

Provider Name: Maryville University

End Date of Current AAQEP Accreditation Term: December 2029

Public Posting URL: <https://www.maryville.edu/academics/accreditation/>

Part I: Publicly Available Program Performance and Candidate Achievement Data

Section 1: Overview & Context

Maryville University is a nationally recognized private institution, located just over 20 miles west of Saint Louis, Missouri. The University was founded in 1872 and most recently affirmed their accreditation by The Higher Learning Commission in 2015.

Maryville University's mission is to offer a comprehensive education focused on student learning, outcomes and success. This education is built upon an innovative liberal arts foundation leading to compelling programs that prepare students for a life of engagement and achievement in multiple fields of endeavor. Moreover, the university has developed a strategic vision to be an inventive leader in higher education promoting a revolution in student learning that expands access and opportunities for all.

[Maryville's Six core values](#) are:

- 1) Learning & Mentoring
- 2) Student Centeredness
- 3) Diversity and Global awareness
- 4) Civic engagement
- 5) Innovative Leadership
- 6) Sustainability

Maryville's [strategic plan](#) focuses on the four themes of:

- 1) Active Learning EcoSystem
- 2) Transformational Innovation
- 3) Diversity and Inclusiveness
- 4) Strategic Growth

Maryville was named the second-fastest growing private university by The Chronicle of Higher Education and has a current enrollment of over 10,500 students representing all 50 states and 56 countries. The university offers over 90 degree programs divided over undergraduate, graduate and doctoral levels as well as on ground and online. The average class size is fourteen students.

The university is also known for its value; ranking in the top ten percent of all major universities in the nation for the economic value of its degrees. The school hopes to maintain this status with a strategic plan to decrease the cost of tuition by a total of twenty percent over the next five years. Maryville University also holds numerous other [national and regional rankings](#).

The School of Education, Overview & Context

The mission of the School of Education at Maryville University is to prepare educators for a life of engagement and service in P-12 schools, higher education institutions, and communities that will strengthen the education profession's ability to serve all participants equitably and work against systemic inequities. The School of Education has three programs: Teacher Preparation, School Leader Preparation and Higher Educational Leadership. Only the programs leading to state certification are included in this review.

The School of Education (SOE) is committed to working with other units within the university, as well as with our school partners in the simultaneous renewal of schools and teacher education. School of Education faculty meet regularly with faculty from the College of Arts and Sciences (CAS) to coordinate degree planning for secondary education candidates majoring in specific content areas. SOE faculty are paired with CAS faculty for each content area in which we certify to ensure smooth articulation. The School of Education also maintains close partnerships with neighboring suburban and urban districts to identify quality placements for all field-based experiences.

The Maryville University School of Education embraces the [Active Learning Ecosystem](#) (ALE), which drives our program outcomes to prepare students with the content knowledge, pedagogical inquiry and practice, and professional knowledge needed to be successful in their respective degree programs and in their future careers. The School of Education at Maryville University has a proud history of preparing influential teachers and leaders in schools throughout the St. Louis region and beyond and plans to continue being a part of that legacy.

The School of Education at Maryville University is housed under Academic Affairs. The department is led by Dr. Mascheal Schappe, Dean who is supported by three program directors, staff and faculty.

The School of Education, Accreditation & Standards

[The School of Education](#) (SOE) at Maryville University has been accredited since 1978. The school was previously accredited by the Council for the Accreditation of Education Preparation (CAEP) with the most recent continuation visit occurring in 2015. In June of 2021, the SOE at Maryville decided to withdraw from CAEP in order to pursue accreditation through AAQEP which it received in February of 2023.

The School of Education's Teacher Education programs are also fully accredited by the State of Missouri through the Missouri Department of Elementary and Secondary Education (DESE). This accreditation involves a regular process of alignment with state standards for school leader preparation programs, compliance with all aspects of appropriate Missouri state law and code, and consistently meeting accountability standards set forth in the Annual Performance Report (APR).

All School of Education programs leading to Certification (Teacher, Principal and Superintendent) are state approved by the Missouri Department of Elementary and Secondary Education (MODESE).

To ensure that all completers meet MODESE standards, the state provides a matrix for each program; the School of Education at Maryville must demonstrate how our provided coursework can meet these standards.

Teacher Preparation, Overview & Context

Teacher Preparation Programs in the SOE at Maryville University are led by Program Director Michelle Hunter, EdD who is supported by staff members, full time faculty, adjunct faculty, cooperating teachers and university supervisors.

The SOE at Maryville offers 11 programs leading to endorsement for teacher certification. These programs include:

- Bachelor of Arts in Elementary and Early Childhood Education Double Major
- Elementary Education
- Bachelor of Arts in Middle Level Education in
 - English/Language Arts
 - Math
 - Science
 - Social Science
- Bachelor of Arts in Middle Level Education in ELA and English, Double Major
- Bachelor of Arts in High School Education in
 - Biology
 - Chemistry
 - Social Science
- Bachelor of Arts in High School Education in English and English, Double Major
- Bachelor of Arts in High School Education in Mathematics and Mathematics, Double Major

We have Alternative Certification in the Middle Level and High School certification areas above. Furthermore, we offer a Bridge to an MA in General Education and MA in Education Programs in Reading/Literacy with Certification, Bridge to MA in Early Childhood Education.

Teacher candidates are also required to complete practicum placements and student teaching and maintain an overall GPA of 2.75 and a content-area GPA of 3.00. Student teachers are evaluated using the Missouri Educator Evaluation System (MEES), a state-adopted instrument. Ratings for designated standards on the MEES are reported to MODESE annually and comprise a portion of the Annual Performance Report. Upon degree completion, completers must also pass the state required standardized assessment appropriate for their certification area.

School Leadership Programs in the SOE at Maryville University are led by Program Director Kevin Stokes, EdD who is supported by a staff member, full time faculty and adjunct faculty. School Leadership programs use a cohort plan, consisting of fifteen to twenty students who advance through their classes as a unit.

School Leadership Preparation, Overview & Context

Maryville University SOE offers three programs leading to endorsement for school administrator certification. These programs include:

- Master of Arts in Educational Leadership leading to endorsement for initial K-12 principal certification
- EdD in Educational Leadership leading to endorsement for K-12 superintendent
- Bridge to the EdD with Principal Certification Program (This program provides an expedited pathway to completion of both certification programs.)

School Leadership candidates are also required to complete four major program components: a Professional Leadership Growth Plan, a Comprehensive Reflective Journal, a 300-hour internship at the building level for principal certification and/or a 300-hour internship at the district level for superintendent certification, and a Capstone Experience. Moreover, completers must maintain a GPA of 3.00 while enrolled in the program. Upon degree completion, completers must pass all appropriate state licensure assessments.

The School of Education, Community & Partnerships

Maryville University is located in a unique geographic region; in Saint Louis County, Missouri. The county is only 22 miles from Saint Louis city, and is bordered closely by Saint Charles County and Jefferson County. Due to this particular location, there are over 41 surrounding school districts from which the School of Education can recruit and place students. The variety of districts contributes to who attends the university, where students are able to complete internships, and eventually where completers are hired. The districts differ widely in terms of ethnic diversity, socio-economic status of the student population and surrounding communities, and school funding/resources.

Moreover, Maryville University is less than twenty-five miles from the Illinois border which occasionally impacts licensure.

The School of Education is committed to working with our school and community partners in the simultaneous renewal of schools and teacher education. Therefore, Maryville University's School of Education partners with St. Louis area school districts with a focus on renewing teacher education and schooling. Our students are exposed to working with students from a variety of cultures and innovative teaching through enriching research, intensive field-based coursework, and strategic clinical placement to fully prepare them in practice in a variety of settings. Maryville is a leader in Missouri and nationally in this collaborative effort.

Maryville University fosters relationships for ongoing stability through meetings with key districts in the area. Furthermore, district members serve as mentors to our students, attend panel discussions, give presentations in our classes, and provide tours of their schools amongst other interactions. In order to make these relationships mutually beneficial, Maryville encourages students to substitute teach, conducts ongoing training, and hosts focus groups, amongst other actions.

The School of Education at Maryville University houses a unique department called the Center for Access and Achievement (CA2). The CA2's mission is to partner with high need school districts and nonprofits to help prepare students with the skills and abilities they need to succeed in STEM field in college and the careers of the future. Associate Professor Steve Coxon serves as the Executive Director of the CA2 while also serving as a full time faculty member in the School of Education. The CA2 offers a variety of programs and scholarships which are funded by Saint Louis businesses. The CA2 also offers support to teachers so that they can help students unleash their full potential in the STEM field.

Maryville University also has International partnerships, providing study abroad opportunities for our students.

The School of Education at Maryville is an active participant in the American Association of Colleges for Teacher Education, the Association for Independent Liberal Arts Colleges for Teacher Education, and the Missouri Association of Colleges for Teacher Education.

The School of Education also maintains an active membership in the Missouri Professors of Educational Administration (MPEA) organization. The MPEA is made up of professors from higher education institutions across the state with approved school leader preparation programs. This group meets monthly to share best practices and confer with representatives from MODESE regarding certification requirements.

As the field of education enters a significant era of change, challenge and opportunity, Maryville's faculty, staff, students and diverse network of school and district partnerships, combined with our commitment to preparing "socially responsible critical thinkers who are collaborative and reflective educators committed to the moral endeavor of schooling in a democracy," provides a rich environment for learning. Maryville has a proud history of preparing influential teachers and leaders in schools throughout the St. Louis region and beyond. We are honored to continue contributing to that legacy.

Section 2: Enrollment and Completion Data

Table 1: Program Specification Enrollment and Completers 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 08/31/24)	Number of Completers in most recently completed academic year (12 months ending 8/31/24)
<i>Programs that lead to initial teaching credentials</i>			
BA in Elementary and Early Childhood Education	Initial Teacher Certification	30	4
Elementary Education	Initial Teacher Certification	32	8
BA in Middle Level Education (ELA, Math, Science, and Social Studies)	Initial Teacher Certification	7	2
BA in High School Education (Biology, Chemistry, ELA Math, or Social Studies)	Initial Teacher Certification	25	5
MA Certificate Programs in Reading/Literacy with certification	K-12 Special Reading	9	0
Total for programs that lead to initial credentials		103	19
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
MA in Educational Leadership	K-12 Principal Certification	33	15
EdD in Educational Leadership	K-12 Superintendent Certification	97	26
Total for programs that lead to additional/advanced credentials		130	41

Added or Discontinued Programs: Not applicable.

Section 3: Program Performance Indicators

Table 2: Program Performance Indicators	
A. Total Enrollment	
	233
B. Total Number of Unique Completers	
	60
C. Number of Recommendations for Certificate, License or Endorsement	
	60
D. Cohort Completion Rates	
	100% of the students who completed the necessary coursework and attempted the required state assessment passed and received their certification.
E. Summary of State License Examination Results	
	<p>As indicated in Section 4 Table 3, 100% of teacher preparation candidates for the early childhood, elementary, and secondary levels passed the licensure exams (MoCA and MEES) for the State of Missouri. For the MoCA, average scores for early childhood and elementary completers fell comfortably above the state’s minimum passing score of 220, with an average of 236 for EC, 247 for ELEM math/science, 241.5 for ELEM English/language arts/social science. Average scores for secondary level completers ranged from 223-244, also above the required cut score. Additionally, average scores for student teaching performance measured by the MEES and completed by both the cooperating teachers and university supervisors averaged comfortably above the state required score of 3.0 with the cooperating teacher scores averaging 3.39 and the university supervisors scores averaging 3.37 for all candidates across all teacher preparation areas/levels.</p> <p>Also, as indicated in Section 4 Table 3, candidates in school leader preparation programs for principal and superintendent licensure passed the MoCA exams at the rate of 85% and 88%, respectively. The average score of 249.46 for the principal licensure content exam fell comfortably above the state required score of 220. The state requires an additional Performance Assessment for principal licensure, and 100% of candidates passed this assessment. The average score of 233.70 for the superintendent licensure content exam was also comfortably above the 220 minimum required score. As neither of these programs had a 100% passage rate, the faculty are looking for additional ways to help ensure that candidates are fully prepared to take and pass the state-required exams moving forward.</p>
F. Narrative Explanation of Evidence available for program completers, with a characterization of findings.	

As indicated by the evidence presented in Section 4 Table 3 for the pre-service programs, completers are generally well prepared to successfully pass all state requirements for licensure with a 100% pass rate across all areas/levels. Additionally, graduates of our programs who completed the First Year Survey indicated that they consider themselves well-prepared to meet the challenges of the classroom in all areas measured by the MEES Standards. Expectations for Performance were met for every standard with areas of relative strength noted for: Standard 3 - Curriculum Implementation (average score 4.48), Standard 4 - Critical Thinking (average score 4.36), Standard 3 (average score 4.43), and Standard 9 - Professional Collaboration (average score 4.33). A relative weakness was reported by the first-year teachers for Standard 5 in the area of positive classroom environment. This result may be indicative of how less-experienced teachers sometimes struggle with finding strategies to effectively manage student behaviors that can negatively impact the learning environment. The average score of 4.18 still meets expectations but may indicate a need to focus even more attention on helping students develop effective classroom management skills going forward. Of even greater concern was the average score for Standard 2 - Student Learning Growth and Development. First-year teachers rated their preparation with an average score of 4.07 in this area, perhaps indicating some frustration with being able to successfully help improve student achievement at a level they would like to see in their own professional practice. While this is certainly an area of focus throughout our teacher preparation programs, we will continue to emphasize developing our candidates' skills with assessing student learning and using the results of student assessment to drive instructional decisions.

Overall, graduates of our teacher preparation programs report that they are well prepared and seem confident in their abilities to make a positive difference in the lives of the students they serve.

While the State of Missouri does not require a survey of administrators completing their first year in a formal school leadership role, anecdotal evidence from the field indicates that graduates of our principal and superintendent preparation programs are generally pleased with the preparation they received in our programs. One key indicator is the frequency with which new enrollees into our programs state that they chose Maryville because of a colleague or acquaintance who attended the university encouraged them to do their graduate PK-12 educational leadership work at Maryville. They cite the importance of the cohort model, the focus on DEI as a pillar that permeates our programs, and the relevance of the projects, texts and coursework to what they experience in their leadership roles. The full-time faculty in the leadership programs are considering developing a more formal survey of our graduates to provide more concrete feedback that we can use to make programmatic revisions going forward.

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

As indicated by the evidence presented in Section 4 Table 3 for the pre-service programs, principal of first-year teachers also indicate that Maryville graduates are generally well-prepared to meet the demands of the classroom. Principals of first-year teachers throughout the State of Missouri are surveyed using the same MEES Standards against which teachers rate themselves. As with the first-year teachers themselves, expectations for Performance were met for every standard on the Principal Survey.

An area of relative strength was noted by the principals Standard 6 - Effective Communication (average score 4.33). Solid rankings were reported for Standard 3 - Curriculum Implementation (average score 4.23), Standard 4 - Critical Thinking (average score 4.24), and Standard 8 - Professionalism (average score 4.20). Relative weaknesses were reported by the principals for Standard 2 - Student Learning Growth and Development (average score 4.02), Standard 7 - Student Assessment and Data Analysis (average score 4.07), Standard 5 - Positive Classroom Environment (average score 4.17), and Standard 9 - Professional Collaboration (average score 4.18). All of the principals' ratings fall within expectations, however these weaker areas noted in the survey may indicate a need to examine even more closely how we can best prepare teachers to meet the demands of effectively assessing students' learning and designing instruction to best align with their specific needs. Continued focus on effective classroom management and the importance of professional collaboration is also indicated.

Overall, principals indicated that graduates of our teacher preparation programs are generally well-prepared and are able to meet the needs of their students effectively.

Section 4: Candidate Academic Performance Indicators

Scale:

Expected Growth Achieved

Approaching Expected Growth

Cause for Concern

Table 3 Expectations and Performance Standard 1: Candidate & Completer Performance Educator Preparation programs		
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
GPA	3.0 GPA on all pedagogical and content coursework for secondary education teacher candidates and 3.0 GPA for	Secondary education completers: content GPA – 3.8

	pedagogical GPA for elementary and elementary/early childhood teacher candidates.	pedagogical GPA - 4.0 Elementary and Elementary/Early Childhood education completers: Pedagogical GPA – 3.6
MoCA (Missouri Content Assessment) Scores*	220 – pass score	100% of completers passed Elementary Education. 247 average in math/science 241.5 average in English/language arts and social science 236 average in early childhood Secondary average pass rates ranged from 223 – 244.
MEES Standard 1 (Content Knowledge Aligned with Appropriate Instruction)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 1 Average – 3.39 University Supervisor Standard 1 Average - 3.37
First-Year Teacher and Principal Data for MEES Standard 1 (Content Knowledge Aligned with Appropriate Instruction) <i>Note: Data was collected over a two-year period (AY 2022-24) due to a small data size for AY 2023-24.</i>	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 1 Average – 4.36 Principal Standard 1 Average – 4.24
MEES Standard 2 (Student Learning Growth and Development)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 2 Average – 3.35 University Supervisor Standard 2 Average - 3.21
First-Year Teacher and Principal Data for MEES Standard 2	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 2 Average – 4.07 and Principal Standard 2 Average – 4.02
MEES Standard 6 (Effective Communication)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 6 Average – 3.45 University Supervisor Standard 6 Average - 3.25
First-Year Teacher and Principal Data for MEES Standard 6	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 6 Average – 4.27 and

		Principal Standard 6 Average – 4.33
MEES Standard 7 (Student Assessment and Data Analysis)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 7 Average – 3.45 University Supervisor Standard 7 Average – 3.37
First-Year Teacher and Principal Data for MEES Standard 7	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 7 Average – 4.31 and Principal Standard 7 Average – 4.07
MEES Standard 3 (Curriculum Implementation)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 3 Average – 3.42 University Supervisor Standard 3 Average – 3.32
First-Year Teacher and Principal Data for MEES Standard 3	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 3 Average – 4.48 and Principal Standard 3 Average – 4.23
MEES Standard 4 (Critical Thinking)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 4 Average – 3.36 University Supervisor Standard 4 Average – 3.37
First-Year Teacher and Principal Data for MEES Standard 4	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 4 Average – 4.36 and Principal Standard 4 Average – 4.24
MEES Standard 5 (Positive Classroom Environment)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 5 Average – 4.44 University Supervisor Standard 5 Average – 4.21
First-Year Teacher and Principal Data for MEES Standard 5	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 5 Average – 4.18 and Principal Standard 5 Average – 4.17
MEES Standard 8 (Professionalism)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it	Cooperating Teacher Standard 8 Average – 3.6 University Supervisor Standard 8 Average – 3.56

	in performance.	
First-Year Teacher and Principal Data for MEES Standard 8	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 8 Average – 4.43 and Principal Standard 8 Average – 4.20
MEES Standard 9 (Professional Collaboration)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 9 Average – 3.56 University Supervisor Standard 9 Average - 3.47
First-Year Teacher and Principal Data for MEES Standard 9	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 9 Average – 4.33 and Principal Standard 9 Average – 4.18

**MOCA was the official required test through June 23, 2024. Passing scores achieved 6/23 and prior will still be honored in the certification area. Praxis became the official required assessment July, 1, 2024.*

Table 3 Expectations and Performance Standard 1: Candidate & Completer Performance Leadership Preparation programs		
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent in Meeting Expectation
Missouri Content Exam - Principal 080	Cut Score to Pass = 220+	Mean = 249.46 Range = 214-266 Pass Rate = 85%
Missouri Content Exam - Superintendent - 059	Cut Score to Pass = 220+	Mean = 233.7 Range = 190-264 Pass Rate = 88%
Missouri Principal Performance Assessment (MPEA)	Cut Score to Pass = 12	Mean = 14 Range = 12-16 Pass Rate = 100%

MPEA Step 1: Domain - Visionary Leadership*	Proficient = 3+	Mean = 3.74 Range = 3-4 Pass Rate = 100%
MPEA Step 2: Domain - Relational Leadership*	Proficient = 3+	Mean = 3.86 Range = 3-4 Pass Rate = 100%
MPEA Step 3: Domain - Managerial Leadership*	Proficient = 3+	Mean = 3.64 Range = 3-4 Pass Rate = 100%
MPEA Step 4: Domain - Innovative Leadership*	Proficient = 3+	Mean = 3.86 Range = 3-4 Pass Rate = 100%

**The MPEA Performance Assessment consists of 4 Steps (Prompts) that students must address in narrative format with specified artifacts providing evidence for the narrative. Each Step in the Performance Assessment measures different domains of school leadership. The Missouri Department of Elementary and Secondary Education has established a score of 3+ as the threshold for “Proficiency” on each of the four Steps of the MPEA Performance Assessment*

Section 4: Candidate Academic Performance Indicators

Scale:

- Expected Growth Achieved**
- Approaching Expected Growth**
- Cause for Concern**

Table 3 Expectations and Performance Standard 2: Completer Professional Competence & Growth Educator Preparation programs		
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Employment Statistics: Diverse Settings	25 – 30% working in diverse school districts	AY 2023-2024 (n = 15) 33% of our graduates are employed in diverse settings, 67% are

		employed in non-diverse school districts
First-Year Teacher Survey for MEES Standard 6 #24, 26, 27, 28, 29	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey on the selected sub-standards for Standard #6 – 4.38
First-Year Teacher Survey Standard 3 #11, 12, Standard 4 #13, 14, 15, Standard 5 17 - 23	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey on the combined Standards #3 – 5 – 4.30
First-Year Teacher and Principal Data for MEES Standard 9	Score of 4 – Agree or Score of 5 – Strongly Agree	First-Year Teacher Survey Standard 9 Average – 4.33 and Principal Standard 9 Average – 4.18
MEES Standard 8 (Professionalism)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 8 Average – 3.6 University Supervisor Standard 8 Average - 3.56
MEES Standard 9 (Professional Collaboration)	Score of 3 - The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	Cooperating Teacher Standard 9 Average – 3.56 University Supervisor Standard 9 Average - 3.47

Table 3 Expectations and Performance Standard 2: Completer Professional Competence & Growth Leadership Preparation programs		
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Self-Assessment on Leadership Standards Pre/Post Program	Candidates rate themselves against the Leadership Standards on a Likert Scale: 1= Superintendent Candidate 2= Emerging Superintendent 3 = Developing Superintendent 4 = Proficient Superintendent	1.1 Develop and Articulate a Vision Entry = 2.14 Exit = 3.5 Growth = 1.36
		1.2 Implement and Steward a Vision Entry = 1.93

<p>5 = Distinguished Superintendent</p> <p>Expect Exit Rating of 3.0+</p> <p>Expect growth over the course of the program of 1+ points on the Likert Scale</p>	<p>Exit = 3.36 Growth= 1.43</p>
	<p>2.1 Promote Positive School Culture</p>
	<p>Entry = 2.43</p>
	<p>Exit = 3.45 Growth = 1.02</p>
	<p>2.2 Provide Effective Instructional Program</p>
	<p>Entry = 2.21</p>
	<p>Exit = 3.09 Growth = 0.88</p>
	<p>2.3 Ensure Comprehensive Professional Growth Plans</p>
	<p>Entry = 1.93</p>
	<p>Exit = 3.64 Growth = 1.71</p>
<p>3.1 Manage the Organizational Structure</p>	
<p>Entry = 1.71</p>	
<p>Exit 3.18 Growth = 1.47</p>	
<p>3.2 Lead Personnel</p>	
<p>Entry = 2.21</p>	
<p>Exit = 3.0 Growth = 0.79</p>	
<p>3.3 Manage Resources</p>	
<p>Entry = 2.0</p>	
<p>Exit = 3.36 Growth = 1.36</p>	
<p>4.1 Collaborate with Families and Other Community Members</p>	
<p>Entry = 2.14</p>	
<p>Exit = 3.27 Growth = 1.13</p>	
<p>4.2 Respond to Community Interests and Needs</p>	
<p>Entry = 2.43</p>	
<p>Exit = 3.36 Growth = 0.93</p>	
<p>4.3 Mobilize Community Resources</p>	

		Entry = 2.07 Exit = 3.09 Growth = 1.02
		5.1 Personal and Professional Responsibility Entry = 2.57 Exit = 3.73 Growth = 1.16
		6.1 Understand the Larger Context Entry = 2.0 Exit = 2.73 Growth = 0.73
		6.2 Respond to the Larger Context Entry = 1.93 Exit = 2.73 Growth = 0.80
		6.3 Influence the Larger Context Entry = 1.71 Exit = 2.27 Growth = 0.56
		7.1 Increase Knowledge and Skills Based on Best Practices Entry = 2.21 Exit = 3.45 Growth = 1.24

Section 5: Notes on Progress, Accomplishment & Innovation

Teacher Preparation Programs, Response 1:

Challenge/Priority Item: Curriculum Alignment

Over the past year, we have identified curriculum alignment as a critical priority. Ensuring that our programs in elementary education, elementary/early childhood, and secondary education are cohesively structured is essential for meeting both academic standards and the evolving needs of our students.

Accomplishments:

We undertook a comprehensive revision of all course descriptions and outcomes across our elementary education, elementary/early childhood, and secondary programs. This initiative was aimed at enhancing clarity and consistency in our curriculum, thereby providing a clear

roadmap for our students and faculty. By refining these elements, we established a stronger foundation for our educational objectives and improved our programs' overall coherence.

Efforts:

To address the challenge of curriculum alignment, we conducted an in-depth analysis of our current offerings, focusing particularly on the progression of our practicum courses. This analysis involved working backward from the competencies we expect our student teachers to demonstrate at the conclusion of their student teaching experience. By identifying these end goals, we were able to align all practicum courses to ensure that they effectively prepare our students to be successful teachers based on the Missouri Teacher Standards. In addition to aligning the methods courses with the anticipated outcomes of student teaching, we aligned these courses to their respective practicum courses. This alignment not only enhances the learning experience for our students but also fosters a more integrated approach to teacher preparation.

To ensure compliance with state curricular requirements, we utilized the state matrices provided by the Missouri Department of Elementary and Secondary Education. This thorough review process guaranteed that our courses include all necessary content and meet the required standards.

PK-12 Leadership Programs, Response 1:

Challenge/Priority Item: Alignment of Key Assessments to Student Learning Outcomes

Quality assessment is key to providing a strong program that ensures students are gaining the knowledge and insights needed, as well as developing the skills and dispositions, to become strong and effective school leaders. While we were confident that the summative assessments we had in place were providing us with solid data about student success overall, it had been quite some time since we had looked closely at the assessments used along the way in each course to help us track progress toward reaching specific learning outcomes. It was determined that a closer review and revision of assignments and assessments within each course was needed.

Efforts & Accomplishments:

The full-time faculty undertook an effort to identify and align major projects, assignments and assessments in each course with program goals and the specific student learning outcomes these assessments were designed to measure. Our primary purpose in doing this work was to specify key assessments that we could use to more closely measure and track the extent to which specific learner outcomes were being met within each of our programs. This work is helping to ensure that we consistently gather evidence of students' mastery of key learning outcomes as benchmarks for tracking student performance throughout each course in our various programs.

Each faculty member was charged with reviewing and revising the assessments within courses they typically teach to ensure the integrity of this alignment. Full-time faculty were also

assigned to meet with specific adjunct faculty to conduct this type of analysis and revision of assessments within the courses typically taught by those adjuncts. A comprehensive spreadsheet was developed for each PK-12 graduate educational leadership program denoting the alignment within each course of program goals, student learning outcomes, and assessments used to measure those outcomes.

Teacher Preparation Programs, Response 2:

Challenge/Priority Item: Diversity, Equity, Inclusion, and Belonging

Recognizing the importance of Diversity, Equity, Inclusion, and Belonging (DEIB) within our educational framework has been a priority over the past year. Our commitment to fostering an inclusive environment has driven us to implement various initiatives aimed at enhancing individual growth and promoting a culture that values diverse perspectives.

Accomplishments:

We anticipate that this work will provide the opportunity for individual student growth that we can measure in upcoming years using our assessments.

Efforts:

To address our DEI goals, we have implemented the Intercultural Development Inventory (IDI) as a foundational tool. Students engage in activities and reflections that are curriculum-mapped to ensure continuity from their sophomore through senior years. This structured approach guarantees scaffolded learning experiences that build upon one another, allowing students to develop their cultural competencies progressively.

In addition, we have conducted a thorough analysis of the texts utilized in our courses, with a specific focus on identifying diverse authors and supplementary materials. This analysis is part of a broader initiative to trace the materials we use to ensure that they promote respect for diverse cultures, gender, and intellectual abilities within our curriculum.

Innovations (Strengths and Outcomes):

An innovative aspect of our DEIB efforts is the integration of the IDI into the first semester of coursework for students in the School of Education. Guided by one of our professors in the Higher Education Leadership EdD program, students analyze their IDI results to gain insights into their cultural competencies. This analysis is followed by a written reflection, encouraging students to critically engage with their personal development.

In the subsequent semester, students participate in self-reflection learning experiences where they set personal goals and identify potential barriers to achieving them. This reflective practice continues into their junior year, where students engage in additional learning experiences that connect the IDI, future teacher dispositions, and the Missouri Educator Evaluation System (MEES) standards. They articulate a Professional Goal focused on cultural competencies, which they will work on during their senior year.

Finally, during their student teaching experience, students will re-take the IDI and set cultural competency goals for their first years of teaching. This cyclical process not only reinforces their learning but also encourages ongoing reflection and growth in their professional practice.

PK-12 Leadership Programs, Response 2

Challenge/Priority Item: Infusion of DEI Content Throughout Leadership Program Coursework

Our commitment to developing school leaders who understand the issues and challenges of meeting the needs of ALL students continued to be a focus over the past year. While this commitment is clearly stated in our program goals, we wanted to ensure that we were deliberately addressing issues of diversity, equity, and inclusion (DEI) throughout our programs.

The PK-12 Educational Leadership programs are built around 10 over-arching program goals. Three of these goals (see below) specifically focus on issues of diversity, equity, and inclusion:

- ***Program Goal #3:*** Engage ALL students with the requisite knowledge and experiences to develop as ethical and reflective practitioners within the changing environments of diverse schools, organizations and communities
- ***Program Goal #5:*** Create equitable access to knowledge for ALL students based on developing an understanding of their unique strengths and needs within the context of culture
- ***Program Goal #8:*** Reflect the cultural diversity of the global community and build inclusiveness and global awareness throughout all programs

Efforts & Accomplishments:

Throughout AY 22-23 and 23-24, faculty undertook an in-depth curriculum trace to ascertain how the coursework within the leadership programs specifically addressed these DEI program goals in the student learning outcomes for each course. Student learning outcomes were then aligned to program goals and revised as needed to ensure that DEI was effectively woven throughout all coursework. The course revisions made as a result of this work help to ensure that educational leadership candidates develop the knowledge, skills, and dispositions necessary to both view data and approach decision-making through an equity lens. Similar to our work with aligning assessments to student learning outcomes, each full-time faculty member was charged with reviewing content for each course they typically teach and to identify where DEI was already being addressed and/or where these values could be included. Full-time faculty also worked with adjunct faculty to conduct similar analyses for courses typically taught by adjuncts. Syllabi were revised accordingly to ensure that DEI content is addressed in all coursework throughout the leadership programs.

In addition to these efforts, we were able to collect a piece of qualitative data from a current student who stated, "DEI is a golden thread woven throughout the entire program." This

statement was made during one of the professional conversations during the fall 24 semester, and truly served to validate our efforts in this area.

Innovations:

Like our counterparts in the pre-service programs, an innovative aspect of our DEI work was to introduce the IDI into EDL 760 - *Renewing Yourself as a School Leader* and EDL 710 - *Developing Myself as an Educational Leader*. These courses occur in the first semesters of both the EdD in Educational Leadership (administration track) and EdD in Teacher Leadership programs.

Students analyze their IDI results to gain insights into their cultural competencies and use the results to develop their Professional Leadership Growth Plans (PLGP) that help them tailor and guide their work over the course of their doctoral journeys.

Students are required to reflect on their progress toward PLGP goals both at mid-program (semester 4) and again at the end of the program to identify specific ways in which the coursework, internship experiences and other professional experiences have helped them achieve the goals they established for themselves at the outset, as well as helping them develop the skills and dispositions to lead meaningful change with regard to cultural competence in their respective settings.

In the final semester of their doctoral programs, students are required to submit a comprehensive reflection on the *Nature of Leadership* which incorporates a review of PLGP goals, including those related to cultural competence, and discuss how their thinking and expertise in this area have evolved over the course of their doctoral programs. Students also reference this work during their final Professional Conversations that occur during the final semester prior to graduation, discussing what specific accomplishments they have made during their doctoral program and how they intend to implement what they have learned in their professional practice going forward.

PK-12 Leadership Programs, Response 3

Challenge/Priority Item: Ongoing Analysis of Assessment Data to Determine Needed Programmatic Revisions

Faculty within the PK-12 graduate educational leadership programs operate under an expectation of continuous improvement. Therefore, ongoing analysis of student assessment data is conducted as a matter of routine and faculty discuss implications for possible curriculum revisions that may be indicated by the results.

Efforts & Accomplishments:

An example of this ongoing effort is demonstrated with our analysis of data from the Missouri Content Assessment (MOCA). Analysis of this data (during AY 22-23 and prior) indicated a need

to place greater emphasis on encouraging students to take the Superintendent MOCA, even if they did not plan to seek superintendent-level positions upon or shortly following graduation from the EdD in Educational Leadership program. Throughout AY 23-24, faculty made a concerted effort to increase the rate of our graduates taking this state exam. The rate of graduates taking this exam increased from only 6 takers in AY 22-23 to 25 takers in AY 23-24, with rates continuing to remain at this higher level so far in AY 24-25. Passage rates remained relatively strong in AY 23-24 despite the higher numbers of students taking the exam, (e.g., 85.71% for AY 22-23 compared to 88.0% in AY 23-24), however mean scores declined slightly, (e.g., 240.67 in AY 22-23 and 233.72 in AY 23-24). Also, as numbers of students taking the exam continue to increase in AY 24-25, passage rates seem to be declining (e.g., 77% so far, this academic year). Faculty have kept a close eye on these data trends and these results, combined with feedback from EdD graduates during their final professional conversations, have convinced us to reconsider the course sequence for the EdD in Educational Leadership program. Plans are to implement a revised course sequence beginning in the fall of 2025 to better prepare students to take the superintendent exam near the end of their program.

Another example of efforts to engage in continuous improvement is demonstrated by our analysis of student self-assessment against the Professional Leadership Standards at the beginning and end of the EdD in Educational Leadership program. Data trends indicate that while expectations were met for both Exit Ratings and Growth for most of the Standards and Indicators, expected Exit Ratings were not met for Standards 6.1, 6.2, and 6.3. All of these indicators fall under Standard 6: The Educational System. These results indicate a need to further examine the program curriculum related to systems thinking and draw more deliberate ties between systems thinking and decision-making in the various aspects of district level leadership. Additionally, Growth expectations did not meet the expected 1.0 factor for the following:

Standard 2.2 - Provide Effective Instructional Programs (Growth = 0.88)

Standard 3.2 - Lead Personnel (Growth = 0.79)

Standard 4.2 - Respond to Community Interests and Needs (Growth = 0.93)

Although the Exit Rating of 3.0+ was met for each of these standards, more analysis is needed to determine if additional curriculum revisions may be needed to shore up these areas going forward.

Section 6: Self-Assessment and Continuous Growth and Improvement

Teacher Preparation Programs

Standards 1 and 2	
Goal #1 for the	Collect, organize and use data more effectively to identify issues and make appropriate program revisions.

2024-2025 Academic Year	
Actions	Understand how to use the new ETS data tools and use those to plan curriculum reviews.
Expected Outcomes	Effectively use the ETS data tools to understand the results of the new exam, Praxis, that our students will be taking.
Reflections or Comments	Missouri adopted new assessments for the 24-25 academic year. We need to understand the results and data tools that ETS provides for our use.
	Standards 1 and 2
Goals for the 2024-25 year	Use information uncovered during the writing of the QAR and yearly data analysis to address identified areas of relative weakness. <ul style="list-style-type: none"> • Implementing instruction for diverse learners (EL and Gifted) • Communicating with parents • Promote respect for diverse cultures, genders, and intellectual abilities • Generate a positive classroom environment • Participating in professional organizations
Actions	Implement curriculum revisions based on the results of our curriculum trace
Expected Outcomes	Improved MEES, First-Year Teacher Survey, and First-Year Principal Survey results in identified areas of relative weakness
Reflections or Comments	We completed a curriculum trace for each of the areas of relative weakness, so this is a logical next step.

PK-12 Graduate Educational Leadership Programs

Standards 1 and 2	
Goal #1 for the 2024-2025 Academic Year	Collect, organize and use data more effectively to identify issues and make appropriate program revisions.
Actions	<ul style="list-style-type: none"> • Understand how to use the new ETS data tools and use those to plan curriculum reviews/revisions. • Participate in training for domain scoring of the revised MPEA Principal Performance Assessment and use the more detailed results to plan curriculum reviews/revisions.

	<ul style="list-style-type: none"> • Implement the new Superintendent Performance Assessment, if appropriate
Expected Outcomes	<ul style="list-style-type: none"> • Effectively use the ETS data tools to understand the results of new Content Assessment for building principals to inform curriculum revisions to principal preparation programs as needed • Effectively use new data provided by domain scoring of the MPEA Principal Performance Assessment to make more surgical revisions to principal preparation programs • Effectively use ETS data tools to understand the results of the new Content Assessment for superintendents • Effectively use data from the new Superintendent Performance Assessment, if implemented
Reflections or Comments	<ul style="list-style-type: none"> • Missouri has adopted new content assessments for both principal and superintendent certification in the 24-25 academic year. We need to understand the results and data tools that ETS provides for our use. • A new scoring method for the Principal Performance Assessment provides for scoring by leadership domain beginning with AY 24-25. We are in the process of transitioning to this new scoring method. • DESE is currently debating whether the newly developed Superintendent Performance Assessment will be required or may possibly replace the content assessment for superintendent certification. We are awaiting final word on this change at the time of this Annual Report to AAQEP.
Standards 1 and 2	
Goal #2 for the 2024-2025 Academic Year	Use information uncovered during the writing of the QAR to address identified areas of relative weakness: <ul style="list-style-type: none"> • Use the Comprehensive Reflective Journal (CRJ) more effectively • Evaluate course sequencing throughout the program • Implement strategies to share capstone research more broadly
Actions	<ul style="list-style-type: none"> • Embed the various aspects of the CRJ (PLGP development and progress monitoring, Internship log and reflections, This I Believe Statement development and reflection, Capstone development, and Comprehensive Self-Assessment of Leadership Standards)

	<p>into specific courses aligned to student learning outcomes in those courses.</p> <ul style="list-style-type: none"> • Implement new course sequencing for both the EDDEDL and EDDTL programs • Continue to implement Capstone Presentations Poster Session and invite candidates’ field-based mentors as well as upcoming cohorts to participate in the session • Encourage graduates to share their Capstone Projects at the annual MPEA Spring Conference
Expected Outcomes	<ul style="list-style-type: none"> • More thoughtful reflection on the “big pillars” of the program as measured by the CRJ components • Increased performance on content exams for principal and superintendent certification based on better preparation through course sequencing revisions • Broader sharing of Capstone Projects to multiple audiences
Reflections or Comments	<ul style="list-style-type: none"> • As part of our review of assessments, the faculty determined that having the CRJ as an “extra” set of assignments outside of regular coursework tended to produce less focused and less in-depth reflection. Too often these assignments seemed to be more of an afterthought for students. The decision to embed the CRJ components into specific courses as key assignments should provide greater emphasis each component of the CRJ and greater levels of student accountability leading to higher quality work. • During the summer and early fall terms, the faculty reviewed the course sequences for both of the doctoral programs and revised these to provide a more logical progression and closer proximity in time of specific courses (e.g., <i>Advanced HR, Advanced School Finance, and Superintendency</i>) to when most students take the superintendent exam. We anticipate that these revisions will help students be more successful on the superintendent exam, in particular. Revisions also considered feedback from graduates on how changing the timing of various courses might enhance the overall experience and effectiveness of the programs. • Opening the Capstone Poster Session to mentors and other stakeholders, as well as encouraging participation in the MPEA Spring Conference should ensure broader presentation of students’ action research projects.

Section 7: Evidence Related to AAQEP-Identified Concerns

N/A: No concerns or conditions were identified in our Quality Assurance Report.

Section 8: Anticipated Growth and Development

In the Fall of 2022, Maryville University introduced the “V2MOM” goal setting framework to encourage collective engagement, empowerment, responsibility and transparency.

“V2MOM” = (Vision-Values-Methods-Obstacles -Measures)

Under this process each staff, faculty, program, department and school within the university uses shared language to align their goals to Maryville’s vision and values.

- Vision: Maryville is the innovative leader in higher education promoting a revolution in student learning that expands access and opportunity for all.
- Values:
 - Data Informed
 - Personalized, Learner-Centered Flexibility
 - Courageous
 - Diverse, Equitable, and Inclusive
 - Five Star Service

The School of Education’s 2024-2025 V2MOM summarizes planned improvements, innovations and anticipated developments:

Value (Title)	Summary of the AA Value (Description)	Measure & Obstacle (Measure)
Data Informed	Leverage data and intelligence to proactively serve learners and leaders in a trusted relationship.	Collect, organize and use data more effectively to identify issues and make appropriate program revisions. (D, O, PL, DEI) Review and revise the SOE Outcomes to ensure they reflect the vision and needs of the School of Education including all undergraduate and undergraduate programs Review alignment of course outcomes to the revised SOE Outcomes Develop assessment spreadsheets for each program and course. Ensure course outcomes, activities and assessments align to program assessments.

		<p>Continue to assess, analyze, and lead meaningful curriculum work across all programs (alignment to outcomes/assessments, resources, diversity and inclusion, technology, developing critical consumers of knowledge)</p> <p>Create a curriculum review/update cycle, including timeline, responsible parties, and a platform to share the data driven changes.</p> <p>Create a tool to capture data driven decision making and a cycle to share this information.</p> <p>Utilize data to focus our efforts in order to increase our enrollment 5-10% across all of our programs.</p>
<p>Personalized, Learner-Centered Flexibility</p>	<p>Provide dynamic learning environments that customize and accelerate students' progress. Offer learner choice through constant diversification and expansion of ALE formats and options.</p>	<p>Develop and offer innovative and engaging programs, delivered in flexible formats maximizing the Active Learning Ecosystem.</p> <p>Ensure Flexible, Personalized Teaching and Learning by continually encouraging and supporting student choice in assignments and flexible due dates. When these practices are not practical, being approachable and open minded regarding alternate paths and flexible deadlines (say yes, when you can).</p> <p>Implement practices to analyze formative assessment data to observe student progress and encourage self-reflection and improvement over the course of their program. (D, O, PL, SA, LL)</p> <p>Provide a supportive environment to nurture students' knowledge, skills, dispositions and competencies as effective teachers and leaders committed to the moral endeavor of schooling in a democracy.</p>
<p>Courageous</p>	<p>Reward innovation and risk-taking to reimagine and reinvigorate the higher education environment. *Support and facilitate innovative and creative approaches to educate all students*</p>	<p>Continue our commitment to innovation and cutting-edge practices by (C, O, LL):</p> <ul style="list-style-type: none"> • Develop online alternative certification programs to address current and projected teacher shortages • Continue to maximize the use of technology to enhance student learning • Continue to stay abreast of and conduct relevant research to ensure our students have access to the

		<p>most current content and best practices in teaching and learning</p> <ul style="list-style-type: none"> • Launch a pilot virtual, low residency doctorate program
Diverse, Equitable, and Inclusive	<p>Develop and foster a diverse community and culture that empowers our teachers and school leaders to identify and confront educational equity gaps to transform the system.</p>	<p>Continue our commitment to Diversity, Equity, and Inclusion through (DEI, O):</p> <ul style="list-style-type: none"> • Inventory and adjust our diverse resources as needed • Continue to expand professional development for all SOE faculty using the Intercultural Development Inventory (IDI) • Incorporate the Intercultural Development Inventory (IDI) work into all graduate and undergraduate programs within the School of Education with a goal of 100% of our graduates participating in the IDI, including but not limited to, completing the IDI during their first and last semesters with a minimum of one mid-program DEI activity and reflections throughout their program. • Update curriculum maps through the lens of DEI for all programs and adjust as needed • Continue efforts to recruit students of color, particularly for our teacher preparation programs
Five Star Service	<p>Build exceptional experiences by anticipating learner needs, continuously removing barriers, and creating an inclusive and supportive environment.</p>	<p>Continue and expand our commitment to student success through Five Star Service (FSS):</p> <ul style="list-style-type: none"> • Increase our recruitment • Personalized advising • Building relationships with our students • Providing one on one support • Continually identify and removing barriers to student success

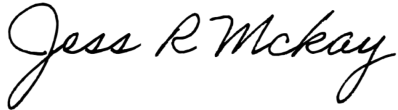

Section 9: Regulatory Changes

Effective July 1, 2024, the Missouri State Department of Elementary and Secondary Education transitioned exam providers from Pearson to ETS.

Students were able to take Pearson exams through June 23, 2024; those results will remain valid in the certification area with which they are currently associated; in most cases. However, if only a subtest(s) of the Elementary exam has been passed prior to July 1, 2024, then a candidate for certification in Elementary Education will have to pass the entire battery of Praxis Elementary Education tests through ETS.

This regulatory change required communication and advising to our candidates to ensure that they were properly prepared for the appropriate assessment. Moreover, it will bring forth a period of transition as we navigate the new results systems, etc. We don't anticipate that it will have an affect on our pass rates or students' success.

Section 10: Sign Off

Provider's Primary Contact for AAQEP	Dean
Jessica Mckay Certification & Accreditation Specialist	Mascheal Schappe
	

Date sent to AAQEP:	12/30/2024
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