

## AAQEP Annual Report for 2024

Provider/Program Name:	Principal Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2029

### PART I: Publicly Available Program Performance and Candidate Achievement Data

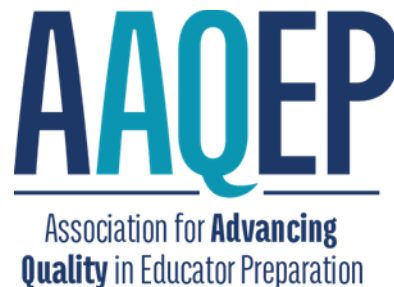
#### 1. Overview and Context

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

The College of Education and Human Development at Lamar University generates a community of collaboration through innovative curricula, scholarship, and service learning to inspire our diverse student population and to positively impact their lives and others in Southeast Texas and beyond.

Located near Houston in Beaumont, TX, Lamar University is part of the Texas State University System. Lamar University has been nationally recognized for the quality of its core curriculum and the diversity of its student body.

Our commitment to students involves providing them with broad practical skills (e.g., problem solving, critical thinking, teamwork, oral and written communication) to have an immediate impact in the workplace.  
The Principal Program is presented in this report.



## 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):

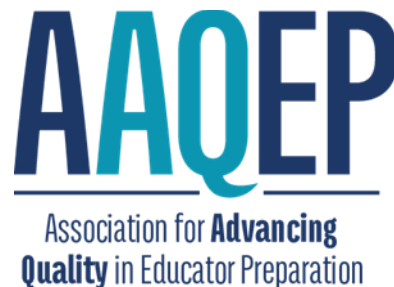
<https://www.lamar.edu/education/aaqep.html>

## 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**

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 05/24)	Number of Completers in most recently completed academic year (12 months ending 05/24)
<b>Programs that lead to initial teaching credentials</b>			
Total for programs that lead to initial credentials		0	0
<b>Programs that lead to additional or advanced credentials for already-licensed educators</b>			
Total for programs that lead to additional/advanced credentials		2747	1040
<b>Programs that lead to credentials for other school professionals or to no specific credential</b>			



	Total for additional programs	0	0
	TOTAL enrollment and productivity for all programs	2747	1040
	Unduplicated total of all program candidates and completers	2747	1040

### 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.)

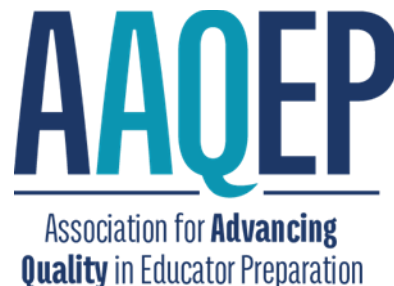
NONE
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## 3. Program Performance Indicators

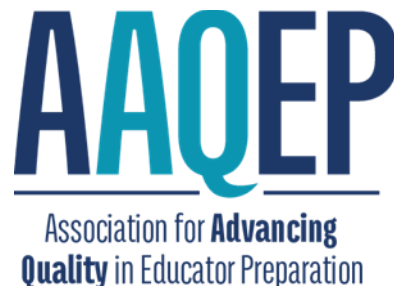
The program performance information in Table 2 applies to the academic year indicated in Table 1.

**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.
2747
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.
1040



C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
817
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.
938 (90%) candidates Completed in Expected time frame. 35 (3.0%) candidates completed within 1.5 times expected time frame
E. <b>Summary of state license examination results</b> , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
<p>Two exams are required for Texas principal certification:</p> <ol style="list-style-type: none"> <li>1. Principal as Instructional Leader – TExES 268 exam, which is traditional standardized exam</li> <li>2. Performance Assessment for School Leaders (PASL) – TExES 368 exam, which is comprised of three authentic complex tasks related to student academic improvement on the candidate's campus. These projects are performed of a period of two to three months. Evidence of the performance assessment is provided through submitted narrative, descriptive data, video recordings, and document artifacts.</li> </ol> <p>The 2023/2024 passing rate for the Principal as Instructional Leader certification exam (TExES 268) was 72%. The candidate performance fell short of expectations by 8 percentage points. In addition, the percentage rate over the previous decreased by 6 percentage points. However, it should be noted that the Lamar passing rate is consistent with the state passing rate for the 2023/2024 academic year.</p> <p>The 2023/2024 passing rate for the PASL – TExES 368 exam was 83%. Though the passing rate was 2 points lower than the previous year, this passing rate exceeded expectations by 3 percentage points.</p>
F. Narrative explanation of <b>evidence available from program completers</b> , with a characterization of findings.
An Exit Survey that addresses marketable skills is sent to program completers to ascertain their perceptions regarding their level of preparedness to become an effective school leader upon completion of the principal program. The number of respondents from the



2023-2024 academic year was 1267. Note: The respondent rate was significantly increased for this academic year after embedding the survey in the practicum course, which is completed at the end of the program. In previous academic years, completers were sent the Exit Survey via email.

The targeted expectation for marketable skills outcomes is a minimum of 85% of respondents indicating “Strongly Agree” or “Agree” for each statement. The Exit Survey data for the 2023-2024 academic year indicate targeted expectations were met for all surveyed marketable skills. This is a significant improvement over the past two academic years in which the Exit Survey data fell short of meeting targeted expectations for statements 5 and 8. See below for comparison.

Statement 5: “My public speaking skills have improved.”

- 2022-2023: Eighty percent of completers indicated “Strongly Agree” or “Agree” (47% and 33% respectively).
- 2023-2024: Ninety percent of completers indicated “Strongly Agree” or “Agree” (67% and 23% respectively).

Statement 8: “I am better able to utilize technology as part of my job and/or future career.”

- 2022-2023: Eighty-four percent of completers indicated “Strongly Agree” or “Agree” (54% and 30% respectively).
- 2023-2024: Ninety-four percent of completers indicated “Strongly Agree” or “Agree” (67% and 27% respectively).

Though the above marketable skills showed the greatest improvement overall, all surveyed skills showed improvement ranging from 3 to 10 percentage points for combined responses indicating “Strongly Agree” or “Agree” over the previous academic year. More significant were the increased “Strongly Agree” responses, which showed improvement ranging from 8 to 20 percentage points over the previous academic year.

Exit Survey: Marketable Skills <i>n</i> = 1267	Strongly Agree	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Agree	Disagree	Strongly Disagree
1. I am prepared to implement K-12 career/college readiness pathways as a major part of my work.	71%	26%	3%	< 1%	< 1%	0	0
2. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment	74%	25%	1%	0	0	0	0



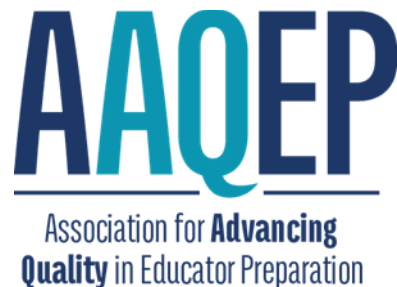
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3. I have a strong foundation to understand current issues and trends within my field.	79%	20%	1%	< 1%	0	0	0
4. My written communication skills have improved.	77%	19%	2%	2%	0	< 1%	0
5. My public speaking skills have improved.	67%	23%	5%	4%	< 1%	< 1%	< 1%
6. I am better able to analyze issues, make decisions and overcome problems.	80%	18%	1%	< 1%	0	< 1%	0
7. I demonstrate originality and inventiveness to a higher level.	66%	30%	3%	< 1%	0	< 1%	0
8. I am better able to utilize technology as part of my job and/or future career.	67%	27%	3%	3%	< 1%	< 1%	< 1%
9. I am able to articulate the ethics of my field.	76%	23%	< 1%	< 1%	0	0	0
10. I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work.	70%	28%	2%	< 1%	< 1%	0	0

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

An Employer Survey that addresses AAQEP Standard 2 Indicators was sent to the immediate supervisors of program completers to ascertain their perceptions regarding the completers' level of preparedness to become an effective school leader upon completion of the principal program. The respondent rate from the 2022-2023 academic year was 20%.

The strongest indicators of preparation included the following:

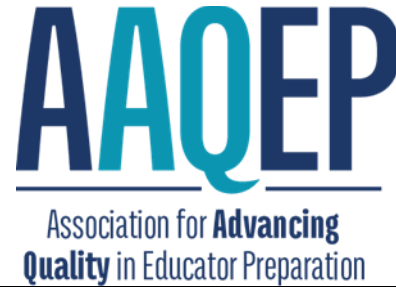


- Statement 1: “Lamar University Principal Program completers [u]nderstand and engage local school and cultural communities and communicate and foster relationships with families/guardians/caregivers in a variety of communities.” Ninety-one percent of employers of completers indicated “Strong Evidence” on the survey.
- Statement 3: “Lamar University Principal Program completers [c]reate productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.” Ninety-three percent of employers of completers indicated “Strong Evidence” on the survey.
- Statement 6: “Lamar University Principal Program completers collaborate with colleagues to support professional learning.” Ninety-five percent of employers of completers indicated “Strong Evidence” on the survey.

The weakest indicator of preparation, identified as less than 85% respondents selecting “Strong Evidence,” included the following:

- Statement 4: Lamar University Principal Program completers “[s]upport students’ growth in international and global perspectives.” Sixty-seven percent of employers of completers indicated “Strong Evidence” on the survey,

Employer Survey: Professional Performance <i>n</i> = 54	Strong Evidence	Limited Evidence	Not Seen	Opposing Evidence
1. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	91%	8%	1%	0
2. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts	89%	8%	3%	0
3. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	93%	6%	1%	0
4. Support students’ growth in international and global perspectives	67%	15%	18%	0
5. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	85%	11%	4%	0
6. Collaborate with colleagues to support professional learning	95%	5%	0	0



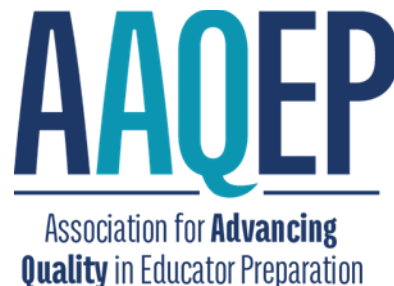
H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

A survey was sent to program completers who completed the principal preparation program during the 2021/2022 and 2022/2023 academic years to ascertain the rate of completers who obtained administrator positions. Of the 517 respondents, 343 stated they had applied for administrator positions. Of those who applied for administrator positions, 274 were employed in an administrator position, or 80%.

#### 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.





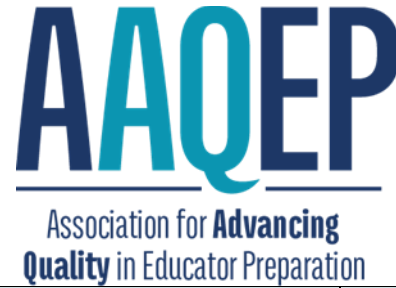
**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation												
Standard Indicator 1a:  TExES 268 – Principal as Instructional Leader (PIL) Exam	<p>This performance measure is a required certification exam for the Texas Principal as Instructional Leader (PIL) certificate.</p> <p>The program expectation for successful performance indicators is a passing rate of 80%.</p>	<p>The 2023/2024 passing rate for the TExES 268 exam was 72%. The candidate performance fell short of expectations by six percentage points.</p> <table><tr><th>Administration Date</th><th colspan="3">Total</th></tr><tr><th>TExES 268</th><th>N</th><th># Passing</th><th>Percent Passing</th></tr><tr><td>June 2023 – May 2024</td><td>800</td><td>577</td><td>72</td></tr></table>	Administration Date	Total			TExES 268	N	# Passing	Percent Passing	June 2023 – May 2024	800	577	72
Administration Date	Total													
TExES 268	N	# Passing	Percent Passing											
June 2023 – May 2024	800	577	72											
Standard Indicator 1b:  Key Assessment: EDLD 5352 – Instructional Leadership	<p>This performance measure is aligned with the National Educational Leaders Preparation (NELP) Program Recognition Standard 4: Learning and Instruction and includes all components of that standard.</p>	<table><tr><th colspan="2">Year Data Point 1 Fall 2023</th><th colspan="2">Year Data Point 2 Spring 2024</th></tr><tr><td>NA</td><td>NA</td><td>n = 801</td><td>NELP 4.1 99% NELP 4.2 99% NELP 4.3 92%</td></tr></table>	Year Data Point 1 Fall 2023		Year Data Point 2 Spring 2024		NA	NA	n = 801	NELP 4.1 99% NELP 4.2 99% NELP 4.3 92%				
Year Data Point 1 Fall 2023		Year Data Point 2 Spring 2024												
NA	NA	n = 801	NELP 4.1 99% NELP 4.2 99% NELP 4.3 92%											

			NELP 4.4 93%
	<p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 4. The focus of this assessment is on high quality curricula; high quality instructional practices; effective formal and informal assessments; and evaluation of curriculum, instruction, and assessment. In addition, candidates develop an ongoing, year-long, collaborative, comprehensive, and research-based Professional Development Plan by utilizing simulated instructional and academic data.</p> <p>The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.</p>	<p>This assessment and other learning activities in the course were rewritten before the spring 2024 offering of this course. Therefore, no data were available for comparison for this standard indicator prior to the spring 2024 semester. Though the data indicate learning exceeds expectations of mastery, faculty examined learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting.</p> <p>For the 2024-2025 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students' capacity to apply the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</p>	

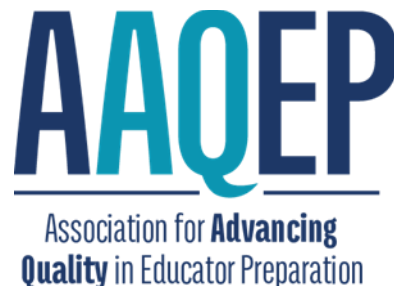
Standard Indicator 1c:  Key Assessment: EDLD 5339 – The Principalship	<p>This performance measure is aligned with the National Educational Leaders Preparation (NELP) Program Recognition Standard 5: Community and External Leadership and includes all components of that standard.</p> <p>These assessments measure students’ proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 5. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement communication, and partnerships with the greater school community that support each student’s learning needs and promote the vision of the school.</p> <p>The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.</p>	Year Data Point 1 Fall 2023		Year Data Point 2 Spring 2024	
		<i>n</i> = 387	NELP 5.1 99%	<i>n</i> = 706	NELP 5.1 98%
			NELP 5.2 99%		NELP 5.2 99%
	NELP 5.3 98%		NELP 5.3 99%		
		<p>Candidates consistently meet a high level of mastery on the assessment with over 90% regularly meeting expectations. Candidates are performing admirably on the assessment activities.</p> <p>Though the data continue to indicate learning exceeds expectations of mastery, faculty examined learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2024-2025 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students’ capacity to develop and implement school/family/community leadership strategies necessary to improve communications and partnerships throughout the greater school community.</p>			

		To further enhance learning outcomes, there are instructional conversations being held regarding ways to increase the relevance of all activities in the course.											
Standard Indicator 1d:  Key Assessment: EDLD 5333 – Leadership for Accountability	This performance measure is aligned with the National Educational Leaders Preparation (NELP) Program Recognition Standard 1: Mission, Vision, and Improvement and includes all components of that standard.	<table><tr><th colspan="2">Year Data Point 1 Summer 2023</th><th colspan="2">Year Data Point 2 Fall 2023</th></tr><tr><td><i>n</i> = 508</td><td>NELP 1.1 99% NELP 1.2 98%</td><td><i>n</i> = 733</td><td>NELP 1.1 98% NELP 1.2 98%</td></tr></table> <p>Despite an increase in the number of candidates assessed from 506 to 733 across the two data points (Summer 2023 and Fall 2023), proficiency levels remained consistently high, indicating the program's robustness and effectiveness. Both assessments yielded proficiency rates 98% or above, highlighting the program's success in preparing candidates to meet desired standards.</p> <p>Though candidates met program expectations for all components, faculty continue to investigate instructional practices, content, and authentic learning activities.</p>				Year Data Point 1 Summer 2023		Year Data Point 2 Fall 2023		<i>n</i> = 508	NELP 1.1 99% NELP 1.2 98%	<i>n</i> = 733	NELP 1.1 98% NELP 1.2 98%
Year Data Point 1 Summer 2023		Year Data Point 2 Fall 2023											
<i>n</i> = 508	NELP 1.1 99% NELP 1.2 98%	<i>n</i> = 733	NELP 1.1 98% NELP 1.2 98%										



	<p>This assessment measures students’ proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 1. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to utilize data to collaboratively evaluate root causes of inequities in students’ success and to collaboratively design a campus vision, mission, and plan for improvement that includes measurable, attainable, timebound goals.</p> <p>The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.</p>	<p>To further enhance learning outcomes, there are instructional conversations being held regarding ways to increase the relevance of all activities in the course.</p>									
<p>Standard Indicator 1e:</p> <p>Key Assessment: EDLD 5345 – Human Resource Development</p>	<p>This performance measure is aligned with the National Educational Leaders Preparation (NELP) Program Recognition Standard 7: Building Professional Norms and includes all components of that standard.</p>	<table><tr><th colspan="2">Year Data Point 1 Summer 2023</th><th colspan="2">Year Data Point 2 Spring 2024</th></tr><tr><td><i>n</i> = 666</td><td>NELP 7.1 98% NELP 7.2 99%</td><td><i>n</i> = 707</td><td>NELP 7.1 97% NELP 7.2 99%</td></tr></table>		Year Data Point 1 Summer 2023		Year Data Point 2 Spring 2024		<i>n</i> = 666	NELP 7.1 98% NELP 7.2 99%	<i>n</i> = 707	NELP 7.1 97% NELP 7.2 99%
Year Data Point 1 Summer 2023		Year Data Point 2 Spring 2024									
<i>n</i> = 666	NELP 7.1 98% NELP 7.2 99%	<i>n</i> = 707	NELP 7.1 97% NELP 7.2 99%								

	This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan that ensures ethical recruitment and hiring decisions.		NELP 7.3		NELP 7.3
			98%		99%
			NELP 7.4		NELP 7.4
			99%		99%
Though the data continue to indicate learning exceeds expectations of mastery, faculty examined learning activities within the course to determine level of rigor, relevance, and application of knowledge and skills in a real-world setting. For the 2024-2025 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. The objective will be to ensure these assessments accurately measure students' capacity to apply the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.					
To further enhance learning outcomes, there are instructional conversations being held regarding ways to increase the relevance of all activities in the course.					



<p>Standard Indicator 1f:</p> <p>Disposition Survey: EDLD 5398 – Internship for Principals</p>	<p>This performance measure is the Dispositions Assessment found in <i>School Leader Internship</i> (Martin et al., 2022), 5<sup>th</sup> edition. This assessment is aligned with the Professional Standards for Educational Leaders (PSEL) and consists of 38 dispositions survey questions.</p> <p>A Likert Scale 1 to 4 represents the following scale levels for the Dispositions Assessment:</p> <ul style="list-style-type: none"> <li>Strong Evidence – 4</li> <li>Limited Evidence – 3</li> <li>Not Seen – 2</li> <li>Opposing Evidence – 1</li> </ul> <p>The program expectation is that 80% of students scored at least 4 on each statement on the Likert scale.</p> <p>NOTE: This expectation was revised from last academic year’s report, which stated the “expectation as 85% of students scored at least 3 or 4 on each statement on the Likert scale.” This revision was to increase rigor of program accountability as program improvements were implemented.</p>	<p>For the 2023/2024 academic year, the program met expectations for each disposition statement. However, the 2021/2022 Disposition Survey data indicated seven of areas with need for improvement, five of which were related to engaging with, communicating with, or providing guidance and resources to school community stakeholders. Faculty examined curriculum and learning activities to improve candidates’ dispositions in these areas, and in following academic year (2022/2023) data for these identified areas met the program’s expectations.</p> <p>Though these seven previously identified areas for improvement have met expectations for the past two academic years, the responses show these areas persist as areas in which interns are the least confident. Therefore, faculty will continue to monitor and adjust as needed in these areas.</p> <p>See table below for statements identified as areas for improvement in the 2021-2022 report, which met expectations for 2022-2023, after interventions were implemented, and again for the 2023/2024 academic year.</p> <div data-bbox="1192 1263 1879 1404"> <p>Disposition Survey n = 1065</p> </div>
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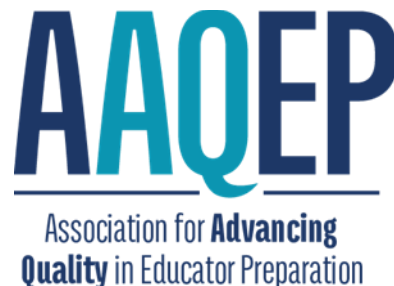
		<b>The Intern believes in, values, and is committed to:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
		Involve families and other stakeholders in school decision-making processes	23/24 62%	23/24 32%	23/24 6	23/24 0
			22/23 65%	22/23 30%	22/23 4%	22/23 0%
			-3	+2	+6	0
		Involving stakeholders in management processes	23/24 59%	23/24 35%	23/24 6	23/24 0%
			22/23 67%	22/23 29%	22/23 4%	22/23 0%
			-8	+6	+2	0
		Resources of the family and community needing to be brought to bear on the education of students	23/24 68%	23/24 28%	23/24 4%	23/24 0%
			22/23 74%	22/23 22%	22/23 3%	22/23 0%
			-6	+6	+1	0
		School operating as an integral part of the community	23/24 75%	23/24 21%	23/24 4%	23/24 0%
			22/23 78%	22/23 19%	22/23 2%	22/23 0%
			-3	+2	+2	0
		Using legal systems to	23/24 79%	23/24 17%	23/24 4%	23/24 0%



		protect student rights and improve student opportunities	22/23 83%	22/23 14%	22/23 3%	22/200%
			-4	+3	+1	0
			23/24 58%	23/24 36%	23/24 5%	23/24 0%
			22/23 65%	22/23 32%	22/23 3%	22/23 0%
		Taking risks to improve schools	-7	+4	+2	0
		Using the influence of one's office constructively in the service of all students and their families	23/24 80%	23/24 17%	23/24 3%	23/24 0%
			22/23 86%	22/23 14%	22/23 1%	22/23 0%
			-6	+3	+2	0

**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
Standard Indicators 2a, 2b, 2c, 2d, 2e, & 2f:  TExES 368 – Performance Assessment for School Leaders (PASL) Exam	This performance measure is a required Texas certification assessment for the Principal as Instructional Leader (PaIL) Certificate.	The PASL certification assessment includes three distinct and complex projects – referred to as “Tasks.” They are conducted on the candidate’s campus over a period of approximately two – three months. These projects are focused on the following as they directly to student academic improvement.



	<p>This assessment aligns with specific NELP standards and Texas Principal as Instructional Leader Certificate tested competencies.</p> <p>The program expectation for successful performance is a passing rate of 80%.</p>	<p>Task 1: Problem solving in the field Task 2: Supporting Continuous Professional Development Task 3: Creating a Collaborative Culture</p> <p>The 2023/2024 passing rate for the TExES 368/PASL exam was 83%. The candidate performance exceeded minimum expectations by five percentage points.</p> <table><tr><th>TExES 368 / PASL</th><th colspan="3">Total</th></tr><tr><th>Administration Date</th><th>N</th><th># Passing</th><th>Percent Passing</th></tr><tr><td>September 2023 – May 2024</td><td>803</td><td>665</td><td>83</td></tr></table>	TExES 368 / PASL	Total			Administration Date	N	# Passing	Percent Passing	September 2023 – May 2024	803	665	83
TExES 368 / PASL	Total													
Administration Date	N	# Passing	Percent Passing											
September 2023 – May 2024	803	665	83											
<p>Standard Indicators 2a, 2b, 2c, 2d, 2e, &amp; 2f:</p> <p>Employer Survey</p>	<p>A survey was sent to employers of candidates who completed the program during the 2021/2022, 2022/2023, and 2023/2024 academic years and who are now working as a school or district administrators. The survey was directly aligned with all AAQEP Standard 2 Indicators.</p> <p>A Likert Scale 1 to 4 represents the following scale levels for the Employers Survey: Strong Evidence – 4 Limited Evidence – 3</p>	<p>The 2023/2024 school year survey data showed an improvement in Standard Indicator 2d identified for improvement based on the Employers’ Survey instrument data from the previous year. According to respondents to the Employer Survey, there was a 15-percentage point increase in candidates showing at least limited evidence of supporting “students’ growth in international and global perspectives.” However, the data fell short of meeting program expectations, and therefore the Standard Indicator 2d will remain an area of need for improvement. All other indicators in this standard exceeded program expectations.</p>												



Association for **Advancing**  
**Quality** in Educator Preparation

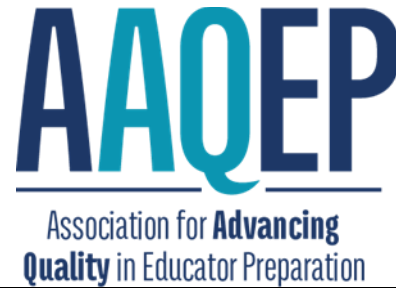
	Not Seen – 2 Opposing Evidence – 1	<b>Employer Survey: Professional Performance N = 273 n = 54</b>				
	The program expectation is that 85% of employers scored completers at least 3 on each indicator on the Likert scale.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
		1. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities (2a)	91%	8%	1%	0
		2. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts (2b)	89%	8%	3%	0
		3. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts (2c)	83%	6%	1%	0
		4. Support students’ growth in international and global perspectives (2d)	67%	15%	18%	0
		5. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection (2e)	85%	4%	11%	0

		<table><tr><td>6. Collaborate with colleagues to support professional learning (2f)</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>94%</td><td>6%</td><td>0</td><td>0</td></tr></table>	6. Collaborate with colleagues to support professional learning (2f)						94%	6%	0	0														
6. Collaborate with colleagues to support professional learning (2f)																										
	94%	6%	0	0																						
<p>Standard Indicators 2a, 2b, 2c, 2d, 2e, &amp; 2f:</p> <p>Exit Survey (Selection of specific related questions)</p>	<p>A survey was sent to candidates at or near completion of the program during the 2023/2024 academic year. The survey was directly aligned with marketable skills for school administrators and all AAQEP Standard 2 Indicators.</p> <p>A Likert Scale 0 to 6 represents the following scale levels for the Exit Survey:</p> <p>Strongly Agree – 6 Agree – 5 Somewhat Agree – 4 Somewhat Disagree – 3 Neither Agree nor Disagree – 2 Disagree – 1 Strongly Disagree – 0</p> <p>The program expectation is that 85% of completers selected at least 6 on the Likert scale for each statement.</p>	<p>The surveyed marketable skills are important ancillary skills necessary for effective leadership, and therefore included in the Exit Survey. All survey statements directly aligned with Standard 2 indicators met the minimum expectations.</p> <table><tr><td><b>Exit Survey: Marketable Skills n = 1267</b></td><td><b>6</b></td><td><b>5</b></td><td><b>4</b></td><td><b>3</b></td><td><b>2</b></td><td><b>1</b></td><td><b>0</b></td></tr><tr><td>1. I am prepared to implement K-12 career/college readiness pathways as a major part of my work.</td><td>71%</td><td>26%</td><td>3%</td><td>&lt;1%</td><td>&lt;1%</td><td>0</td><td>0</td></tr><tr><td>2. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment.</td><td>74%</td><td>25%</td><td>1%</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	<b>Exit Survey: Marketable Skills n = 1267</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	1. I am prepared to implement K-12 career/college readiness pathways as a major part of my work.	71%	26%	3%	<1%	<1%	0	0	2. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment.	74%	25%	1%	0	0	0	0
<b>Exit Survey: Marketable Skills n = 1267</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>																			
1. I am prepared to implement K-12 career/college readiness pathways as a major part of my work.	71%	26%	3%	<1%	<1%	0	0																			
2. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment.	74%	25%	1%	0	0	0	0																			



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		3. I have a strong foundation to understand current issues and trends within my field.	79%	20%	1%	<1%	0	0	0
		4. My written communication skills have improved.	77%	19%	2%	2%	0	<1%	0
		5. My public speaking skills have improved.	67%	23%	5%	4%	<1%	<1%	<1%
		6. I am better able to analyze issues, make decisions and overcome problems.	80%	18%	1%	<1%	0	<1%	0
		7. I demonstrate originality and inventiveness to a higher level.	66%	30%	3%	<1%	0	<1%	0
		8. I am better able to utilize technology as part of my job and/or future career.	67%	27%	3%	3%	<1%	<1%	<1%
		9. I am able to articulate the	76%	23%	<1%	<1%	0	0	0



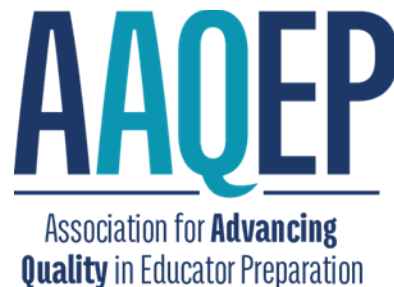
		ethics of my field.							
		10. I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work.	70%	28%	2%	<1%	<1%	0	0

## 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.

### Accomplishments:

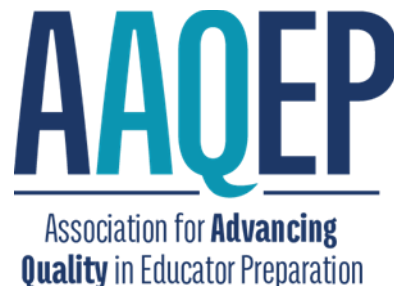
- In the 2023-2024 academic year, the Lamar University Principal Preparation Program initiated a partnership with a local school district to “grow [their] own leaders.” This partnership allowed for deeper engagement and support from the program faculty with the candidates who participated. The school district partner acknowledged success and satisfaction with their candidates’ learning outcomes. This was further evidenced with continuing the partnership with new candidates enrolled in the current academic year, beginning fall 2024.
- All faculty participated in conducting research and presented findings at many state, national, and/or international conferences.
- During the 2021-2022 academic year, a redesigned practicum course was initiated. The semester-long practicum course embeds a coherent sequence of activities that work toward a larger project addressing improved student



achievement. A significant practicum project specifically targets a K-12 student population who are identified as at-risk and/or low socio-economic status. During the 2022-2023 academic year, a research agenda emerged from data collected from this project. During the 2023-2024 academic year, faculty continued to investigate various aspects of the impact of the practicum practices of this program, conducting both quantitative and qualitative research on this topic. Practicum data continue to indicate a correlation of application-level, in-the-field learning activities designed for the practicum to greater candidate success in attaining related marketable skills and leadership effectiveness as indicated in survey data (i.e., Employer Survey, Exit Survey, and Disposition Survey). The research on this project has been presented and published in peer-reviewed publications.

#### Innovations to Address Challenges:

Large enrollment in a fully online program presents challenges for continued engagement with candidates once they complete the program, as many are not employed locally. Partnerships are one way to overcome this challenge. The Lamar University principal program developed a partnership with a local school district, which started in the fall 2023 semester. This partnership will serve as a pilot for additional partnerships with school districts in the future. Additional partnerships may be developed throughout the state in the future.



## 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.

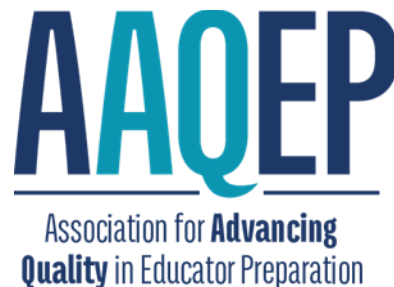
### 6. Self-Assessment and Continuous Growth and Improvement

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.

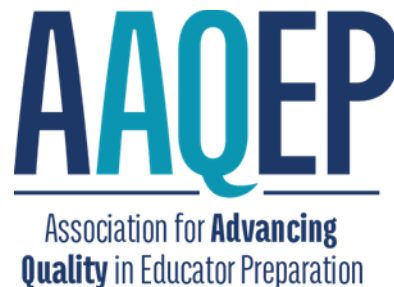
**Table 5. Provider Self-Assessment and Continuous Improvement**

	Standard 1
<b>Goals for the 2024-25 year</b>	<p>One goal was set for program improvement aligned with Standard 1 for the 2023-2024 academic year: to increase candidates'/completers' proficiency in communication, guidance, and provision of resources to the school community, as indicated on the candidates' Disposition Survey (Standard Indicator 1f). This goal was met; however, the ratio of "Strong Evidence" to "Limited Evidence" responses indicated a decrease in candidates'/completers' perceived proficiency overall. See Dispositions Survey data table.</p> <p>For the 2024-2025 academic year, one goal was set: Though candidates'/completers' dispositions aligned with Standard Indicator 1f met expectations for the 2023-2024 academic year, there was a small decrease (3 to 6 percentage points) in responses indicating "Strong Evidence" of the dispositions related to candidates'/completers' proficiency in communication, guidance, and provision of resources to the school community. Conversely, there was an increase (2 to 6</p>

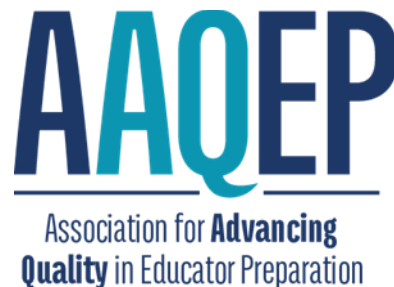




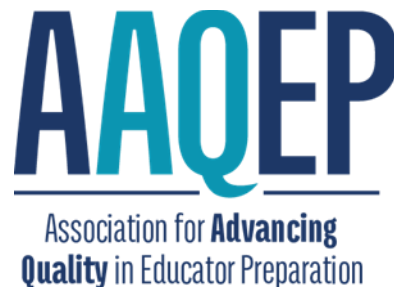
	percentage points) in responses indicating “Limited Evidence” of these dispositions. Therefore, the same goal remains in place: to increase candidates’/completers’ proficiency in communication, guidance, and provision of resources to the school community, as indicated on the candidates’ Disposition Survey (Standard Indicator 1f).
<b>Actions</b>	<p>Actions for the 2023-2024 academic year included focus on learning activities in the courses. Curriculum, learning activities, and summative assessment alignment were investigated and improved where need was determined to further improve learning outcomes related to communication, guidance, and provision of resources to the school community.</p> <p>For the 2024-2025 academic year, faculty will continue efforts to design learning activities and assessments related to communication, guidance, and provision of resources to the school community. Preliminary evidence of utilizing role-play and simulation has enhanced learning outcomes overall; therefore, faculty will increase opportunities for these specific types of learning activities related to Standard Indicator 1f.</p>
<b>Expected outcomes</b>	Data from the 2023-2024 Dispositions Survey indicated candidates/completers did not show increased proficiency in communication, guidance, and provision of resources to the school community. The learning/disposition outcomes fell short of expected improvements. Embedding additional role-play and simulated learning activities related to Standard Indicator 1f, as stated above, is expected to yield improvement in candidates’/completers’ dispositions outcomes.



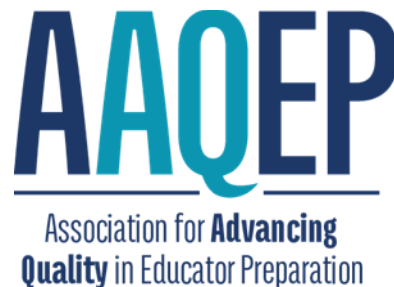
<b>Reflections or comments</b>	The Disposition Survey data are based on candidates'/completers' perspectives on their own capacity and mindsets as they near the end of the program. Their perspectives indicated that more strategic and purposeful learning activities must be incorporated into the appropriate courses to improve learning outcomes in this area.
	<b>Standard 2</b>
<b>Goals for the 2024-25 year</b>	<p>One goal was set for program improvement aligned with Standard 2 for the 2023-2024 academic year: to increase completers' proficiency in Standard Indicator 2d – "Supports students' growth in international and global perspectives." The data show a significant increase of 15 percentage points for this standard indicator; however, completers' proficiency fell short of program expectation.</p> <p>For the 2024-2025 academic year, one goal was set:          Due to falling short of last academic year's goal, the same goal remains in place: to increase completers' proficiency in Standard Indicator 2d – "Supports students' growth in international and global perspectives." Faculty will continue efforts to design learning activities and assessments related to candidate's international and global perspectives. Faculty will examine curriculum and instructional practices that may enhance candidates' learning related to Standard Indicator 2d.</p>
<b>Actions</b>	Actions for the 2023-2024 academic year included enhancement and/or increased opportunities for learning activities for candidates/completers to participate in authentic activities related to supporting students' growth in international and global perspectives. These actions were accomplished by purposefully aligning learning activities and summative assessments with Standard Indicator 2d.



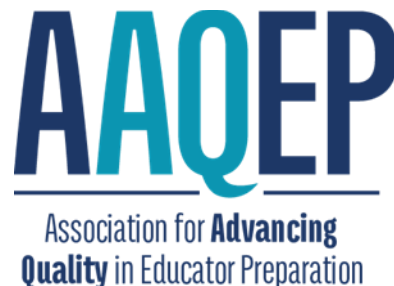
	For the 2024-2025 academic year, faculty will continue with efforts to improve learning activities aligned with Standard Indicator 2d within the courses, as appropriate. Curriculum, learning activities, and summative assessment alignment will be investigated further and improved where need is determined to improve learning outcomes related to supporting students' growth in international and global perspectives.
<b>Expected outcomes</b>	Data from the Employers Survey will indicate completers' increased proficiency in supporting students' growth in international and global perspectives.
<b>Reflections or comments</b>	Significant increase in the Employer Survey data related to completers' capacity for supporting students' growth in international and global perspectives is encouraging, particularly considering consistent improvements during the past two years and actions for improvement in this specific area of need are ongoing. Therefore, faculty anticipate candidates'/completers' learning outcomes will meet program expectations in this area once additional improvements are implemented.
	<b>Standard 3</b>
<b>Goals for the 2024-25 year</b>	<p>One goal was set for program improvement aligned with Standard 3 for the 2023-2024 academic year: to improve performance on the TExES 268 Principal as Instructional Leader Certification Exam from 78% to 80% passing rate (Standard Indicator 3a). This goal was not met. The passing rate decreased by 6 percentage points.</p> <p>For the 2024-2025 academic year one goal was set: Candidates' passing rate on the TExES 268 Principal as Instructional Leader Certification Exam decreased and fell below the stated program expectation. Therefore, the same goal</p>



	remains in place: to increase candidates' passing rate on the TExES 268 Principal as Instructional Leader to at least 80% (Standard Indicator 3a).
<b>Actions</b>	<p>Actions for the 2023-2024 academic year included faculty focus on learning activities in the courses. Curriculum, learning activities, and summative assessment alignment was investigated and improved where need was determined to further improve learning outcomes related to tested competencies on the TExES 268 Principal as Instructional Leader Certification Exam.</p> <p>For the 2024-2025 academic year, faculty will investigate how the learning activities and assessments within the courses align with the tested competencies. Curriculum, learning activities, and summative assessments will be enhanced where need is determined to further improve learning outcomes related to tested competencies on the TExES 268 Principal as Instructional Leader Certification Exam.</p>
<b>Expected outcomes</b>	Candidates will show a higher passing rate on the TExES 268 Principal as Instructional Leader Certification Exam.
<b>Reflections or comments</b>	Data show that candidates' passing rate for the TExES 268 certification exam falls below expectations. Faculty agree this is a high need area for improvement that requires continued comprehensive, program-wide investigation to identify and target specific competencies for improved alignment and effective learning activities. Additionally, it is significant to add this context: The state TExES 268 exam passing rate for the 2023-2024 academic year was 73% (1 percentage point higher than this program).
	<b>Standard 4</b>



<b>Goals for the 2024-25 year</b>	<p>For the 2023-2024 academic year the previous year's goal was expanded to include both quantitative from all completers' employers and qualitative data from K-12 district partners (Standard Indicator 4a). This goal was initiated by including a small cohort of candidates who entered the principal program through a partnership with a local district. Qualitative data were collected from those candidates' administrators' responses. However, qualitative data were collected for only four candidates, and therefore more qualitative data are needed.</p> <p>For the 2024-2025 academic year, one goal was set: Due to the small population for qualitative data collection, the last academic year's goal remains in place: to expand data collection to include both quantitative from all completers' employers and qualitative data from K-12 district partners. These data will be used for enhancing the program's impact on local partners' efforts to reduce disparities in educational outcomes (Standard Indicator 4a).</p>
<b>Actions</b>	<p>In addition, to survey data sent to all employers of program completers, open-ended questionnaires will be provided to our K-12 district partners for qualitative data collection.</p>
<b>Expected outcomes</b>	<p>Qualitative data will enhance depth of understanding of how the program can improve for completers' increased proficiency, particularly in the identified areas of need for improvement.</p>
<b>Reflections or comments</b>	<p>Collaboration, communication, and discourse with K-12 partnering districts will provide program faculty insights for improvement in effectiveness that cannot be collected by quantitative data alone.</p>



## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

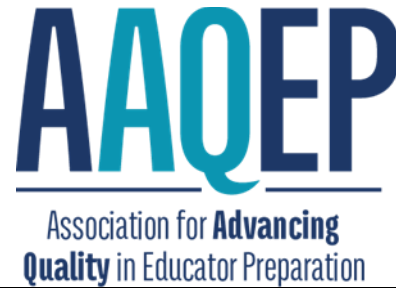
This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included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

During the application process for accreditation, student dispositions data were not as comprehensive as we would have liked for the principal program. Though a dispositions survey was taken by all students in the first course, dispositions of students who are exiting the program was needed to show completers’ dispositions as they move to the workplace into administrator positions. Once this was determined, the dispositions instrument was placed at the near end of the program within the practicum course. Dispositions data were collected from students nearing completion of the principal program during for the 2021-2022 academic year. Using a random selection process, the data were collected and analyzed. For more robust data collection, a digital collection tool was implemented to collect data from the dispositions survey instrument during the 2022-2023 academic year, which allowed all students’ responses to be included in the data report. This will be the manner of data collection going forward, and therefore the initial concern has been resolved.

## 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.

A partnership with a local school district was developed and began in the 2023-2024 academic year for the district to “Grow Our Own Leaders.” This partnership was comprised of a cohort of candidates selected by the school district. These candidates received additional coaching and training from Lamar faculty to address specific identified areas of need related to student academic improvement. The first cohort of district partnership candidates will not complete the program until December 2024. However, preliminary perceptions of district-level administrators indicate expectations of outcomes are on target to being fulfilled. Expectations include growth and development of candidates to address their unique campus/district needs. After completing the program, candidates’ outcomes will be measured through existing instruments: Candidate Dispositions Survey, Candidate Exit Survey, Completer Survey, and Employer Survey.



For the 2024-2025 academic year, faculty will continue to provide additional coaching with adjustments based on data from the previous year. Outcomes will be measured through the same existing instruments: Candidate Dispositions Survey, Candidate Exit Survey, Completer Survey, and Employer Survey.

## 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).

NA

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Jon Gray, Associate Dean for Educator Preparation, College of Education & Human Development	Dr. Johnny O'Connor, Dean, College of Education & Human Development

Date sent to AAQEP:	12/16/2024
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