

# CPR Report Submitted!

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- 5           **Institution:** Columbus State University
- 6    **Review Status:** Non-triggered Review
- 7    **Degree level:** Education Specialist
- 8    **Degree acronym:** EDS
- 9    **Degree/Major:** EdS in Educational Leadership
- 10          **CIP Code:** 13040101
- 11          **College,  
School/Division:** College of Education
- 12          **Department:** Counseling, Ed Leadership, and Professional Studies
- 13          **CPR Plan  
followed:** Yes
- 14 **Future institutional  
plans for program:** Maintain at present level
- 15 **Supplemental file:** EL EdS Exec-Sum.doc
- 16          **File Type:** MS Word
- 17          **CPR Web site:** [aa.colstate.edu/assess/cprtbl.htm](http://aa.colstate.edu/assess/cprtbl.htm)

## **Executive Summary for the Ed.S. Educational Leadership**

### **Major Findings of the Program's Quality and Productivity**

#### **Program Quality: Very Strong**

In February 2005, a continuing approval review of the College of Education was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2000 NCATE Standards and the Georgia 2000 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs.

The Ed.S. program in Educational Leadership is very strong and prepares school leaders with expertise in school improvement, action research, and professional learning. The program is committed to the development of school leaders with this level of expertise, a commitment consistent with the three pillars of excellence that support the College of Education Conceptual Framework: excellence in teaching, scholarship, and professionalism.

#### **Program Productivity: Strong**

The numbers of candidates in the Ed.S. program in Educational Leadership are the highest of any graduate program offered at the College of Education with an average enrollment of 57.25 each year (2001-2005). The number of candidates enrolled in the program decreased from 65 in 2003-2004 to 37 in 2004-2005 as the Educational Leadership program moved from a distance learning instructional delivery format to an on-campus instructional delivery format. Whereas in previous years, travel to campus was unnecessary for candidates from areas more than fifty miles from campus, in 2004-2005, travel became necessary for those candidates. Additionally, the Educational Leadership program changed from a program where candidates registered for courses when they appeared in a cycle to a cohort structure where all candidates participate in coursework together. Courses are now scheduled one time each year and candidates are required to take courses when they are offered. Numbers of students in the Ed.S. program have doubled in the 2005-2006 academic year from levels the year before.

The number of Ed.S. degrees conferred through the Educational Leadership program has averaged 41.75 (2001-2005) and is the highest in the College of Education. With the move to the cohort structure, the percentage of those majors who graduate now approaches 100%.

#### **List of Recommendations for Improving Program Quality**

Though the program quality is very strong, we continue to look for ways to make improvements. Current initiatives include:

- The implementation of a rubric and assessment developed for candidate performance in fieldwork at the Ed.S. level.

- The implementation of an assessment instrument developed to gather data regarding candidate performance in effecting improved student achievement after two years in a leadership role. This instrument will be administered to graduates in those roles.
- The strengthening of assessment components collected at the end of each semester (fieldwork assessments for Ed.S., assessment of dispositions, candidate satisfaction surveys) and stored electronically and analyzed.
- The continued use of individual reports on Praxis II test results and other state tests to identify areas of weakness in the program.

### **List of Recommendations for Improving Program Productivity**

The Educational Leadership Program Advisory Council (PAC) oversees the Ed.S. program in Educational Leadership and works to improve the curriculum, courses, and resources offered to students. Recommendations to improve program productivity are:

- Align coursework with the Georgia Leadership Institute for School Improvement (GLISI) Eight Roles for School Leaders. By responding to current initiatives and mandates, we hope to recruit more educators into the Ed.S. program.
- Continue to improve the Ed.S. internship so that students are immersed in the actual work of the school leader in area schools in order to attract students who desire to participate in experiences enabling them to effect improvement in student achievement.
- Continue recruiting initiatives to include recruiting trips to area schools, recruiting trips to area universities, use of area newspapers and media outlets to publicize the program, and participation in area forums to include the Chamber of Commerce fair, the Muscogee County School District job fair, and area career fairs.
- Continue to develop the program website as a recruiting tool.

### **Conclusion about the Program's Viability at CSU**

In February 2005, the NCATE/PSC Board of Examiners evaluated the Ed.S. program in Educational Leadership and judged the quality to be extremely high in terms of the national standards articulated in ELCC SAPEL (formerly ISLLC). In addition, program quality is enhanced by strong partnerships with area schools where students can gain valuable field experiences with educational leaders who helped in the development of the internship.

Faculty in the Educational Leadership program contribute to the partnership with K-12 schools in the area by working with them in research and consulting capacities. Faculty members from the program work with Georgia Leadership Institute for School Improvement (GLISI) Better Seeking Teams in partner schools, leadership teams in elementary and middle schools, research teams from other area universities (Troy State and Auburn University) aimed at improving student achievement, and in a research initiative with an area school system targeting leadership dispositions that contribute to school improvement.

Based on faculty review of the program to include alignment of the program with state and national standards and a review of student performance in the classroom, the Ed.S. program was redesigned in terms of selection and admission procedures, coursework and delivery of instruction. During that transitional phase, the number of degrees conferred through the Ed.S. program in Educational Leadership was the highest in the College of Education. Even more significant is the fact that, despite increased rigor in selection and admission and in the classroom, the percentage of degrees granted to participants in the Ed.S. program has increased to 92%. After an initial decrease in cohort numbers in 2004-2005, numbers of students in the Ed.S. program have doubled from the previous year with an attrition rate of only 1.9% (one student).

### **Program Improvement Plan**

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the Ed.S. in Educational Leadership propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Educational Leadership Program Advisory Committee (PAC).

<i>Departmental Plans and Priorities</i>	<i>CPR Indicator</i>	<i>Projected Timeline</i>
1. Refine the College of Education Recruitment Plan to focus on specific methods for recruiting graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for students seeking advanced degrees in Educational Leadership	Productivity Viability	2006-Ongoing
3. Align coursework with the Georgia Leadership Institute for School Improvement (GLISI) Eight Roles for School Leaders. By responding to current initiatives and mandates, we hope to recruit more educators into the Ed.S. program	Quality Productivity Viability	2006-Ongoing
4. Continue to refine the Ed.S. internship so that candidates have authentic leadership experiences in the field which will prepare them to assume leadership roles	Quality Productivity Viability	2006-Ongoing

The resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. Priority 2 will require the assistance of individuals in the Office of University Advancement to develop endowments which provide scholarships for graduate students. The Educational Leadership Program Coordinator will be provided one course release time each academic year to provide leadership to these activities. The Program Coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

### **Summary Recommendation and Supporting Rationale**

#### **Recommendation:** *Maintain and Strengthen the Program*

The Ed.S. program in Educational Leadership has been and continues to be a program that serves a high number of graduate students. Preparing leaders for work at the school and system level in areas served by Columbus State University, the Educational

Leadership program has seen an increase in the rate of graduation to one that approaches 100%. After an initial decrease in Fall enrollment following a transition to a cohort structure that admits students once a year, numbers of students in the program have increased for the 2005-2006 academic year. Numbers of students enrolled in the program during summers when cohorts are ending and beginning simultaneously actually exceed the numbers reported in Table 3.2.

It is the recommendation of the faculty that the program be maintained and strengthened as partnerships with area schools and systems continue to strengthen and as numbers of students continue to increase