

COMPREHENSIVE PROGRAM REVIEW SELF-STUDY

FOR THE

**M.Ed and Add-On Certification PROGRAMS IN
EDUCATIONAL LEADERSHIP**

Prepared by the

DEPARTMENT OF EDUCATIONAL LEADERSHIP

BAGWELL COLLEGE OF EDUCATION

in

Year 2: 2002

COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY FOR THE EDUCATIONAL LEADERSHIP MASTERS DEGREE AND ADD-ON CERTIFICATION PROGRAM

Overall Assessment of the Program's Quality

The Educational Leadership program is very strong. In its development visit, the Georgia Professional Standards Commission Board of Examiners concluded that we passed all standards with no weaknesses. In the exit interview, the reviewers stated that we could be "a model for the state". All candidates in the program who have taken the PRAXIS II in Educational Leadership have passed.

Local school systems are supportive of the program and work with us to identify their best candidates for future leadership positions. In fact, several of our candidates have been employed in leadership positions while enrolled in the program.

List of Recommendations for Improving Program Quality

In order to continually improve program quality, the following serve as directions for the department:

1. Obtain resources to recruit new faculty to the department to reduce over-reliance on adjuncts. These new faculty should be senior level. Because current faculty includes only four (the chair, who teaches only one course per semester, a College Student Success faculty member who will primarily coordinate and teach in the new Masters in College Student Success Program once it begins, another faculty member who will coordinate the proposed doctoral program, and the current program coordinator for the Educational Leadership Program), full time faculty teach far less than 50% of courses.
2. Determine the degree of growth that can be realistically supported and plan for that controlled growth. Demand far exceeds delivery possibilities and programs in planning phases will further strain resources.
3. Establish a data storage and analysis system to efficiently provide for continual improvement. This should include resources skilled in technology use for data storage and analysis.

Most Important Recommendations for Improving Quality that emerge from the Review Process

Obtaining resources for recruitment of new faculty is most critical to quality improvement of the Educational Leadership Program. The large percentage of classes currently taught by adjuncts endangers program integrity, inhibits program improvement and violates NCATE guidelines.

Program Productivity

In terms of productivity, our program has become one of the largest in the state in its short time of existence. In fact, we could become the largest in the state with the necessary resources.

Recommendations for Improving the Program's Productivity

1. Obtain resources to recruit new faculty to better serve candidates and to reduce over-reliance on adjuncts.

2. Expand collaboration with local school districts to better meet the needs of our constituency. In particular, expand on-site course offerings to sites in additional school districts.
3. Expand course offering formats to better meet needs of candidates.

Most Important Recommendation for Improving Quality that Emerge from the Review Process

Recruitment of new faculty is critical to improving program productivity. In fact, items 2 and 3 in the recommendations list cannot be undertaken without additional faculty.

Conclusion About the Program's Viability at KSU

The Educational Leadership program at KSU is unquestionably viable. The critical shortage of qualified leaders for area schools and school district, the clear mandate from local superintendents and other top school leaders for our new program, and the large numbers of applicants, all demonstrate program viability. To become one of the largest educational leadership programs in the state in less than a year demonstrates strength. We are determined to maintain high quality and meet the high expectations of our beginnings. Given appropriate support we will remain extremely productive.

Potential for Mission-Driven "Model Program" Status

As noted in the Georgia Professional Standards Commission Board of Examiners exit interview, our programs meet all standards with no weaknesses. The future of the program is certainly model status and to reach less shortchanges candidates, the university, and the local school systems. The program can attain this status only with more faculty.

Summary Recommendations and Supporting Rationale

Considering the critical need for qualified educational leaders, high demand for the program, and outstanding level of local school district support that exists for the program, the model program goal should be supported with enhanced support. It is projected that the candidate base will continue to be extremely strong for the future, based on retirement rates, increasing school populations and new school construction within the area. The program is well positioned to take advantage of this environment. To do so will require a committed leadership from all University levels to provide necessary resources to support the fastest growing and one of the most district valued entities – the Educational Leadership program.

COMPREHENSIVE PROGRAM REVIEW 2002
 KSU PROGRAM REVIEW COUNCIL'S EVALUATION
 Prepared by

Master's Degree and Add-On Certification in Educational Leadership

<u>Focus of Evaluation</u>	<u>Self-Study Eval.</u>	<u>Council's Eval.</u>
<u>QUALITY INDICATORS</u>		
II. Summary of Program's Overall Quality: Council's Observations:	Very Strong	
<i>This new program is very strong. PSC approved with no weaknesses. PRAXIS II pass rate of still-enrolled candidates extremely high. While only months old, the program has one of largest enrollments in state in educational leadership programs.</i>		
IIA. Curricular Adherence to National Standards: Council's Observations:	Very Strong	
<i>Agreed and validated by Georgia Professional Standards Commission and nationally normed exam.</i>		
IIB. Faculty Supporting the Program Council's Observations:	Very Strong	
<i>Faculty in place is very strong, but only four faculty supporting the program with none devoted to full-time instruction. The educational leadership programs are woefully understaffed. Part-time faculty teaches the majority of courses.</i>		
IIC. Facilities, Equipment, Learning Resources, Practicums: Council's Observations:	Strong	
<i>While the university has constructed leading edge facilities for this program in educational leadership, only one classroom has been assigned to the department. The Bagwell College of Education Building is a showcase facility, fully equipped with current technology critical for instructional purposes. Good use of school district facilities.</i>		
IID. Operational Funding Council's Observations:	Weak	
<i>Funding is weak or notably deficient. While there is a limit to transferring funds from necessary operational lines to support academic requirements, support for faculty, travel and supplies and materials is deficient.</i>		
IIE. Use of Advanced Instructional Technology Council's Observations:	Very Strong	
<i>Impressive use of advanced instructional technology.</i>		

- IIF. Advising & Support Service for Program Strong
Students: Council's Observations:
- Candidates are assigned an advisor who is part of a learning team composed of the candidate, faculty member and an on-site mentor. Limited full-time faculty for number of candidates make individual competency development near impossible to implement.*
- IIG. Competitive & Advanced Preparations of Exemplary
Graduates: Council's Observations:
- All candidates have practicum every semester of study, learn specific software, processes, etc. for local school districts as well as national norms.*
- IIH. Diversity & Global Perspective of Program Very Strong
Council's Observations:
- Diverse faculty (both full-time and part-time) deliver program. Schools used for practicum sites are diverse. M.Ed program includes a course in multicultural and global education. Multicultural issues are interwoven in all course work.*
- III. Endowments, Scholarships, Gifts & Grants Strong
Council's Observations:
- Georgia Teacher Center provided one-half tuition payment for complete M. Ed. Program for cohort of students.*
- IIJ. Program's Honors, Awards & Recognition Very Strong
Council's Observations:
- Strong public recognition for programs as evidenced by unusually high degree of support from local school districts. Two districts have supported entire cohorts and one of those has requested beginning another district-sponsored cohort.*
- IIK. Honors of Program's Students, Graduates Very Strong
& Faculty: Council's Observations:
- Several candidates have been placed in leadership roles while still in the program. Much candidate research activity involving real school problems. Highly recognized faculty.*
- III. Success of Program's Graduates Very Strong
Council's Observations:
- PRAXIS data very positive. Candidates selected as those supported by school districts for leadership positions bode well for program.*
- IIM. Satisfaction of Program's Stakeholders Very Strong
Council's Observations:
- Unusually high level of satisfaction as evidenced by school district support. Examples include entire cohorts nominated by districts, school sites furnished for classes and on-site mentors functioning as members of learning teams.*