Mission/Purpose
The Instructional Leadership and Support Department prepares graduates to meet the demands of State, regional and national educational institutions as instructional leaders, counselors, librarians, and other educational support personnel.

I. Goals and Student Learning Outcomes, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

1. Outcome: Content Knowledge
Students enrolled in Instructional Leadership Support programs will demonstrate mastery of the content within their respective academic discipline.

a. Measure: Licensure Exam Results by Area (Instructional Leadership, Library Media, & School Counseling)
Instructional Leadership, Library Media, and School Counseling candidates will demonstrate mastery of the content within each respective area by earning a passing score on the Praxis II.

Source of Evidence: Certification or licensure exam, national or state

1. Achievement Target:
Instructional Leadership candidates will score at least a 610 on the Praxis II (Educational Leadership: Administration Supervision 0410).
Library Media candidates will score at least a 146 on the the Praxis II (Library Media Specialist 0311).
School Counselor candidates will score at least a 520 on the Praxis II (School Guidance and Counseling 0420).

2. Findings (2010-2011) - Achievement Target: Partially Met
While each program has a very successful pass rate on the Praxis, the department's ultimate goal is to have 95% of the candidates pass the Praxis on the first administration of the test. The Library Media Program had a 97% Pass Rate with an average score of 157. ETS and ALSDE require a cut score of 146 for the Praxis II in Library Media. UWA Library Media students performed above the required national and state score by nine points, which indicates a successful program. The one area targeted for improvement was the area of Learning and Teaching. The School Counseling Program had a 92% Pass Rate with an average score of 588. ETS and ALSDE require a cut score of 520 on the Praxis II in School Guidance and Counseling. UWA School Counseling students outperformed the national and state cut score by sixty-eight points, indicating a strong program. The content strand identified as an area of improvement deals with Coordination of Services. The Instructional Leadership Program had a 93% Pass Rate with an average score of 649. ETS and ALSDE require a cut score of 610 on the Praxis II in Educational
Leadership: Administration Supervision. UWA Instructional Leadership students exceeded the national and state cut score by thirty-nine points. The one area targeted for improvement is related to Curriculum Design and Instructional Improvement.

3. **Action Plan:**
   **Instructional Leadership & Support Areas of Improvement**
   Based on the results the Praxis II, each area within the Instructional Leadership and Support Program identified one area to improve. The Library Media data indicated a weakness in the area of Learning and Teaching Professional Development. In an effort to improve this area, the Library Media faculty included activities and assignments that are related to learning and teaching professional development in LM 561, LM 563, and LM 564. The School Counseling data indicated a weakness in the area of Coordination of Services on the Praxis II. In an effort to improve this area, the School Counseling faculty created case studies and role playing scenarios in SC 540, SC 541, SC 542, SC 543, SC 545, and SC 546. The Instructional Leadership data indicated a weakness in the area of Curriculum Design on the Praxis II. In an effort to improve this area, the Instructional Leadership faculty embedded group activities, case studies, and individual reflective assignments in IL 572, IL 573, IL 574, and IL 575.

   **Established in Cycle:** 2010-2011
   **Implementation Status:** In Progress
   **Priority:** High
   **Implementation Description:** Course assignments aligned to Praxis II areas of weakness.
   **Completion Date:** 07/31/2012
   **Responsible Person/Group:** IL and Support Faculty
   **Budget Amount Requested:** $5,000.00

   **Implementation Notes:**
   **8/11/2011** The pilot study sessions for the Elementary Praxis II were very successful as 82 students attended the sessions. All participants scored higher on the actual Praxis II when compared to the pre-test scores. Prior to the study sessions, participants were administered a Praxis pre-test to determine the strengths and weaknesses of each candidate. Instructional Leadership, School Counseling and Library Media programs will plan study sessions for the Fall 2011.

2. **Outcome: Pedagogical Skills**
   Students enrolled in Instructional Leadership Support Programs will apply pedagogical skills, including technology, in all support areas.

   a. **Measure: Pedagogical Skills**
      Students enrolled in Instructional Leadership and Support courses will demonstrate the ability to apply pedagogical skills through key assignments and assessments.

      **Source of Evidence:** Written assignment(s), usually scored by a rubric

      1. **Achievement Target:**
         90% of the students enrolled in IL Support programs will demonstrate pedagogical skills as measured by key assignments, projects, and assessments as documented in LiveText.

      2. **Findings (2010-2011) - Achievement Target: Partially Met**
         Students in all Instructional Leadership and Support Programs are assessed on
key assignments, projects, and assessments with the use of rubrics and LiveText. Based on 2010 data, the IL Support faculty identified 93% of the students as exceptional and/or proficient in the area of Pedagogical Skills while 7% of the students were rated as basic or unacceptable.

3. **Outcome: Student Communication**
Students enrolled in Instructional Leadership and Support Programs will communicate with confidence and clarity.

   a. **Measure: Student Communication**
   Students will demonstrate confidence and clarity in communication skills throughout the Instructional Leadership and Support programs on key written assignments, projects, and/or presentations.

   Source of Evidence: Written assignment(s), usually scored by a rubric

   1. **Achievement Target:**
   90% of the students will demonstrate confidence and clarity in communication skills throughout the Instructional Leadership and Support programs through key written assignments, projects, and/or presentations as assessed by the faculty utilizing rubrics and LiveText.

   2. **Findings (2010-2011) - Achievement Target: Met**
   Students in all Instructional Leadership and Support Programs are assessed on key assignments, projects, and assessments utilizing COE rubrics and LiveText. Based on 2010 data, the IL Support faculty identified 94% of the students as exceptional and/or proficient in communication, while 6% of the students were identified as basic or unacceptable as it relates to communicating with confidence and clarity.

4. **Outcome: Technologically Proficient Students**
Students enrolled in Instructional Leadership and Support Programs will demonstrate technological proficiency. Students will demonstrate proficiency by utilizing technology for research, class projects, and assignments.

   a. **Measure: Technologically Proficient Students**
   Students enrolled in Instructional Leadership and Support Programs will demonstrate proficiency in technology on key class assignments, projects, and/or presentations as assessed by COE rubrics and LiveText.

   Source of Evidence: Written assignment(s), usually scored by a rubric

   1. **Achievement Target:**
   90% of the students enrolled in Instructional Leadership and Support Programs will demonstrate proficiency in technology on key assignments, projects, and/or presentations.

   2. **Findings (2010-2011) - Achievement Target: Met**
   Students in all Instructional Leadership and Support Programs are assessed on key assignments, projects, and assessments utilizing COE rubrics and LiveText. Based on 2010 data, the IL Support faculty identified 91% of the students as exceptional and/or proficient, while 9% of the students were scored as basic or unacceptable as it relates to technologically proficiency.
3. Action Plan:
   **Technological Proficiency**
   9% of the students enrolled in Instructional Leadership and Support programs were identified as either “basic” or “unacceptable” in the area of Technological Proficiency as measured by COE rubrics and LiveText data. In an effort to improve students' technological proficiencies, small learning communities were established within each area (IL, SC, LM) to provide individualized and/or small group assistance as it related to the use and application of technology.
   
   **Established in Cycle:** 2010-2011  
   **Implementation Status:** In Progress  
   **Priority:** High  
   **Responsible Person/Group:** IL and Support Faculty

II. Goals and Other Outcomes/Objectives, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. **Goal: Address the major educational issues of the region**
   Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

1. **Objective: Provide adequate programs and services for students**
   Provide adequate programs and services for graduate students in the College of Education

   a. **Measure: Provide Ed.S. Programs**
   Provide adequate programs and services for students by establishing needed Ed.S. programs in the areas in the Department of Instructional Leadership and Support.

   **Source of Evidence:** Service Quality

   1. **Achievement Target:**
   To offer students the opportunity to earn an Ed.S. in Instructional Leadership and/or Teacher Leader.

   2. **Findings (2010-2011) - Achievement Target: Met**
   The University of West Alabama has its roots in teacher education, and the graduate student population has historically consisted primarily of teacher certification students. An interest survey conducted by the University of West Alabama in 2009 indicated a need for an Education Specialist Program in Instructional Leadership. The survey confirmed that 82% of the respondents (78) plan to enroll in an Education Specialist program at UWA if it becomes available to them. Of that number, 64 respondents stated an intention to pursue the Education Specialist degree in Instructional Leadership. Given the demands of a teaching position and the lengthy commutes at night for students to come to campus to take graduate courses, the online option has proven a valuable method of instruction for these students. In addition to the interest survey described above, UWA faculty completed a review of all Alabama School System's most recently published State Report Card (2008-2009) to determine the number of Instructional Leaders in Alabama schools.

2. **Objective: Ensure quality of programs and adherence to State and accreditation standards**
   To maintain a curriculum review process to ensure quality of programs and adherence to State and accreditation standards.
a. Measure: Ensure quality of programs and adherence to State and accreditation standards
The Instructional Leadership and Support Department will maintain currency of curricula through two routes: 1) peer-reviews of courses by discipline, and 2) the IL and Support Course Review Committee.

Source of Evidence: Document Analysis

1. Achievement Target:
All IL Support courses (both online and on campus) will be peer-reviewed at least once every year utilizing the COE Course Syllabi Rubric. Updated course files will be maintained within WEAVE and physically in the departmental office. Additionally, updated syllabi will also be maintained on the COE Blackboard site.

2. Findings (2010-2011) - Achievement Target: Met
All Instructional Leadership and Support programs were evaluated for consistency with the COE Model Syllabi. All faculty members within the Department of Instructional Leadership and Support participated in the auditing process. Each program utilized the Course Review Form. Presently, all programs and syllabi meet the standard set forth by the COE Model Syllabus. Any changes/additions within the syllabi have been made.

III. Other Plans for Improvement
A. Increase funding for faculty computer upgrades and repair
Additional funds requested for faculty computer upgrades and repairs
Established in Cycle: 2010-2011
Implementation Status: In Progress
Priority: High
Responsible Person/Group: Dr. Lee Thomas
Budget Amount Requested: $5,000.00
Implementation Notes:
8/11/2011 Four faculty members within the Department of Instructional Leadership and Support received computer upgrades with COE funds.

B. Professional Conferences
Provide monies for faculty to attend and/or present research at professional conferences and workshops
Established in Cycle: 2010-2011
Implementation Status: In Progress
Priority: High
Responsible Person/Group: Dr. Lee Thomas
Budget Amount Requested: $15,000.00
Implementation Notes:
8/11/2011 100% of IL & Support faculty members attended and/or presented at national conferences. Additional funds were utilized via the University Teaching Excellence Grants and / or other COE funds.

C. Professional Development
Increase faculty development funds to $1,000 per faculty.
Established in Cycle: 2010-2011
Implementation Status: On Hold
Priority: High
Implementation Description: Increase funds for faculty development to support the development of faculty to ensure quality programs
Responsible Person/Group: Dr. Lee Thomas
Budget Amount Requested: $15,000.00
Implementation Notes:
8/11/2011 On hold due to lack of funds.

D. Summer Courses
Increase summer salary budget due to the addition of Ed.S. courses
Established in Cycle: 2010-2011
Implementation Status: On Hold
Priority: High
Responsible Person/Group: Dr. Lee Thomas
Implementation Notes:
8/11/2011 On hold due to the fact that the Ed.S. positions have not been filled due to the lack of high quality candidates. Eight candidates were interviewed for the Ed.S. positions. The interview committees did make recommendations for two positions in the areas of School Counseling and Instructional Leadership. Unfortunately, the candidates took employment elsewhere.

E. Technology Equipment
Increase equipment budget by $8000
Established in Cycle: 2010-2011
Implementation Status: In Progress
Priority: High
Responsible Person/Group: Dr. Lee Thomas
Budget Amount Requested: $8,000.00
Implementation Notes:
8/11/2011 Four new computers were purchased for the IL & Support faculty members. Additionally, grant funds provided the following: 2 Large Screen televisions, 1 large projection screen, 16 desktop computers in BEST lab, 12 laptop computers, 1 color laser printer, 2 printers in BEST Lab, Wii and Xbox, 2 podcasting kits, 1 set of 30 clickers for classroom response activities, 1 graphics tablet, 1 CD burner tower, 1 pop-up green screen, and 1 eyeball microphone

IV. Analysis Answers
A. What specific strengths did your assessments show? (Strengths)
94% of our students within the Instructional Leadership and Support Department are passing the Praxis II in their respective area of study. The programs/courses were audited to ensure consistency and rigor. All programs/courses needing adjustments have been addressed.

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)
The assessing of the Praxis II data was very beneficial to program improvements. By analyzing the content strands within the Praxis II, each program identified one area in which to focus on improvement. Data reviewed related to LiveText and Rubrics indicated a need for improvement in the areas of communication, pedagogical skills, and technology. Based on the evidence, each program focused upon ways to improve the skills. After reviewing the assessment data, the Instructional Leadership and Support Department realized the value of assessing program effectiveness by involving the entire faculty in the process.

C. What plans were implemented?
A complete audit of programs / courses was implemented within the Instructional Leadership and Support Department. Praxis II data and LiveText/Rubric data were tracked and analyzed to determine if student learning outcomes were being met.
D. What plans were not implemented?  
Additional funds for professional development and summer courses were not available to implement the plans.

E. How will assessment results be used for continuous improvement?  
The assessment results will be utilized to strengthen the Instructional Leadership and Support Department programs/courses.