



AAQEP Annual Report for 2023

Provider/Program Name:	Utah State University – Instructional Leadership
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	06/23/26

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 included in its AAQEP review.

Utah State University (USU) is a land-grant institution with a main campus in Logan, UT. In 2021, USU was awarded the Carnegie classification of R1, very high research activity. In Fall 2023, USU enrolled 28,063 students, including 6,590 students on statewide campuses and 5,798 graduate students and 1,572 international students.

USU began as an agricultural college but began offering courses related to teaching in the 1920s. 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 that 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 can deliver classes via interactive broadcast to every county in Utah. Here is a complete map of [USU's statewide campuses](#).

In the summer of 2023, USU launched a more flexible teaching model which includes: in-person, online, virtual, hybrid, connect, and arranged delivery models to prioritize the best learning opportunities to students while extending access. Here is more information on [USU's teaching delivery models](#).

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; Center for the School of the Future; 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 graduate programs annually. 2023 ranking highlights for CEHS include:

- #36 in the nation for Best Education School
- #97 in the nation for Best online Master's in Education Programs

Washington Monthly ranking Utah State University #8 for Best Public University in the Nation in 2022.

CEHS also has placement rates at or above 98% for certified graduates seeking employment in special education, elementary education, speech-language pathology, audiology, and 18 secondary education fields.

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

Within the College of Education and Human Services (CEHS), [TEAL offers programs](#) encompassing elementary and secondary education. Graduate programs include Master of Education (Elementary Math, English as a Second Language, Gifted and Talented, Literacy, Science, Social Studies, Elementary Pedagogy, Secondary Pedagogy, Curriculum and Instruction – Interventions for Secondary Students), Master of Science (Curriculum and Instruction, Curriculum and Instruction – Interventions for Secondary Students, Science, Elementary Math, English as a Second Language, Gifted and Talented, Early Education K-2. Literacy and Social Studies), Master of Instructional Leadership, Administrative Supervisory Concentration as well as a PhD in Education.

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 Ph.D. 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 in 2011, the program received approval to become a Master of Education Degree in Instructional Leadership. Thus, the Instructional Leadership program currently has two strands: 1) the Administrative/Supervisory Concentration (ASC) program, which is a pathway licensure-only program consisting of 30 credits of coursework for students who hold a master's degree prior to admission (required for Utah Administrative Licensure), and 2) the M.Ed. in Instructional Leadership (M.Ed.) program, consisting of 36 credits and including a set of courses addressing a curriculum and instruction core.

An application is currently undergoing approval to modify our division's name from Instructional Leadership to School Leadership, to align with the term used for the license granted by the Utah State Board of Education. Concurrently, our M.Ed. in School Leadership is slated to be condensed into a 30-credit program, and a formalized School Leadership Certificate will be reduced to 27 credits. This anticipated change will likely take place for Fall 2024 semester.

Distinguishing Features

Course Delivery. The program has gained recognition for expanding access to administrative licensure across Utah through distance education. Throughout its history, courses have been disseminated using various systems and formats, such as interactive broadcast, where content is delivered via videoconferencing to statewide campuses. Summer courses follow a seven-week and 14-week format depending on the course. In the last four years, courses have been conducted online, both synchronously and asynchronously, utilizing platforms like Zoom and Canvas. Presently, our ASC program is classified as a blended online program, offering a mix of asynchronous and synchronous courses. For those enrolled in the M.Ed. program, the two additional required curriculum and instruction core courses can be taken online, in a face-to-face setting, or through interactive broadcast.

Given that all courses are available at least two out of every three semesters and they can be taken in almost any order, students have significant flexibility to complete their program at their own pace. This flexibility extends to choosing the locations and timing of internship experiences.

- **Internship.** In accordance with USBE Board Rule students are required to complete a number of required internship experiences organized by the seven Utah Educational Leadership standards and no longer are required to complete a certain number of internship hours. While students are engaged in completing internship experiences throughout their program, the internship is flanked by an opening internship course (TEAL 6945) that provides structure and guidance in setting up their internship sites and determining their mentor principals and then a closing internship course (TEAL 6930) where student submit their entire internship experience log, including their reflections and self-ratings, and ratings by their mentor principals. Students are also assigned an Internship Supervisor who helps students maintain progress on their internship experiences throughout the program.
- **Faculty.** In 2022-2023, the core faculty in Instructional Leadership comprised three full-time members, supplemented by six semester hires who delivered instruction for 11 courses. In the fall of 2023, a fourth faculty member was hired as an instructor and also assumed the role of faculty program coordinator. The core faculty convened monthly during the academic year and intermittently throughout the summer to evaluate admission candidates, discuss potential program changes (including the proposed credit reduction), and collaborate on research and program development projects.

Longitudinal Data Collection (from 2021 - 2022)

- Data collected in Fall 2023 from graduates from the ASC and M.Ed. programs since 2021 who have received their licensure, acquired a school-building leadership role, and responded to our survey (n = 2) rated their preparation an overall average of 4.12/5.
- In the fall of 2023, feedback was collected from graduates of the ASC and M.Ed. programs who:
 - have obtained licensure since 2021
 - assumed school-building leadership roles
 - responded to our survey (n = 2)

Their average rating for overall preparation for the school leadership role was 4.12 out of 5.

Fall 2022- Summer 2023 Annual Review Highlights

- 74% of our graduates complete their programs in the expected time to completion (3-4 semesters for ASC, 5 semesters for M.Ed.); 100% within 1.5 times the expected time to completion.
- At program exit, 97% of our graduates passed the Praxis Exam 5411 exam.
- 97% of our graduates agreed or strongly agreed that the program prepared them for the duties and responsibilities of an education leader.
- 14% of our graduates had acquired a school leadership position (assistant principal or principal) at the conclusion of their program; 34% reported that they assumed a new role a school leader (broadly defined).

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

[AAQEP Annual Report of Instructional Leadership](#)

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
		N/A	N/A
Total for programs that lead to initial credentials		N/A	N/A
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Administrative/Supervisory Concentration (only)	Administrative/Supervisory Licensure	52	27
M.Ed. in Instructional Leadership	Administrative/Supervisory Licensure	23	7
Total for programs that lead to additional/advanced credentials		75	34
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
		N/A	N/A

		Total for additional programs	
		TOTAL enrollment and productivity for all programs	
		Unduplicated total of all program candidates and completers	

*** We admit students every semester, and the number listed reflects the total number of students that were enrolled at some point in the previous 12 months (the Fall 2022, Spring 2023, and/or Summer 2023 semesters).**

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

A. 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.
75
B. 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.
34

<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>33</p>
<p>D. 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>
<p>We indicate on our TEAL website that the average time to complete our programs are as follows:</p> <ul style="list-style-type: none"> • Administrative/Supervisory Concentration: 3-4 semesters (or 4.5 - 6 years to complete in 1.5 times the expected timeframe) • M.Ed. in Instructional Leadership: 5 semesters (or 7.5 to complete in 1.5 times the expected timeframe),Aggregated: <p>In 2022-2023:</p> <ul style="list-style-type: none"> • Administrative/Supervisory Concentration average time to complete the program was 4 semesters (rage 3-6 semesters), 67% competed in the expected time frame, 100% completed within 6 years. • M.Ed. in Instructional Leadership average completion was 4.29 semesters (rage 4.5 to 6 semesters), 100% of our students completed the program within the expected timeframe. • 25 or 74% of all students across the two programs completed the program within the expected timeframe. • 34 or 100% of all students across the two programs completed the program within 1.5 times the expected timeframe.
<p>E. 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%.</p>
<p>The Praxis 5412: Educational Leadership: Administration and Supervision administered by ETS, is required for licensure in the state of Utah, with a passing score of 146 or ETS’ School Leaders Licensure Assessment (Test Code: 6990) with a passing score of 151. For 2022-2023 completers, final passing licensure assessment scores ranged from 146 - 191, with a average score of 168.3, and a mode of 171.</p>
<p>F. Narrative explanation of evidence available from program completers, with a characterization of findings.</p>
<p>Program completers complete the INSPIRE, an annual survey conducted by the Utah Education Policy Center at the University of Utah and completed by all principal preparation programs within the state of Utah. The full 2022-2023 INSPIRE Survey can be found here. Our survey completion rate for 2022-2023 program completers was 97% (n = 35 responders) 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).</p>

Program Relevance and Rigor. Completers rated the relevance and rigor of their program and coursework. **All items were rated, on average, from 4.5 – 4.7,** 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, 4.5 – 4.7, 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 – 4.3, 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, 3.6 – 4.7, indicating that completers rated the program’s accessibility as average to highly above average.** Note: costs incurred by students (e.g., tuition, fees, books), were rated the lowest (M = 3.6) under this topic.

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, 3.7 – 4.6, indicating that completers rated the program’s curriculum as above average**

to highly above average. Note: technologies to relevant future administrative work were rated the lowest (M = 3.7) under this topic.

Candidate Assessment. This area was a newly added area of the survey to assess to what extent the program makes decisions about students' knowledge and skill development throughout the program (e.g., formative assessments, mid-program review, final summative assessment). **These areas were rated, on average, 3.8 – 4.5, indicating that completers rated the program's curriculum as above average to 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 above average to 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: 4.4 – 4.8)
- Strategic Leadership (item means: 4.4 – 4.6)
- Operations and Management (item means: 4.1 – 4.6)
- Instructional Leadership (item means: 4.1 – 4.5)
- Professional and Organizational Culture (item means: 4.3 – 4.6)
- Supportive and Equitable Learning Environment (item means: 4.3 – 4.5)
- Family and Community Engagement (item means: 4.1 – 4.3)

Across all 46 learning outcomes, 46 or 100% were rated as highly above average.

Overall Quality of Preparation. Completers rated, on average, the preparation program a 4.6 for preparing candidates for the duties and responsibilities of an education leader (97% agreed or strongly agreed with this statement). Completers rated, on average, the preparation program a 4.7 for having a good reputation in the state or region (97% agreed or strongly agreed with this statement)

Program Completers (2022-2023): Longitudinal Evidence

As of Fall 2023, among the 2022-2023 program completers, 30 individuals are currently part of Utah's education employment system. Within this group, 17% of the completers ($n = 5$) have secured roles as school administrators or other Local Education Agency (LEA) administrators. Due to our standard survey response rate of 41%, we initially anticipated insufficient data to present statistics on the recent graduates and their perceptions of the program after assuming leadership positions, especially considering their tenure of less than six months. Consequently, we plan to collect data on graduates and their employers after a full year of employment. As a result, the following data reflects findings from the previous year of program completers.

Program Completers (2021-2022): Longitudinal Evidence

In the 2021-2022 year, we had 35 students complete our ASC or M.Ed. program.

At the time point of Fall 2022, based on personnel employment data of employees in the state of Utah, 2 of our 2021-2022 graduates had secured a building-level leadership role in the state of Utah in the 2022-2023 school year and still held a building-level leadership role in Fall 2023 and to the best of our knowledge, 1 outside of the state of Utah.

In Fall of 2023, all 35 2021-2022 completers received three reminders to complete a survey about their career patterns and, if employed in a building level role, their perceptions of their preparedness. One email bounced, and we received 14 responses, a response rate of 41%.

Reasons for Acquiring Administrative License. Those who responded to the survey ($n = 14$) indicated that they sought their administrative license for the following reasons (respondents could indicate multiple reasons):

- To immediately apply for or secure a school leadership position (7%)
- To eventually apply for/secure a school leadership position (86%)
- To acquire more pay (57%)
- To move into a different position within the school or district immediately or eventually (50%)
- To enhance and expand current skills and expertise (71%)
- Other (0%)

Employment Patterns. Of those who responded to the survey ($n = 14$), 64% had searched for building-level administrative job openings, 57% had applied for building-level administrative positions, 14% had secured a building-level job offer, and 14% had been employed as a building level administrator. 14% of respondents indicated that they were currently employed in a building-level administrative position (0% at the elementary level, 7% at the secondary level, 7% “other”). This year, we also asked graduates if they have secured different roles because of their program completion. 29% indicated, that they indeed had, and described those roles as: instructional coach, department head, district departmental role, and two indicated that they fill in for their administrators when they are absent.

Perceptions of Preparation. Those who responded to the survey indicating they held a building-level leadership position ($n = 2$) were asked to rate how well their principal preparation program prepared them to be a successful school leader as rated on the [Utah Educational Leadership Standards](#) (UELS; 2018), using a Likert scale from 1 (not at all) to 5 (very well). The UELS (2018) represent 39 indicators that organize into 7 leadership strands. **Survey respondents employed as building-level leaders reported their principal preparation program as preparing them, on average (across all 39 items), a 4.12 out of 5 (well).** Item means organized by strand are presented below:

- Strand 1: Visionary Leadership (item means: 3.5 – 4)
- Strand 2: Teaching and Learning (items means: 3.5 – 4.5)
- Strand 3: Management for Learning (items means: 4.5)
- Strand 4: Community Engagement (item means: 4)
- Strand 5: Ethical Leadership (item means: 4 – 4.5)
- Strand 6: School Improvement (item means: 3.5 – 4.5)
- Strand 7: Equity Cultural Responsiveness (item means: 4 – 4.5)

Based on feedback from AAQEP, we also asked these respondents to rate an additional indicator of preparation that is not captured in the UELS:

- Promote the preparation of students to live and participate in the global economy by developing international awareness and global perspectives (AAQEP, 2d)

This indicator was rated, on average, a 4.5, that our graduates felt they were well prepared in this facet.

Fall 2023 Utah employment data indicates 31 of these 2021-2022 graduates are still employed in the Utah education system. At the point of Fall 2023, 35% ($n = 11$) held school administrator or other LEA administrator roles.

Program Completers (2018 – 2023): Longitudinal Evidence

Upon reviewing employment data from the last five years using those graduates who are currently employed in the Utah education system ($n = 157$), at the time point of Fall 2023, 36% ($n = 56$) were employed as a school administrator or other LEA administrator.

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

Supervisors of Program Completers (2022-2023): Longitudinal Evidence

Supervisor data for the program completers from 2022-2023 will be collected after a complete year of employment for those who assumed leadership roles during the 2023-2024 school year.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The [INSPIRE survey for 2022-2023](#) completers is administered at the conclusion of the semester in which students complete their program. At the time of survey administration responders ($n = 35$; 97% of our graduates), 14% of 2022-2023 completers were employed as an assistant principal or principal. 26% were employed as a teacher leader and 37% were employed as a teacher.

Following the 34% who had secured employment as a school leader (broadly defined) an additional 37% indicated they intend to go into school leadership as soon as possible and 23% indicated plans to go into school leadership "some day".

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>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 (5412). Completers must achieve a passing score of 146 to qualify for licensure. Alternatively, those seeking licensure may take the School Leaders Licensure Assessment (Test Code: 6990) with 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 licensure assessment scores for 2022-2023 ranged from 146 - 191, with mean score of 168.3, and a mode of 171.</p> <p>The initial pass rate was 97%.</p> <p>Our expectations for successful performance were partially successful pending an individuals' additional attempt at passing the Praxis.</p>
Internship Experiences List	<p>Students in our program are asked to complete a list of Internship Experiences. While 41 experiences are listed, not all are required.</p> <p>For successful performance, we expect that all students complete an internship evaluation report signed by their internship supervisors as well as their elementary and secondary mentor principals.</p>	<p>All students completed the requirement and submitted their reports (<i>n</i> = 34).</p> <p>Our expectations for successful performance were met.</p>

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 2022-2023 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. Our expectations for successful performance were met.
Survey of graduates (longitudinal) – selected sub-set (those employed as building level school leaders)	We expect graduates to rate their program preparation as adequate or better (well, very well) on all UELS.	Based on our most up-to-date and available data, on all Likert-rated components, 2023 graduates employed as a building-level school leader (n=2) rated their preparation on all UELS as 4.12 out of 5. Our expectations for successful performance were met.
Survey of supervisors of graduates (longitudinal)	We expect supervisors of our graduates to rate their program preparation as adequate or better (well, very well) on all UELS (considering their effectiveness as current school leaders).	Based on our most up-to-date and available data, on all Likert-rated components, supervisors of our graduates (~2015 – 2021) who are currently employed as building-level school leaders rated the preparation of those graduates on all UELS as adequate or better, exceeding.

		<p>We attempted to collect this data from the supervisors of our 2022 graduates with a 0% response rate.</p> <p>Our expectations for successful performance were met according to prior data.</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

In the 2022-2023 academic year, we welcomed a new Graduate Program Coordinator dedicated to supporting all graduate students in Teacher Education and Leadership. Additionally, we hired a new Faculty Program Coordinator and instructor, bringing two decades of practical experience in Utah public education (11 years as a school leader). With these additions, our staff is now complete, allowing us to rely less on semester hires for course instruction. Together, these team members have identified inefficiencies and collaborated to align our programs with other divisions in our college and the Utah State Board of Education.

We have successfully implemented a shared database for easier tracking of students' progress and enhancing support throughout our programs. Our efforts have resulted in a more effective system for collecting annual data for employers and former students. Regular Zoom info sessions are now offered for prospective students to gain insights into our programs.

Furthermore, we have submitted applications for a credit reduction and a name change for our programs. The proposed changes include transforming our M.Ed. in School Leadership from 36 credits to 30 credits by merging Leadership and the School Principals course with Supervision and Administrative Internship. Additionally, we plan to reduce Curriculum and Instruction electives from two courses to one. The Administrative Supervisory Concentration will evolve into a School Leadership Certificate, featuring a three-credit reduction from 30 to 27 credits through the integration of the above-mentioned courses. These adjustments aim to enhance our marketability and provide students with greater value, equipping them with essential skills for effective school leadership.

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 improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1 – Candidate/Completer Performance
Goals for the 2023-24 year	
Actions	
Expected outcomes	
Reflections or comments	
	Standard 2 – Completer Professional Competence and Growth
Goals for the 2023-24 year	In 2023-2024, we will realign our course content and syllabi with Utah Effective Leadership Standards to ensure full coverage of each strand in our Instructional Leadership master’s and certificate programs.
Actions	Upon the return of a team member from sabbatical and the approval of our credit reduction, we will convene as a division to review our course content and syllabi, ensuring comprehensive coverage of each leadership standard--revising a document created in 2020.
Expected outcomes	Clear, comprehensive coverage of seven strands of Utah Effective Leadership Standards reflected in our course offerings.

Reflections or comments	With the credit reduction and the addition of new faculty members, we will realign our courses to encompass the 7 strands: visionary leadership, teaching and learning, management of learning, community engagement, ethical leadership, school improvement, equity and cultural responsiveness.
	Standard 3 – Quality Program Practices
Goals for the 2023-24 year	In 2023-2024 we will continue to revise and plan to fully implement our internship program for Fall 2024.
Actions	Complete the course revision, assign a faculty member to instruct the updated course, communicate the changes to both current and prospective students, and establish a new course in Canvas.
Expected outcomes	Simplify the program structure for greater efficiency and boost enrollment.
Reflections or comments	The internship revision includes consolidating our TEAL 6080: Leadership and the School Principals course with Teal 6945: Supervision and Administrative Internship, accompanied by a credit reduction from 6 credits for the two courses to 3 credits for the consolidation. This will allow for students to complete the course requirements more quickly at a lower cost without compromising the integrity and quality of our program.
	Standard 4 – Programs Engagement in Systems Improvement
Goals for the 2023-24 year	We will transform our programs and change the name from "Instructional Leadership" to "School Leadership" in alignment with state requirements. This will enhance the program's appeal and relevance and better meet workforce needs by refining promotional materials, tailoring the certificate and master's programs to address the evolving needs of educators, and fostering collaboration with experts in the field.
Actions	Work with a university marketing team to revise and enhance promotional materials, including brochures, flyers, and the program's website, to reflect the new name and certificate program.

	<p>Ensure the alignment of our course content and syllabi with Utah Effective Leadership Standards to ensure full coverage of each strand in our master’s and certificate programs.</p> <p>Make connections with school leaders in the field to calibrate our content and ensure it is relevant to leaders currently working in schools.</p>
Expected outcomes	The outcomes for this goal include increased program visibility and appeal, relevance to evolving workforce needs, enhanced collaboration with current school leaders, alignment to state requirements, positive program reputation and student success and continued program improvement and adaptability.
Reflections or comments	

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 (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

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.

With our division now fully staffed with three full-time, tenure-track faculty members and a full-time instructor and faculty program coordinator. We will collectively work towards minimizing our dependence on semester hires. With the addition of our new Graduate Program Coordinator, our collaborative efforts will continue to focus on aligning programs, providing accurate and concise information, and establishing efficient systems. This concerted approach aims to better serve our existing students while streamlining the recruitment process for future students.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Heather Newell, Faculty Program Coordinator and Instructor for Instructional Leader, Utah State University	Sylvia Read, Associate Dean of the College of Education and Human Services, Utah State University

Date sent to AAQEP:	December 20, 2023
---------------------	-------------------