and related competencies

	Goal				All courses re-designed by Fall 2021
2	Strength	INSPIRE survey data completion rates (100%) and data from those survey results provide strong evidence of the program's effectiveness in meeting Standard 2.			
	Need	Gather more and better feedback from and engage in more collaboration with stakeholders on program development.	Need annual feedback from employers; need input on program development	Develop an annual survey, interview, and/or tracking mechanisms to understand where our graduates go; Advisory board for program development	Pilot tracking/and or survey to employers Spring 2021 (with input from Advisory Group)
	Goal				Identify Advisory Group members Fall 2020/early 2021; Hold regular meetings starting in 2021 and launch mechanisms to collect annual employer feedback
3	Strength	Internship experiences (evidence of experiences) and ratings by program completers in INSPIRE survey provide strong evidence of meeting Standard 3; ASC interview questions updated to reflect new UELS			

	Need	Re-design to address the recently USBE-adopted competency-based approach	The removal of the required 450 internship hours in favor of a competency-based approach has driven program re-design (in combination with changes addressed in Standard 1)	Re-design all ASC courses to embed competency-based measures as well as identify basic concept knowledge, application, and demonstration of all UELS across courses	We have completed an MOU to re-design coursework, met regularly to plan re-design efforts and align standards with re-designed courses, will have 3 courses that have been redesigned by end of Fall 2020 semester; engaged in regular meetings with USBE, superintendents, and other preparation programs on rubrics and related competencies
	Goal				All courses re-designed by Fall 2021
4	Strength	INSPIRE survey data completion rates (100%) and data from those survey results provide strong evidence of the program's effectiveness in meeting Standard 4.			
	Need	Data matrix exercises (described in our Plan of Action from original accreditation visit) indicated a gap in Standard 6A - community engagement	Make a plan to increase a focus on Standard 6A	Have designated a course to address this in our re-design plans	Have designated a course to address this in our re-design plans and assigned a faculty with course re-design
	Goal				Have course that includes an explicit

					focus on 6A prepared by Fall 2021
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Overall Comments in Response to Evidence

Optional explanation or elaboration on the findings noted in the final column of Table 5.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (“n/a” indicates that no concerns or conditions were noted).

N/A.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Current challenges include being under-staffed with significant retirement/turnover within Instructional Leadership faculty in recent years. This reduction in resources has slowed our efforts towards re-design. Nonetheless, re-design, collaboration with and feedback from stakeholders, and the hiring of two faculty are our main priorities in the 2020-2021 year.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (“n/a” indicates that no changes have been made or are anticipated).

Since our original accreditation visit, changes were made to UBSE Board Rule R277-505. Historically, students have been required to complete 450 internship hours:

https://teal.usu.edu/graduate/instructional-leadership/images/internship/Internship_Requirements_USBE.pdf

This requirement has been replaced with a competency-based approach in which principal preparation programs are provided with the flexibility of demonstrating how their completers acquire and demonstrate the UELS.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Alyson Lavigne, Assistant Professor, Coordinator of Instructional Leadership Program	Sylvia Read, Associate Dean, Teacher Education

Date sent to AAQEP:

12/17/20