Audit Opinion

Overall the Proposal earned a clean audit opinion, and each component of the TEAC system received a clean opinion. The auditors also concluded that the evidence supports the view that Brigham Young University is committed to the School Leadership Program.

Summary of claims and evidence

The Program claims that its “graduates are prepared with the necessary knowledge and skills to:

1. “Lead with Professional Knowledge: Understand and apply the disciplinary knowledge in the graduate program coursework to the practice of school leadership.

2. “Lead Learning Communities: Engage in, facilitate and lead collaborative learning communities to improve teaching and learning of all students.

3. “Lead Strategic Decision Making & Systemic Change: Engage in, facilitate and lead strategic inquiry, data-driven decision making and systemic change, for school and student improvement.

4. “Lead with Effective & Caring Leadership: Effectively lead with integrity and act on their knowledge in a caring and professional manner with all school stakeholders.”

And in addition, “Graduates understand and are prepared to
5. “Use today’s technology to enhance the educational process.

6. “Be sensitive to the needs of a diverse population, and endorse and encourage the success of all students.

7. “Think critically, conduct research, self assess for professional development, and work collaboratively.”

**Evidence in support of the claims:**
Some of the evidence to support these claims is current and some is under development. Current evidence, now available only for Claim 1, includes course grades and GPA, student evaluations, Praxis scores, recommendations and placement information. Planned evidence is much more extensive, and includes a Student Learning Assessment, Tracking & Evaluation system (SLATE); internship reports; student and alumni surveys; an Internship Leadership Project (ILP); Praxis exam subscores; a comprehensive examination; and administrative placement reports. The SLATE report will link targeted course- and internship-level assessments to specific student-learning outcomes and program claims. A specific student survey will be the TELSA Self-Assessment of school leadership skills, to be done both pre- and post-program.

**Quality Principle II: Evidence of faculty learning and inquiry**

**Component 2.1: A rationale for the assessments**

Evidence available to the panel that is consistent with the rationale for the program’s assessments

- The program uses an embedded assessment model (SLATE) that is well thought-out, and auditors were able to verify its connection to individual course assessments ([Audit Task B6](#)). SLATE is complemented by an array of other planned assessments ([Audit Task B4](#) and [Audit Task B5](#)).

Evidence available to the panel that is inconsistent with a rationale for the program’s assessments

- At the time of the audit, the program had not fully developed its local assessments (cf., [Audit Task B4](#) and [Audit Task B5](#)), and had no plan for assessment of their reliability and validity, although these concerns were largely addressed in an [Addendum](#) (3/1/13).

**Rival explanations for the rationale for assessments**

The program’s focus has been on the design of assessments rather than on the quality of assessment.

**Component 2.2: Program decisions based on evidence**

Evidence available to the panel that is consistent with the program’s decisions based on evidence
• Faculty are able to describe changes in practice as a result of working on the Proposal (Audit Task B2).
• The program has taken action based on its internal audit (Audit Task B9).

Evidence available to the panel that is inconsistent with the program’s decisions based on evidence
None

Component 2.3: An influential quality control system

Evidence available to the panel that is consistent with an influential quality control system
• The program conducted a comprehensive internal audit (Appendix A of the Proposal).
• Nearly all course syllabi map course objectives and content to program outcomes (Audit Task B10 and Audit Task B11).
• The program has produced an extensive Quality Control System Handbook (Audit Task B12).
• The program conducts an annual orientation and training program for mentors (Audit Task B14).

Evidence available to the panel that is inconsistent with an influential quality control system
• The program’s full-time and part-time tracks are perceived to lack parity by students and mentors. See the Addendum to the Proposal, pp. 4-11, and Audit Task B13.

Quality Principle III: Evidence of institutional commitment and capacity for program quality

Evidence available to the panel that is consistent with the capacity for program quality
• See Brief Proposal, Appendix B, and Table C.1, Table C.2, and Table C.3 in the audit report.

Evidence available to the panel that is inconsistent with capacity for program quality
None
Suggested Recommendations

Suggested Weaknesses and Stipulations

**Weakness in 2.1:** The program’s assessment system is not yet fully developed.

**Weakness in 2.3:** The Executive School Leadership Program (part time) track lacks integration and a parallel, in-depth experience compared to the Leadership Preparation Program (full time) track.

**Suggested Accreditation Recommendation (shaded)**

<table>
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<th>Quality Principle 2.0 Faculty Learning</th>
<th>Quality Principle 3.0 Capacity &amp; Commitment</th>
<th>Accreditation status designations</th>
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