

CPR Report Submitted!

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- 5 **Institution:** Columbus State University
- 6 **Review Status:** Non-triggered Review
- 7 **Degree level:** Masters
- 8 **Degree acronym:** MED
- 9 **Degree/Major:** MEd 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 MEd Exec-Sum.doc
- 16 **File Type:** MS Word
- 17 **CPR Web site:** aa.colstate.edu/assess/cprtbl.htm

Executive Summary for the M.Ed. 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.

Overall, the M.Ed. program in Educational Leadership is very strong and prepares school leaders among administrative ranks and in the classroom who have a high degree of expertise in school improvement, action research, and professional learning. The transition from a distance learning instructional delivery format to a cohort structure where instruction is delivered on campus has significantly strengthened the program both in terms of quality of instruction and in candidate potential.

Program Productivity: Strong

The average number of M.Ed. candidates in the Educational Leadership program (2001-2005) is 47.25. This is the highest of any M.Ed. program offered at the College of Education with the exception of the Middle Grades Education program where the enrollment numbers are comparable. The Educational Leadership program has changed from a program where candidates registered for courses as 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. This has resulted in an increased graduation rate. The number of M.Ed. degrees conferred through the Educational Leadership program is the highest for any M.Ed. program 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 M.Ed. level.
- The implementation of an assessment instrument is being 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 that are being collected at the end of each semester (fieldwork assessments for M.Ed., assessment of dispositions, candidate satisfaction surveys).

- 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 M.Ed. 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 M.Ed. program.
- Continue to improve the M.Ed. internship so that students are immersed in the actual work of the school leader in area schools. This will attract students who desire to participate in experiences enabling them to effect improvement in student achievement.
- Continue recruiting initiatives to increase the numbers of students in the program. These efforts 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

The M.Ed. Program in Educational Leadership fills a need in the immediate service area and in the region. The number of applicants indicates a strong need for school leaders in the partner school area served by the unit. Interest in the CSU program from area administrators, superintendents, and assistant superintendents is reflected by their willingness to participate in the program, not only in an advisory capacity, but in actively working with faculty during the student selection and admission process.

Faculty in the Educational Leadership Program contribute to the partnership with K-12 schools in the area by working with them in consulting and research 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 involving 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.

The M.Ed. Program in Educational Leadership has been strengthened in terms of rigor, in terms of collaboration with the community and partner schools, and in terms of admission standards. At the same time, numbers, after an initial decrease, are increasing and the graduation rate for those who are admitted approaches 100%.

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the M.Ed. 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 Educational Leadership 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. Implement and further refine the rubric developed to assess candidate performance in fieldwork	Quality	2006-Ongoing
4. Implement and further refine the assessment instrument designed to gather candidate performance data on impacting P-12 student achievement after completion of two years in a leadership role	Quality	2006-Ongoing
5. Continue to use PRAXIS II/GACE results to inform program improvement	Quality	2006-Ongoing
6. Refine the cohort structure to maximize efficiency and effectiveness	Productivity Viability	2006-Ongoing
7. Refine and assess the quality of EDUF 6795: Collaboration for School/Student Improvement	Quality	2006-Ongoing

The Interim Dean and the Vice President for Academic Affairs have reviewed the plan and will commit financial and personnel resources to accomplish priorities 1, 3, 4, 5, 6, and 7 for program improvement. Resources from external funding will be necessary to support priority 2. 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*

It is the recommendation of the faculty that the program be maintained and strengthened. The program has been evaluated by the NCATE/PSC Board of Examiners and determined to be extremely strong. Numbers of participants in the program are among the highest in the College of Education. Graduation rates for the program in 2004-2005 are at 97%. The present cohort beginning in 2005 has 100% of its students on track to graduate.