



## AAQEP Annual Report for 2024

Provider/Program Name:	Utah State University – School Leadership
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	06/23/26 - Stie visit schedule for February 25-26, 2026

### 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 2024, USU enrolled 29,900 students, including 7,353 students on statewide campuses and 3,198 graduate students and 1,621 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 25% 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 remotely 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. 2024 ranking highlights for CEHS include:

- #1 In the State of Utah for graduate studies in education for 24 years running
- #29 Graduate College of Education among public institutions of higher education
- #15 in the nation for extramural funding

In 2024, CEHS also had placement rates of 100% of recent graduates seeking employment in special education, elementary education, speech-language pathology, audiology, and 18 secondary education fields. We receive \$40 million in annual research funding for teaching and clinical services.

## **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, Master of Science, Master of School Leadership, School Leadership Certificate, as well as an EdD and PhD in Education.

### **School 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. By 2011, this specialization was approved as a Master of Education (M.Ed.) degree in Instructional Leadership. In 2024, the program name was updated to School Leadership, and Administrative/Supervisory Certificate became the School Leadership Certificate Program.

Currently, the School Leadership program offers two pathways:

1. **School Leadership Certificate Program:** A licensure-only pathway requiring 27 credits of coursework, designed for students who already hold a master's degree (required for Utah licensure).
2. **M.Ed. in School Leadership:** A 30-credit program that includes a curriculum and instruction core course.

### **Distinguishing Features**

**Course Delivery:** The program has been recognized for expanding access to school leadership licensure across Utah through innovative distance education. Historically, courses were delivered via various formats, including interactive videoconferencing to statewide campuses. Summer courses are offered in both seven-week and 14-week formats, depending on the course.

Over the past four years, the program has transitioned fully online, utilizing Zoom and Canvas. Currently, the certificate program is classified as a virtual online program, blending asynchronous and synchronous courses. For M.Ed. students, the additional required curriculum and instruction core courses are available online, in-person, or through interactive broadcast, offering a variety of learning modalities.

With all courses offered at least two out of every three semesters and the option to take them in nearly any order, students enjoy significant flexibility to progress at their own pace. This flexibility also extends to the location and timing of their 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. Historically, and for those students in which we report upon in this annual report, students experienced an internship that ran the course of their program, opening and closing with two internship-designated courses—TEAL 6945 and TEAL 6930. As of Fall 2024, in conjunction with program credit reduction and streamlining efforts, the internship is flanked by a required opening course, TEAL 6080, (which now includes the components of the prior starting 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 students wrap up their internship experiences including their reflections and self-ratings and ratings by their mentor principals. Up until summer 2024, students were assigned an Internship Supervisor to maintain progress on their internship experiences throughout the program. With the recent changes in our internship, these employees are being phased out. See section 5 below for details.
- **Faculty:** In 2023-2024, the core faculty in School Leadership comprised of four full-time members, supplemented by four semester hires who delivered instruction for six courses. The core faculty convened monthly during the academic year and intermittently throughout the summer to evaluate admission candidates, discuss potential program changes revised the internship, and collaborate on research and program development projects.

### **Longitudinal Data Collection**

- Survey data were collected in Fall 2024—at least a full year after program completion—from graduates from the licensure only and M.Ed. programs in the 2022-2023 year who had received their licensure ( $n = 35$ ) about their desire to enter a principal preparation program, their job seeking activities, and their employment patterns, as well as perceptions of their preparation for those who secured building-level administrative positions. Of those who responded the survey ( $n = 14$ , 40% response rate):
  - reported reasons for acquiring a school leadership license were: to enhance and expand current skills and expertise (57.1%), to eventually apply for/secure a school leadership position (57.1%), to move into a different position within

the school or district immediately or eventually (50%), to immediately apply for or secure a school leadership position (28.6%), to acquire more pay (28.6%), or other (7.1%).

- 71.4% had searched for a building-level job opening(s), 64.3% had applied, 57.1% had received an offer, and 57.1% had been employed as a building-level administrator.
- 64.3% had held a different role because of their completion of USU's principal preparation program. These roles included: administrative intern, coordinator, teacher leader, and educational specialist for the state of Utah.
- 57.1% ( $n = 8$ ) at the time of the survey were currently employed as a building level administrator.
  - Those who held a building-level administrative role ( $n = 8$ ) rated their preparation an overall 4.35/5.

#### **Fall 2023—Summer 2024 Annual Review Highlights**

- 90% of our graduates complete their programs in the expected time to completion (3-4 semesters for licensure only, 5 semesters for M.Ed.); 100% within 1.5 times the expected time to completion.
- At program exit, 100% of our graduates passed the Praxis Exam 5411 exam.
- 89% of our graduates agreed or strongly agreed that the program prepared them for the duties and responsibilities of an education leader.
- 24% of our graduates had acquired a school leadership position (assistant principal or principal) at the conclusion of their program.

#### **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):

[Annual Report - Teacher Education | CEHS | USU](https://cehs.usu.edu/about/annual-report-instructional-leadership) <https://cehs.usu.edu/about/annual-report-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 2023-2024**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 8/31)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 8/31)
<b><i>Programs that lead to initial teaching credentials</i></b>			
		N/A	N/A
Total for programs that lead to initial credentials		N/A	N/A
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
School Leadership Certificate Program	School Leadership License	29	15
M.Ed. in School Leadership	School Leadership License	24	16
Total for programs that lead to additional/advanced credentials		53	31
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
		N/A	N/A
Total for additional programs		53	31
TOTAL enrollment and productivity for all programs		53	31
Unduplicated total of all program candidates and completers		53	31

### 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.)

Our School Leadership Certificate Program is now officially a university-recognized and university-granted certificate program. This program replaces the Administrative Supervisory Concentration (ASC), which was previously a collection of classes meeting the Utah State Board of Education requirements for a School Leadership license for individuals already holding a master's degree in education. The School Leadership Certificate Program is now in the course catalog and students will receive an official certificate from Utah State University upon completing their coursework.

### 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. <b>Total enrollment</b> 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.
53
B. <b>Total number of unique completers</b> (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.
31
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
31
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe <b>and</b> in 1.5 times the expected timeframe.
We indicate on our TEAL website that the average time to complete our programs are as follows: <ul style="list-style-type: none"><li>• School Leadership Certificate Program: 3 - 4 semesters (or 4.5 - 6 years to complete in 1.5 times the expected timeframe)</li><li>• M.Ed. in School Leadership: 5 semesters (or 6 - 7.5 to complete in 1.5 times the expected timeframe)</li></ul>

- School Leadership Certificate Program average time to complete the program was 3.6 semesters (range 2-5 semesters), 87% completed in the expected time frame, 100% completed within 5 semesters.
- M.Ed. in School Leadership average completion was 4.2 semesters (range 3 to 6 semesters), 94% completed in the expected time frame, 100% completed within 6 years.
- 28 or 90% of all students across the two programs completed the program within the expected timeframe.
- 31 or 100% of all students across the two programs completed the program within 1.5 times the expected timeframe.

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%.

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. For 2023-2024 completers, final passing licensure assessment scores ranged from 150 - 187, with an average score of 168.8, and a mode of 183.

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

### **INSPIRE Survey Data**

#### **Program Completers: 2023-2024**

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 2023-2024 program completers was 96.7% ( $n = 29$  responders) and a summary of our survey findings (aggregated, as raw data on the specific program strand of the student-certificate 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 – 4.5**, 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, 4.4 – 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, 3.0 – 4.0,**

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, 3.8 – 4.6** indicating that completers rated the **program's accessibility as average to highly above average.** Note: costs incurred by students (e.g., tuition, fees, books), was rated the lowest ( $M = 3.8$ ) 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, 3.2 – 4.3,** indicating that completers rated the **program's curriculum as above average to highly above average.** Note: technologies to relevant future administrative work was rated the lowest ( $M = 3.2$ ) 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 – 4.1,** 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, 4.6 – 5.0,** 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 46 items across the following dimensions:

- Ethics and Professional Norms (item means: 4.2 – 4.5)
- Strategic Leadership (item means: 4.0 – 4.2)
- Operations and Management (item means: 3.9 – 4.1)
- Instructional Leadership (item means: 3.7 – 4.2)
- Professional and Organizational Culture (item means: 4.0 – 4.2)
- Supportive and Equitable Learning Environment (item means: 4.0 – 4.1)
- Family and Community Engagement (item means: 4.0 – 4.2)

**Across all 46 learning outcomes, 45/46 or 98% were rated as highly above average.**

**Overall Quality of Preparation.** Completers rated, on average, the preparation program a 4.2 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 4.6 for having a good reputation in the state or region (100% agreed or strongly agreed with this statement).

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

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

Based on survey data from completers and employment information gathered through CACTUS, our state educator employment system (that tracks individuals employed in public-funded schools in Utah), 14 of our 2022-2023 completers had secured a school leadership role within the 2023-2024 school year in a public-funded school in Utah. Employers of these 14 individuals were contacted to complete a survey to report their perceptions of those individuals' effectiveness as school leaders on the INSPIRE items described above—the same survey items our completers respond to when reflecting on the effectiveness of their preparation on a five-point scale (5 = Very well, 4 = Well, 3 = Adequately, 2 = Poorly 1 = Not at all).

We had a 93% response rate from our employers and based on their responses, responding employers of our graduates ( $n = 13$ ) rated all items an average of 4.17 – 4.75.

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.

Survey data were collected in Fall 2024—at least a full year after program completion—from graduates from the certificate only and M.Ed. programs in the 2022-2023 year who had received their licensure ( $n = 35$ ) about their desire to enter a principal preparation program, their job seeking activities, and their employment patterns, as well as perceptions of their preparation for those who secured building-level administrative positions. Of those who responded the survey ( $n = 14$ , 40% response rate):

- reported reasons for acquiring a school leadership license were: to enhance and expand current skills and expertise (57.1%), to eventually apply for/secure a school leadership position (57.1%), to move into a different position within the school or district immediately or eventually (50%), to immediately apply for or secure a school leadership position (28.6%), to acquire more pay (28.6%), or other (7.1%).
- 71.4% had searched for a building-level job opening(s), 64.3% had applied, 57.1% had received an offer, and 57.1% had been employed as a building-level administrator.
- 64.3% had held a different role because of their completion of USU's principal preparation program. These roles included: administrative intern, coordinator, teacher leader, and educational specialist for the state of Utah.
- 57.1% ( $n = 8$ ) at the time of the survey were currently employed as a building level administrator.
  - Those who held a building-level administrative role ( $n = 8$ ) rated their preparation an overall 4.35/5.

#### 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 K-12 license in School Leadership must pass the Praxis test for Educational Leadership: Administration and Supervision (Test Code: 5412). Completers must achieve a passing score of 146 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 2023-2024 ranged from 150 - 187, with mean score of 167.5, and a mode of 183.</p> <p>The initial pass rate was 100%.</p> <p><b>Our expectations for successful performance were met.</b></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</p>	<p>All students completed the requirement and submitted their reports (<math>n = 31</math>).</p> <p><b>Our expectations for successful performance were met.</b></p>

	elementary and secondary mentor principals.	
--	---------------------------------------------	--

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Survey of completers	We expect that completers will rate the program average to above average on all components of the 2023-2024 INSPIRE survey.	On all Likert-rated components, completers rated all items on program effectiveness in the INSPIRE survey as above average, furthermore, 45/46 (98%) survey items were rated as highly above average.  <b>Our expectations for successful performance were met.</b>
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 (4 = well, 5 = very well) on all UELS.	Those who completed their program in 2022-2023, held a building-level administrative role and responded to our survey ( $n = 8$ ) rated their preparation an overall 4.35/5 (above well).  <b>Our expectations for successful performance were met.</b>
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>Based on our most up-to-date and available data from employers of 2022-2023 graduates employed in a building-level administrative role (<math>n = 14</math>) in the 2023-2024 school year, employers rated their preparation on survey items from 4.17 - 4.75, indicating that our graduates were rated by their employers, on average, as well or very well on all survey preparation items.</p> <p><b>Our expectations for successful performance were met.</b></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 this reporting period we revised our internship in the following ways:

- There are no longer optional experiences for students to complete. All of the 34 experiences are required; formerly, only 18 experiences were required.
- The majority of required internship experiences are now completed by students as part of their coursework. All but six of the internship experiences are completed as assignments in courses. Except for those six experiences, students no longer complete internship experiences outside of (or in addition to) coursework.
- We began phasing out internship supervisors as of Summer 2024. They were not in regular contact with students and did not usually meet with them. During the COVID pandemic, university supervisors stopped meeting with students face-to-face and no longer met with students and their mentor principals. They did not resume these practices post-COVID. In addition, students' questions for their university supervisors were most often directed to the instructor of record. It was determined that with the hiring of our full time Faculty Program Coordinator, who advises students, along with our three tenure track faculty, we could do everything the university supervisors were doing, making the supervisors redundant.

Other accomplishments:

- In last year’s report, we indicated that we had submitted applications for a credit reduction and a name change for our programs. These have all now been approved. Effective Fall 2024, our program is School Leadership. Our M.Ed. in School Leadership went from 36 credits to 30 credits. The Administrative Supervisory Concentration is now the School Leadership Certificate that is no longer 30, but now 27 credits and will appear in our University catalog beginning Spring 2025.
- We continue to streamline our systems for more effectiveness and efficiency. For our admissions process, we admit each semester. We have three set application deadlines that will stay the same year after year. We have worked with our licensing specialist to remove inefficiencies on our end of program procedures and we have worked with our data manager to help us more easily move through the system from applicant to student.

## 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 Program completers perform as professional educators with the capacity to support success for all learners.	Standard 1
<b>Goals for the 2024-25 year</b>	n/a
<b>Actions</b>	
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	

<p>STANDARD 2: Completer Professional Competence and Growth Program completers adapt to working in a variety of contexts and grow as professionals.</p>	<p><b>Standard 2</b></p>
<p><b>Goals for the 2024-25 year</b></p>	<p>In the 2024-2025 reporting period, we will fully embed all but six required internship assignments into our coursework by integrating relevant readings and materials. This will ensure that students experience a cohesive internship aligned with the Utah Effective Leadership Standards and compliant with the updated Board Rule <a href="#">R277-305</a> School Leadership License Areas of Concentration and Programs. Progress will be evaluated through shared curriculum reviews and feedback from students and faculty.</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>• Add recent state licensure requirements to our existing internship experience document and determine where they fit into our courses to ensure coverage.</li> <li>• Share this document with students</li> <li>• Analyze feedback from students regarding our internship through the INSPIRE Survey</li> <li>• Adjust our course content to better integrate the internship assignments and compare our progress for each semester in Canvas.</li> </ul>
<p><b>Expected outcomes</b></p>	<p>Through our courses, our program will have clear, comprehensive coverage of seven strands of the Utah Effective Leadership Standards with corresponding internship experiences integrated with updated state licensure requirements.</p>
<p><b>Reflections or comments</b></p>	<p>As of Fall 2024 we are using our revised internship requirements. As we continue to update and refine our courses, we are eager to improve the student experience in a more integrated way.</p>
<p>STANDARD 3: Quality Program Practices The program has the capacity to ensure that its completers meet Standards 1 and 2.</p>	<p><b>Standard 3</b></p>
<p><b>Goals for the 2024-25 year</b></p>	<p>n/a</p>

<b>Actions</b>	
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	
STANDARD 4: Program Engagement in System Improvement Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	<b>Standard 4</b>
<b>Goals for the 2024-25 year</b>	In the 2024-2025 reporting period, we will strengthen relationships with principal mentors in site schools by establishing regular communication, gathering meaningful feedback, and expressing gratitude for their support of our students. Progress will be measured through email communication each semester, feedback surveys completed by mentors when students finish our program (with a goal of at least an 80% response rate) and documentation of appreciation efforts.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Create a form in our data system to collect basic information about our principal mentors (position, level, school, email, address).</li> <li>• Create a brief infographic about our program at their responsibility as a mentor to share with principal mentors.</li> <li>• Create a brief survey regarding the experience of being a principal mentor.</li> <li>• Express gratitude and send a small thank you gift to principal mentors each year.</li> <li>• Communicate once a semester with all mentor principals as well as a beginning and end of the program email.</li> <li>• Create a "Principal Mentor" link on our website with information and archived infographics.</li> </ul>
<b>Expected outcomes</b>	The outcomes for this goal include relationship building with mentor principals, clear and consistent communication, increased program visibility, and enhanced collaboration with current school leaders for student success.

<b>Reflections or comments</b>	As our internship supervisors are being phased out, we want to build direct relationships with our principal mentors and create a two way communication path to help ensure we are meeting the changing needs of our future leaders.
--------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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.

Our division has undergone significant changes over the past two years with a new Graduate Program Coordinator, changing university systems and processes, a new Faculty Program Coordinator, credit reduction, name change, making our certificate program official, updating our internship experiences, combining two courses and refining our admissions process. We look forward to getting better at what we do in light of these changes. We now need work on advertising and marketing to ensure the vitality of our program.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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).

In May 2024, Board Rule <a href="#">R277-305</a> School Leadership License Areas of Concentration and Programs was updated. Our Standard 2 goal addresses this rules and ensure we are in compliance.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Heather Newell, Faculty Coordinator, School Leadership	Sylvia Read, Associate Dean for Accreditation

Date sent to AAQEP:	
---------------------	--