Comprehensive Program Review Self-Study
Ed.S. Educational Leadership

Columbus State University
September 2013

Executive Summary for the Ed.S. Educational Leadership

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong

In February 2013, a continuing approval review of the College of Education and Health Professions 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 2008 NCATE Standards and the Georgia 2008 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 Ed.S. 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 to a distance learning instructional delivery format along with the 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: Satisfactory
The average number of Ed.S. candidates in the Educational Leadership program (2006-2012) was approximately 40-45. This number is beginning to see a major <u>increase</u> due to changes in recruiting efforts and implementation of a fully online Ed.S. program. The Educational Leadership program has become the primary certificated path (PL6) for educators to serve in administrative or school leadership roles. During the 2012-13 school year, the program embarked on a massive restructuring initiative toward a total non-cohort carrousel type scheduling approach with the online program. The goal of this effort is to reach as many candidates across the state and nation as possible along with offering multiple entry points throughout the year. The new carrousel schedule will offer two sessions per semester with two courses in each semester. There will be a total of six sessions offered per calendar year (Fall A&B, Spring A&B, and Summer A& B).

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:

- Restructuring the schedules of the online and face-to-face courses to run 7.5 weeks rather than the typical 15-16 weeks.
- The implementation of a rubric and assessment developed for candidate performance in fieldwork at the Ed.S. level and embedded into the LiveText Eportfolio.
- Transferring to LiveText, all major course embedded assessments and a minimum of one course assignment will provide staff with a more consistent process for program review in regard to curriculum.
- The adding of the assessment components that are being collected at the end of each semester (fieldwork assessments for Ed.S., assessment of dispositions, candidate

satisfaction surveys) will continue and help create a good data base for review.

- The continued use of individual reports on GACE 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), which last met January 2013, oversees the Ed.S. program in Educational Leadership and works to improve the curriculum, courses, and resources offered to students. Due to the PSC changes in leadership certification, more emphasis from the meeting was directed toward the PL6 certification program requirements, and the shift in focus for the M.Ed. in Educational Leadership due to no certification being awarded. However a few recommendations to improve program productivity are:

- Work to establish a survey to determine current roles of graduates from the program.
- Assess past graduates on their level of readiness to assume leadership roles in their respective systems.

Conclusion about the Program's Viability at CSU

The Ed.S. Program in Educational Leadership has become highly viable in the state of Georgia due to PSC changes to certification as discussed above. The number of applicants indicates a need to expand and market the program toward all audiences for the next few years.

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).

Departmental Plans and Priorities	CPR Indicator	Projected Timeline
1. Refine the program recruitment plan to utilized both in-house marketing strategies and external private company marketing.	Productivity Viability	2013-Ongoing
2. Create survey to administer to former students in regard to preparation for roles as school leaders.	Productivity Viability	2013-Ongoing
3. Continue to utilize LiveText and build rubrics for each embedded assessments to be used for program evaluations.	Quality	2013-Ongoing
4. Utilize multiple entry points for admission to broaden accessibility for more students.	Productivity Viability	2013-Ongoing
5. Utilize 7.5 week courses to allow more flexibility for entry points and more course options.	Productivity Viability	2013-Ongoing
6. Strengthen online and face to face courses through the use of Quality Matters standards and training of faculty members.	Quality	2013-Ongoing

The Dean and the Vice President for Academic Affairs have reviewed the plan and will commit financial and personnel resources to accomplish all priorities for program improvement. The Program Coordinator will communicate additional resource requests as needed to the appropriate

administrator within the College of Education and Health Professions 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 strong. Graduation rates for the program between 2006-2012 are at 93% or higher.

THE PROGRAM'S DETAILED SELF STUDY

Section One - Program Background and Overview

I. Brief Program Overview

The Specialist degree in Educational Leadership is designed to assist those who want to be leaders in the public and private educational systems in the regional and global communities which CSU serves. CSU strives to provide a world-class education and to assure leader candidate success through performance-based activities in teaching, research, creative inquiry, and student engagement. Likewise the Educational Leadership Program works to provide leaders with the knowledge, skills and dispositions to improve student education in schools with our partner educational system (Annual Program Review and Improvement Report for 2010-2011).

The Ed.S. program in Educational Leadership prepares transformational leaders who have the knowledge, skills, and dispositions to effect improvement in learning and student achievement P-16. Transformational leaders developed by this program understand that effective practices ensure student achievement is inextricably connected with their personal and professional development and that of their staffs. Program faculty has established entry requirements in terms of knowledge, skills, and dispositions evaluated during the entry phase into the program. Knowledge, skills, and dispositions developed during the program are evaluated at the end of the program with a comprehensive exit exam administered after the last course in the program. Throughout the Ed.S. program in Educational Leadership, candidates are provided opportunities to use content knowledge and practice leadership skills in simulated and real-life experiences. These experiences take place in the classroom and during field experiences embedded in coursework, and during internships in partner schools and organizations. The program faculty monitors and evaluates candidate performances through problem-based assessments, simulated experiences, the development of artifacts documenting candidate expertise, and candidate performance on a comprehensive exit exam.

Candidates' work, in the Educational Leadership Program, is consistent with the conceptual framework of the College of Education and is based on national standards, the Interstate School Leaders Licensure Consortium (ISLLC) and Standards for Advanced Programs in Educational Leadership (SAPEL).

The Ed.S. Educational Leadership graduates will be able to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Acting with integrity, fairness, and in an ethical manner.

6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. Incorporating new and emerging technologies into instructional and administrative programs and fostering the use of technology.

Coursework in the Ed.S. program in Educational Leadership provides candidates the knowledge critical to their work of leading others in improving overall school and student achievement. Candidates are required to successfully complete 12 courses (36 semester hours). The responsibilities of candidates enrolled in the Educational Leadership Program include the following: A) completing all Educational Leadership program degree requirements; B) maintaining a GPA of 3.0 on all graduate work; C) obtaining a passing score on the Educational Leadership exit examination; D) completing three (3) years of successful teaching experience; E) earning a passing score on the GACE (Georgia Assessment for the Certification of Educators); and F) applying for certification to the Georgia Professional Standards Commission.

Each course in the Ed.S. program in Educational Leadership has at least 30 hours of fieldwork embedded. Opportunities are provided for candidates to observe, attend and participate in education-related community events. Field experiences reflect the University's Conceptual Framework. Leadership candidates develop the content, professional and pedagogical knowledge, skills, and dispositions delineated in the INTASC Principles and the Standards for Advanced Programs in Educational Leadership (SAPEL).

-Stakeholder's Satisfaction With the Program

Data from graduate and employer surveys administered annually by the University System of Georgia Board of Regents indicate that stakeholders are highly satisfied with the education programs at CSU. On the graduate survey, graduates are asked to rate their preparation in the areas of content and curriculum; knowledge of students, teaching, and learning; learning environment; classroom, program, and school-wide assessment; planning and instruction; and

professionalism. Graduates consistently give high marks (i.e., ratings of Agree or Strongly Agree) on 91% or more of the items surveyed. Since 2008, the overall range of agreement to survey items was 76% to 100%.

Employers of CSU prepared teachers and leaders complete a similar survey. Since 2008, employers have given high marks (Agree or Strongly Agree) on 94% or more of the items surveyed. The overall range of agreement to survey items was 75% to 100%.

Feedback from the Program Advisory Council (PAC) meeting recently held in January 2013 was very complimentary of the Ed.S. program.

Section Two - Indicators of Program Quality

In February 2013, a continuing approval review of the Educator Preparation Unit at CSU 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 2008 NCATE Standards and the Georgia 2008 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, including the Ed.S. in Educational Leadership. There were no areas for improvement cited, and the team noted multiple areas of strength. Following are excerpts from the Institutional Report submitted to NCATE and findings taken from the BOE final report.

II A. Quality of Faculty

· Appropriateness of Faculty Credentials

Unit faculty members have doctorates in their areas of expertise. School faculty members are licensed in the areas that they teach and supervise. Clinical faculty members have recent professional experiences in schools and all were former school or system level administrators. Evidence indicates the unit uses best practices in teaching to improve student learning in diverse P-12 classrooms and at the university level.

Unit faculty members are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty members model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

· Use of Part Time Faculty

Each semester, the unit calls on skilled practitioners to serve as part-time instructional faculty and/or university supervisors. The combination of full-time and part-time faculty creates a diverse and dynamic teaching staff that appropriately offers a balance between the pedagogical and practical challenges facing today's educators.

University supervisors and clinical faculty members are qualified to supervise at the level and/or in the content field where they are assigned. These include a number of talented recent retirees from public schools (both classroom teachers and principals) employed specifically to work with student teachers and interns. All university supervisors, as well as full- and part-time faculty who supervise and evaluate educational leadership candidates during field experiences, have training in the consistent use of the observation tool used in the internship.

Part-time faculty members are evaluated annually on teaching and professionalism. As requested in the offsite report, the unit provided examples of evaluation instruments used to evaluate part-time faculty members. The unit has implemented a process for the systematic evaluation of part-time faculty. Since 2009, instructional evaluations demonstrate that all part-time faculty members meet performance expectations.

· Diversity of Faculty

Candidates in the educational leadership programs at CSU participate in multiple learning communities that are diverse in terms of faculty, candidates, and P-12 students. Of the 271 full-time instructional faculty at CSU in fall 2011, 68 (25.1%) were minorities, 154 (56.8%) male, and 117 (43.2%) female. In the COEHP Educational Leadership content area, there were 8 professional education instructional faculty who regularly provide instruction for candidates in educational leadership programs. Of those, three were African-American (37%), four were Caucasian (50%), and one (13%) Japanese-American. Five (63%) were male and three (37%) female. In the COEHP, every effort is made to recruit, hire, and maintain a faculty that is diverse in gender, ethnicity, and race and thus provide an opportunity for all candidates to experience and learn from divergent perspectives.

Data on the diversity of school faculty members who supervise candidates during field experiences and clinical practice were provided. Various interviews with faculty and candidates provided evidence of the knowledge and experiences faculty members have to help candidates understand and work with students from diverse groups, including ELL, and students with exceptionalities.

The unit has worked to increase the number of minority faculty. Diverse faculty members have increased as a result of efforts by the unit and university. Evidence provided indicated that candidates have the opportunity to work with diverse school, unit, and other faculty from diverse ethnic, racial, and gender groups. During the poster session it was noted that there were candidates and faculty members from several different minority groups.

· Opportunities for Faculty Development

Unit faculty participate actively in professional development which includes their own further development through workshops and conference participation as well as the facilitation of professional development for both school and other unit faculty. The unit provides sufficient funding to facilitate professional development of faculty and staff. In interviews, faculty consistently confirmed satisfaction with the availability of funding for travel to professional meetings.

The Faculty Center for the Enhancement of Teaching and Learning provides professional development opportunities for faculty. The Center for Quality Teaching and Learning serves as an outreach center offering technology workshops and individual sessions for educators from Preschool through University Faculty, as well as providing technology-training opportunities for community partners. The Distance Learning Design and Delivery Department provides training and support in the design, development, delivery and assessment of instruction via online and distance learning technologies.

The Ed.S. Educational Leadership Program is providing faculty small group opportunities for training and collaboration in Quality Matters Standards, ADA compliance, D2L Course Design and assistance with utilizing LiveText in each course taught.

II B. Quality of the Teaching

Faculty's utilization of best-practice methodology is a special emphasis in educational leadership programs. Many faculty members take their cue from an array of scientifically-based methods consistent with No Child Left Behind legislation or constructivist learning theory. Although these views of best practice may differ substantively, the climate among faculty is one that stimulates individual professors to think seriously about their own practice in light of their personal (and emerging) understanding of teaching strategies best suited to both leader candidates and learners in school systems served by CSU. *Perspectives in Learning*, the COEHP's professional journal, frequently publishes articles by faculty and students that highlight best-practice pedagogy.

Unit faculty members are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty members model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

· Indicators of Good Advising

CSU's Graduate School and the COEHP Office of Graduate Studies oversee admission and orientation of graduate students. The Program Coordinator and/or assistant provide advisement to graduate students while the SAFE Office provides assistance with certification requirements. The program coordinator sends each perspective candidate an information package which contains all necessary documentation for entry into the program.

Prospective Ed.S. Leadership students must also apply for admission to the university. Individuals desiring to enroll in graduate courses must apply for graduate admission and be admitted to the College of Education and Health Professions (COEHP) graduate program with regular or provisional admission status. Prospective students are referred to the CSU Admissions Office in University Hall or to the Admissions website at http://www.columbusstate.edu/admissions.php. Additional information on the Ed.S. program is

available at http://cfl.columbusstate.edu/

Individuals with a clear renewable teaching certificate may apply for admission to the MEd, EdS, or EdD degree program. Once admitted to the university as a graduate student, a Graduate Orientation hold is placed on the student's account. The student must complete the online orientation, print the advising form at the end of the orientation and have his/her advisor sign the form after s/he has been advised, and submit the form to COEHP Coordinator of Graduate Records so that the hold can be removed. This must be completed before the student will be able to register for classes. Additional information about COEHP graduate degree programs is available at **http://coehp.columbusstate.edu/degrees.php**.

When a student completes the program of study for a degree, the student's advisor is asked to complete a degree progress sheet showing that the student has met all program requirements. Faculty members maintain an updated degree progress sheet for each advisee to ensure that all requirements are being met. Notes from advising sessions are included on the degree progress sheet. Electronic copies of degree progress sheets are kept on file on the P-drive so that the department chair may access these files as needed to assist students.

Advisors are familiar with important deadlines (registration, course withdrawal, graduation, etc.) and inform their advisees appropriately. They are also familiar with the university appeals process and assist advisees, as needed, in resolving disputes. Matters related to student conduct are handled through the Office of the Dean of Students. Academic appeals are handled at the department level. When necessary, department decisions may be appealed to the appropriate Dean and then to the Provost.

· Departmental Reward System

Full time unit faculty members undergo an annual review of performance during which teaching, scholarship, and service are evaluated. Performance evaluations are intended to improve the performance of the faculty member under review and are also used in making decisions regarding merit pay.

In recognition of the competence and expertise of COEHP faculty, three new awards were created in fall 2007 to bring greater attention to excellence in teaching, scholarship, and service-based leadership. Every spring, there is a college-wide vote on nominated finalists. Annually, each award has at least three qualified candidates who are nominated by administrators, students, and colleagues for their competence and professional merit.

· Program Improvement Plans

Teaching and advising is a strong component of the Educational Leadership program. When a new hire is made, a faculty mentor will be assigned to the person to help guide him or her in establishing good teaching and advising practices.

II C. Quality of Research and Scholarship

- Opportunity for Performance-Based Activities

Candidates in the Ed.S. Leadership program are required to complete both course work and internship artifacts which represent actual items used in a school setting. Examples include but not limited to the following: data from school test scores is disaggregated to show strengths and weaknesses, school level budgets are analyzed and resources properly distributed in both mock and real life settings, practice in clinical supervision, and case study analysis. Each course has specific activities which support the 6 ISSLC standards addressed. As students complete their Internship hours, they are involved in creating and presenting information and content to fellow leaders and teachers in the field as artifacts. All performance-based items are displayed in the candidate's e-portfolio via LiveText. In the past, candidates and professors have worked collaboratively to publish articles and make presentation at conferences using the artifacts created in course work activities.

- Faculty Members' Publications, Presentations and Grants

CSU's Educational Leadership faculty is productive in terms of research, publications, and presentations. For example, in 2010-2011, two professors collaborated to create and launch the Georgia Educational Leadership Faculty Association (GELFA) Journal and are currently the editors of this online journal. The GELFA Journal can be seen at http://www.gelfajournal.org/1.html. In the COEHP, an educational leadership professor and student also co-authored an article in *Perspectives in Learning*. The editorial board for *Perspectives in Learning* includes four professional education faculty members with one serving as the journal's editor. The journal, which was first published in spring 2000, features scholarly contributions from faculty and from graduate and undergraduate students in collaboration with faculty, peers, and community partners. All publications relate to teaching and learning, and manuscripts may be submitted for review by authors both within and outside the university.

Presentations at national and regional conferences have been conducted by several members of the Educational Leadership faculty. One professor has presented several times at CSU's Annual Distance Learning conference held here on campus. That same professor was successful in securing external funding through a grant provided by University of Central Florida and NGLC.

- Program Improvement Plans

The educational leadership program has worked to secure some grant funding but will seek to find more opportunities in the future. Currently the online program is generating funding for the purchase of extra technology tools and perhaps funding for travel to conferences and training. Plans are to utilize the technology and provide workshops to use the newly acquired tools and software for both face to face and online instruction.

II D. Quality of Service

· Activities to Enhance Program, Department, College, Institution, Community and/or Region

Unit faculty members are actively engaged in service to the university, the profession and the community. Unit faculty members serve in leadership roles in state and national professional associations and

agencies. Additionally, educational leadership faculty members providing free consultation for local school principals in the areas of new school logistical matters, creating professional learning communities, and establishing school-wide discipline plans.

CSU educational leadership faculty display extensive and distinguished service on campus, in the community, in the Georgia/Alabama region, and nationally. Such service is highly consistent with the unit's mission and with the Conceptual Framework, serving the greater purpose of positively affecting student achievement, whether the achievement of teacher candidates, counselors, and administrators or the achievement of children and adolescents.

· Program Improvement Plans

Educational Leadership faculty will continue to engage in service to the university, the profession, and the community.

II E. Quality of Faculty and Student Achievements
· Faculty Honors

COEHP holds annual recognition ceremonies to recognize the efforts of faculty, students, and, alumni. The awards noted in this section are acknowledgements of the pursuit of excellence in areas of teaching, service and scholarship among faculty, students and alumni in the field. One faculty person was nominated for the "2010-2011 College of Education Health Professions Distinguished Teacher Award." And, another faculty person was nominated for the "2009-2010 Deans Award for Innovation." Two faculty members were nominated on different years for the COEHP Exemplary Service of the Year Award. Another faculty person was the recipient of an university-wide "Distinguished Faculty Award" at a different university prior to being at CSU. In 2009, one faculty person received the "Outstanding CSU Alumni Counseling, Foundations and Leadership Award" and yet another received the "Outstanding CSU Teacher of Writing Award" in *2009.*

- Faculty Achievements

One faculty person helped to found the Georgia Educational Leadership Faculty Association (GELFA) in 2008, served as President-Elect 2010-2011 and currently serves as the President. The same individual was appointed co-editor of *The Journal of Teaching, Learning, and Research in Educational* Leadership (GELFA online journal), and served on their state-wide legislative committee in 2010-2011. A different faculty member wrote the 2011 *First Edition* Editorial for The Journal of Teaching, Learning and Research in Educational Leadership.

In 2010, one faculty person presented a paper at the University Council for Educational Administration National Convention. Another presented papers at the Eastern Education Research Annual Conference in 2011 and in 2010. While yet another faculty person presented a paper at the 2011 AAUP Annual Conference on the State of Higher Education. A different faculty person presented at the American Association for Adult and Continuing Education International Conference in 2010 and 2008.
Two faculty published articles in *Perspectives in Learning: A Journal of the College of Education and Health Professions;* while another published an article in the *National Teacher*

Education Journal. One other person published an article during this time span in the *Academic Exchange Quarterly*. Chapters written by EdL faculty were published in Dennen, V. P. & Myers, J. B. (Ed.) *Virtual Professional Development and Informal Learning via Social Networks,* as well as the *Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training*.

Two faculty persons were presented with a "**Certificate of Appreciation**" from The United States Department of Defense Western Hemisphere Institute for Security Cooperation (WHINSEC) for outstanding support, cooperation, and professionalism in 2010. One served as the Outside Reader for Fielding Graduate University's Academic Quality Review Task Force to review dissertations in December, 2007.

One individual has served on the Boy Scouts of America's Executive Board for the Greater Alabama Council, in Birmingham, Alabama, continuously since 1996.

· Student Honors

Students are nominated by the faculty within the ELP program annually for COEHP recognitions, such as the <u>Outstanding Student</u> award. For the 2009-2010 academic year, Tonya Douglass, in the EdS EdL program and principal of Downtown Elementary School in Columbus, GA received this honor. Carol Mashburn, an EdS student who is an assistant principal at Hannan Elementary Magnet Academy, also in Columbus received the Outstanding Student Award for the 2010-2011 academic year. Also noted at the 2010-2011 Annual Recognition Ceremony was principal Charlene Robinson from Rigdon Road Elementary School in Columbus who received the 2010-2011 Outstanding Alumni Award.

a. <u>Graduate Achievements (Licensure, Certification, Admission to Graduate School, Job Offers, etc).</u>

The EdS in Educational Leadership leads to certification with the Georgia Professional Standards Commission (GaPSC) at either the building level or school system level because it is a performance-based program approved by the GaPSC. Most students coming into the EdS EdL program already hold positions of leadership or are in a leadership role as required for entry into the program by the Georgia Department of Education. Besides, students must have already passed the GACE test in Educational Leadership prior to being accepted into the program. Since 2009 when the GaPSC changed certification rules and requirements, the EdS in EdL has been considered an initial level certification. Students and alumni typically contact the EdL faculty to share their good news of promotions, new positions, career moves, and to ask for letters of references for jobs or doctoral programs. However, this information remains anecdotal and has not been quantified. In addition, as indicated by the NCATE report of 2011, data from the Educational Leadership assessments indicate that candidates have in-depth understanding of knowledge in their field.

II F. Quality of Curriculum

· Relationship Between the Program's Curriculum and Its Outcomes

a.   Relationship Between Program's Curriculum and Its Outcomes
One measure of program quality, curriculum and outcomes examines the product at the end of the program. The graduation rate for the EdS in Educational Leadership has averaged over 90% for the time period under study. Another measure is that of grade point average (GPA). We are proud to report the average GPA for our students range from 3.74 to 3.90. The annual program review and improvement report provides the structure for departmental faculty and the EdL Advisory Council to review the program on a regular basis. Additional preservice course requirements were established by the GaPSC and CSU's course offerings were expanded to reflect these requirements. All the faculty reports no need for further review of course offerings and sequences at this time. The program is in alignment with current GaPSC, NCATE and SACS standards.

b.   Incorporation of Technology
Technological advances keep faculty constantly learning new programs. Currently, they are learning to incorporate LiveText as an assessment process as well as Desire2Learn as a learning management system.

Face-to-face Courses

EdS Online Courses and Program

Starting in the Spring 2009 semester, a systematic approach was taken to develop online versions of all courses in the EdS program so that they were aligned with face-to-face versions. Beginning the 2011 Fall Semester, the entire program is available online. Development of all online EdS courses included:
* Revising the syllabi to meet the requirements for online delivery
* Producing all course material, lessons, assessment measures, grading scales and performance based activities
* Identifying and providing web-based resources for each course
* Uploading and posting the courses on CougarVIEW to be available to students

c.   Utilization of Multidisciplinary Approaches
Faculty developed and utilize a rather unique performance based instructional format for many courses, both online and face-to-face. For example, in EDUL 6275 Public Policy, Governance and Ethics, uses a problem-based approach to instruction where legal concepts are learned and applied in a series of episodes (scenarios) through the life of a high school principal. The students assume the role of a high school principal in a southern community and live through one

week (seven days) of the principal's life. There are seven lessons (seven days) with six episodes which equals 35 crises the student will encounter and be asked to resolve. Each lesson begins by introducing the students to specific federal court cases and legal vocabulary that they will encounter. Then the student is lead through the principals work day in which they experience six crises that they have to deal with and resolve. They use the information from the court cases they have studied earlier and the federal laws they have been introduced to in the vocabulary to resolve the crises.   The use of these leadership problem solving scenarios for educational leadership courses to meet the performance based requirement of the new curriculum mandates has been well-received by students.

· Incorporation of Technology

Faculty have access to computer and printing resources, as well as to the most recent developments in technology including interactive boards, personal response systems (clickers), iPads, and classroom management software. Campus support services provide extensive library and technology support services. New faculty and adjunct faculty have access to orientations and seminars in teaching and learning and technology. Campus support services provide extensive technological support for distance learning and online course delivery systems.

Faculty, candidates, and staff have access to state-of-the-art facilities, multimedia classrooms, and up to date technology, which is used to help them advance unit objectives. The unit has developed an innovative model for providing advanced graduate coursework exclusively through on-line technology. Existing technology and data management will be enhanced by the implementation of the new LiveText data management system.

· Utilization of Multicultural Perspectives

Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Excellence in scholarship embodies the seeking out and exploring of multiple viewpoints, embracing diversity as it enriches our intellectual lives and positively impacts our professional performances. Scholars engage in a life-long learning process, continually acquiring, integrating, and applying knowledge and skills to achieve excellence in leadership and to improve the learning of all students. Professionalism is demonstrated through in-depth knowledge of a field of study and an effort to meet the highest standards set forth by professional organizations. These standards include a commitment to diversity.

A commitment to diversity is also reflected in the 2011 ISSLC Standards and NBPTS propositions upon which the Conceptual Framework is based. Curricula, instruction, field experiences, clinical practice, and assessments are aligned with these principles and standards and reflect a commitment to diversity in the following ways:

- All COEHP syllabi include a statement regarding our commitment to diversity.
- The diversity proficiencies initial candidates are expected to meet include the following dispositions: Interacts appropriately and positively with others; Treats others with courtesy, respect and open-mindedness; and Displays the ability to work with diverse individuals.
- The diversity proficiencies advanced candidates are expected to meet include: Interacts appropriately and positively with others, while appreciating and valuing human diversity; and Demonstrates the belief that all students can learn.

In keeping with our commitment to diversity, the faculty designed curricula and experiences aimed at increasing all education candidates' knowledge of and sensitivity to the diverse nature of P-12 students. Educator preparation faculty members believe leaders must be able to work successfully with a diverse population of colleagues and learners. Similarly, faculty members believe skillful beginning leaders are able to ensure that all adult and students with whom they work achieve significant professional or academic growth.

At the graduate level, an analysis of syllabi provides evidence that faculty address diversity in M.Ed.. and Ed.S. foundations and research courses as well as through major course requirements such as school improvement plans, case studies, and action research projects, school counseling, leadership, and an array of teaching fields. For example, in EDUF 6115 Educational Psychology, candidates examine the interrelationship between motivation, learning, and teaching with an emphasis on application to the needs of diverse learners. At the graduate level, candidate performance is assessed in at least three of the required courses in each program using Graduate Dispositions. Candidates reflect on data from these evaluations and develop plans to improve their knowledge, skills, and dispositions for working and collaborating effectively with all stakeholders.

II G. Quality of Facilities and Equipment

· Availability of Classroom and Laboratory Space

Candidates have access to facilities on main campus to support their development as professional educators. Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions.

· Availability of Equipment

Facilities used for educational leadership include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions.

· Program Improvement Plans

Plans are underway to create workshops to help faculty members learn how to use the equipment and software currently owned or to be obtained in the future by the department or college.

III.   Summary Findings of the Program's Overall Productivity

III A. Enrollment of Students in the Program for Past Six Years

The enrollment pattern for the Ed.S. program in Educational Leadership is reflected in Table 3.1.

Table 3.1 Number of Declared Majors in Ed.S. in EDUL – Fall Semesters

	06-07	07-08	08-09	09-10	10-11	11-12
M.Ed .Leadership	12	11	9	17	22	18
EdS Leadership	34	45	46	54	37	31

The number of Ed.S. candidates enrolled in between 06-12 remained stable until a large cohort graduated out of the program in 2009-2010.

Table 3.2 Number of Declared Majors in Ed.S. Leadership

	07-08	08-09	09-10	10-11	11-12
M.Ed. Leadership	12	13	49	41	37
EdS Leadership	140	79	84	69	80

The fluctuation in enrollment from 2008 to 2009 was due to the program being placed online and having more access to additional students outside the general attendance area for face to face students. However, the decrease starting in 2010 is perhaps a result of the PSC certification changes.

III B. Degrees Awarded Over Past Five Years

The numbers of Ed.S. degrees conferred each year in Educational Leadership has been variable due to both delivery and certification changes.

Table 3.3 Number of Degrees Conferred – Over Past Five Years

	06-07	07-08	08-09	09-10	10-11
M.Ed..Leadership	11	7	10	21	23
EdS Leadership	17	105	22	30	32

The number of degrees conferred in the Educational Leadership program was varied from 2006-10. Students seeking add-on or leadership endorsements may be also reflected in these table figures and are not considered when determining degree conferred as these Add-On degree candidates were only seeking certificate endorsements/upgrades not initial certification.

With the introduction of the Higher Education track and outreach to Fort Benning through increased recruiting efforts, the numbers may begin to show some increase. But the certification rules have greatly impacted the M.Ed Leadership program as noted previously and may eventually end the program unless other means of growth are discovered.

III C. Comparison With CSU and University System of Georgia Programs

As indicated in Table 3.4, among the twelve USG state universities that offer master's degrees in secondary education, CSU ranks fourth in average number of degrees conferred. Plans for improving the position of CSU's secondary education programs among comparable USG programs include enhanced recruitment and retention efforts, improved services and support for secondary education majors, and continued support for students and classroom teachers through a variety of professional development activities.

Table 3.4 Specialist Degrees Awarded Educational Leadership Programs at USG State

Programs	06-07	07-08	08-09	09-10	10-11
Albany State	38	43	20	18	9
Armstrong Atlantic St. U	0	0	0	0	0
Augusta State U.	63	47	42	32	20
Clayton Col & State U.	0	0	0	0	0
Columbus State U.	34	32	139	34	32
Ft Valley State	0	0	0	0	0
Georgia Col & State U.	41	57	71	47	21
Georgia Southwestern	0	0	0	0	0
Kennesaw	0	0	0	0	0
North Ga. Col & St. U.	23	49	48	0	17
Savannah State	0	0	0	0	0
Southern Poly State U.	0	0	0	0	0
State U. of West Ga.	48	46	36	69	24

III D. Retention Rates

Table 3.5 shows the retention rates of students entering the program and returning after the first semester. These figures reflect the MEd/MAT Educational Leadership.

Table 3.5 Retention Rate

	Fall 2006/ Returning Fall 2007	Fall 2007/ Returning Fall 2008	Fall 2008/ Returning Fall 2009	Fall 2009/ Returning Fall 2010	Fall 2010/ Returning Fall 2011
M.Ed..Leadership	11/10	7/6	10/10	21/19	17/10
EdS Leadership	17/17	106/105	20/20	31/30	26/26

III E. Student Learning Indicators

Key assessments for Ed.S. Leadership candidates include the following:

- GPA
- Georgia Assessments for Certification of Educators (GACE) tests
- E-Portfolios
- Dispositions
- Documenting Student Performance

Students entering the program must have at least a 2.80 GPA and maintain a 3.0 in all graduate work. The average GPA for entering candidates is 3.4 for face to face and 3.16 for online. Students in the Master's in Educational Leadership have a 100% pass rate on the Georgia Assessment for Certification of Educators (GACE) in administration which indicates they are mastering the learning outcomes and goals of the program.

Consistent with the missions of CSU and the COE, the Educational Leadership program prepares graduates to meet the demand for school leaders with a high degree of expertise in school improvement, action research, and professional learning. The Columbus State University College of Education 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 COE Conceptual Framework: excellence in teaching, scholarship, and professionalism. The development of leaders with the skills necessary to improve student achievement in schools is critical given the need for leadership frameworks, curriculum models, and instructional practices that improve student learning. Each community, school system, and school is different in terms of demographics, population, needs, and goals. Leaders in different environments must be able to identify practices, rigorously test those practices, and ascertain best practices to implement in a specific setting. The Ed.S. program in Educational Leadership develops leaders with this level of expertise in school improvement.

Coursework in the Ed.S. program in Educational leadership provides candidates in Educational Leadership the knowledge critical to their work of leading others in improving student achievement. Candidates are required to successfully complete 12 courses (36 semester hours). The responsibilities of candidates enrolled in the Educational Leadership Program include the following: completing all Educational Leadership program degree requirements; maintaining a GPA of 3.0 on all graduate work; obtaining a passing score on the Educational Leadership exit examination; completing three (3) years of successful teaching experience; earning a passing score on the Praxis II Educational Leadership Examination; and applying for certification to the Georgia Professional Standards Commission.

Candidates in the Ed.S. Program in Educational Leadership participate in (1) field experiences, (2) problem-based assessments, (3) simulated experiences, and (4) real-life experiences. Candidates complete 300 clock hours of field experiences where they demonstrate professional knowledge and skills in a variety of settings. Field projects completed by candidates in Educational Leadership include school improvement plans, principal handbooks, strategic planning projects, fieldwork in assessing extent of collaboration between school and parents, sample school budgets, data analysis projects, and other pertinent artifacts demonstrating professional knowledge and skills in practical application.

Among field experiences where candidates work to effect a positive school environment are the following: reviewing data relative to learner differences; gathering data at the local school level, analyzing data, and developing a presentation; researching and investigating local, state, federal and norm-referenced test standards; creating and submitting a strategic plan for a local school; developing a school budget; conducting a clinical supervision project with a colleague; involving staff at a local school in conducting operations and setting priorities using appropriate and

effective needs assessment, research-based data, and group process skills to build consensus; communicating and resolving conflicts in order to align resources with the organizational vision; and meeting with members of the school community in order to gather data to be utilized in communication and engagement plans.

Dispositions for candidates for the Ed.S. in Educational Leadership are assessed through the utilization of a disposition assessment evaluation instrument and a disposition assessment self-evaluation instrument. During Spring 2004, these instruments were piloted. The evaluation instruments will be utilized by instructors in subsequent semesters and the self-evaluation instruments will be administered in all Ed.S. classes in Educational Leadership. Members of the Educational Leadership team will meet to review the disposition assessment instruments in order to assess the program and make decisions regarding the program and candidates in the program.

Dispositions are assessed and/or enabled in accordance with procedures for Disposition Evaluation/Development for the Department of Counseling, Educational Leadership and Professional Studies (CELPS) during the admission screening process, graduate orientation, program courses, faculty mentoring, program faculty review, internship field experiences, exit activities, and post-graduation assistance by instructors in the Educational Leadership Program.

Courses Programs for Traditional and Higher Education

The Ed.S. Program in Educational Leadership requires a professional core of 7 credits and a concentration core of 29 credits. Candidates must also have at least 3 years of teaching experience, be employed in a P-12 leadership role or position, have the recommendation of their system's superintendent and a valid/renewable teaching certificate. Course requirements are listed below:

Area 1: Professional Core (7 hrs.)
EDUF 7116 Research Methods (3)
EDUF 6795 Seminar: Foundations of Collaborative Student Support (1)

Area 2: Concentration (29 hrs.)
EDUL 6279 Capstone Experience: Leadership for Improving Student Achievement (3)
EDUL 7105 School/System Strategic Plan (3)
EDUL 7106 Curriculum Design (3)
EDUL 7107 School/System Reform and the Change Process (3)
EDUL 7698 Internship (6)
EDUL 7793 Organizing/Implementing Framework – Data Driven Com (3)
EDUL 7794 School/System Level Policy, Gov, Ethics (3)
EDUL 7796 Team Building and the Communication Process (3)
EDUL 7797 Budget Alignment to School/System Mission (3)
EDUT 7795 Technology Practices for Effective Management (2)

Option Area 3: Pre-Service Courses Required by the PSC for Non-Ed Leadership Masters Degree Candidates

EDUL 6226 Curriculum Design: Student Achievement (3)
EDUL 6275 Public Policy and Ethics in Education (3)

The requirements for the courses are contained in the Columbus State University Course Catalog. Course descriptions are contained in the catalogue. The program coordinator serves as advisor to candidates in the Ed.S. program. Orientation for prospective candidates begins during the recruiting process and extends to the interview process. Faculty work to ensure that each candidate meets program requirements and, at the same time, that the program itself meets the needs and requirements of prospective candidates. Once candidates are selected for the program, a program-specific orientation is held prior to the beginning of the first semester of study. Thereafter, candidates are briefed regularly by email and during classes regarding program specific issues and events.

III F. Graduation Rate of Program

Table 3.6 shows the three-year graduation rates for the Ed.S. Leadership program.

Table 3.6 Three-Year Graduation Rate

	Number in Fall 2005 Cohort/ Graduating by 2008	Number in Fall 2006 Cohort/ Graduating by 2009	Number in Fall 2007 Cohort/ Graduating by 2010	Number in Fall 2008 Cohort/ Graduating by 2011	Number in Fall 2009 Cohort/ Graduating by 2012
M.Ed..Leadership	11/10	11/11	7/6	10/10	21/20
EdS Leadership	22/22	17/17	106/105	22/22	36/30

Over the last five years, graduation rates for the program have been excellent. Many of the candidates advance in their careers to become school or system level administrators.

III. G. Cost Effectiveness of Instructional Delivery

Table 3.7 and 3.9 provides figures concerning the budget for the Department of Counseling, Foundations, and Leadership. The budget for this department was approximately 4 - 5% of the total instructional cost for the entire university. As shown below in Tables 3.7 and 3.9, the budget for the Department of Counseling, Educational Leadership, and Professional Studies represented approximately 4% of the total instructional costs for Columbus State University (CSU) from 2008 to 2010.

Table 3.7 Department of Counseling, Foundations, and Leadership Budget

	2008	2009	2010	2011	2012
FY Budget	$1,111,730	$1,025,018	$980,589	$1,170,849	$1,184,475

Table 3.8 Master's and Specialist in Education Leadership Credit Hour Production

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
6000 Level Courses	618	336	1080	723	729	697.2
7000 Level Courses	2267	2004	1122	1098	1179	1614
Total	3285	2340	2202	1821	1908	1870.8

Table 3.9 Total Instructional Costs per Credit Hour and Headcount at CSU

	2008	2009	2010
Instructional Costs	$31,868,466	$31,193,232	$34,596,532
Total Credit Hours Generated	164,732	171,280	178,470
Total Headcount	7,590	7,953	8,179
Cost per Credit Hour	$193	$182	$194
Cost per Headcount	$4,199	$3,922	$4,230

As shown in Table 3.10, average course enrollment in graduate courses for educational leadership majors is above 35. Required leadership content courses in the Ed.S.Leadership program are offered on a one- or two-year cycle, in order to make them more cost-effective. In addition, the program requires some of the same courses (e.g., Seminar in Collaboration, Educational Research, Technology Practices.) that are required in other M.A.T. and M.Ed. programs. These courses have higher enrollments and thus help to contribute to the cost-effectiveness of the department.

Table 3.10 Average Course Enrollment - Fall Semester

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
6000 Level Courses	16	18	23	11	17	17
7000 Level Courses	23	22	24	25	28	24
Overall Average	*18*	*20*	*22.5*	*18*	*22.5*	*21*

Number of Faculty

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Full-Time Faculty	**5**	6	**6**	7	8	6
Part-Time Faculty	2	3	1	3	1	2

2008-2009 Delaware Study of Instructional Costs and Productivity

	Total Instructional Expenditures	Instructional Expenditure/SCH		Instructional Expenditure/FTE Student	
		CSU	National	CSU	National
Secondary Education	$499,139	$215	$156	$4,687	$4,495

Section Four - Program Viability

IV A. Summary of Program's Viability

The Ed.S. program in Educational Leadership fills a viable need in the area building and system level certification (PL6). In February 2013, the NCATE/PSC Board of Examiners evaluated the Ed.S. program and judged the quality to be extremely high in terms of the national standards articulated in the ISLLC Standards. There were no areas for improvement and multiple strengths were cited. 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 P-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 junior high schools, research initiatives with other area universities (Troy and Auburn Universities) aimed at improving student achievement, and in a research initiative with an area school system targeting leadership dispositions that contribute to school improvement. Since the inception of the program, the number of degrees granted to participants in the graduate program is 97%.

The Ed.S. Program in Educational Leadership has been strengthened in terms of rigor, in terms of collaboration with the community and with partner schools, and in terms of admission standards. At the same time, numbers, after an initial decrease, began to increase with the introduction of the online degree option in Fall 2012 and the graduation rate for those who are admitted was above 95%.

The Ed.S. Program in Educational Leadership has undergone significant redesign since 2006. The recent PSC/NCATE program evaluation completed by faculty, Board of Regents evaluations of the program, changing national standards, and input from graduates, advisory council, and partner schools have all contributed to the redesign of the program.

IV B. Summary of Program Improvement Plan

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

•   The implementation of a rubric and assessment developed for candidate performance in fieldwork at the M.Ed. and Ed.S. levels and incorporate into LiveText.

•   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 continued strengthening of the online structure. Data relative to the performance of

distance learning candidates in the initial semester has been analyzed. Indications are that candidate performance was high in terms of skills, knowledge and dispositions as measured by student grades and by the quality of student projects. Faculty teaching the online during the initial semester (Summer 2012) reported high levels of student engagement in coursework and high quality of products created by students.

• The strengthening of assessment components collected at the end of each semester (fieldwork assessments for Ed.S., assessment of dispositions, candidate satisfaction surveys) and creating rubrics to be used in conjunction with LiveText.

• Increased emphasis on recruiting efforts 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.

• Continued use of individual reports on GACE test results to identify areas of weakness in the program.

Faculty recently conducted a review of both the M.Ed. and the Ed.S. programs in Educational Leadership as they prepared a report for the Georgia Professional Standards Commission (PSC) and National Council for Accreditation of Teacher Education (NCATE). As faculty conducted this review they targeted the assessment of skills and dispositions as an area for improvement, particularly in terms of data collection and storage, graphic representation and the documentation of program review through data analysis, and program improvement based on that data analysis. The use of and implementation of LiveText will directly and adequately address these concerns.

During previous academic years, faculty aligned Ed.S. coursework with the Educational Leadership Constituent Consortium (ELCC) Standards for Advanced Programs in Educational Leadership (SAPEL). These standards have been incorporated into course syllabi and serve as course objectives. Coursework in the Ed.S. program in Educational Leadership addresses knowledge and skills articulated in the standards from a problem-based standpoint using scenarios, fieldwork and projects resulting in the production of artifacts as a means of ensuring learning. Each of the syllabi for the program need to be updated and re-evaluated within the next school term.

Based on the review conducted by faculty, a decision was made to meet regularly each semester in order to evaluate the dispositions of each candidate in Educational Leadership. Faculty members in the program are currently studying corporate dispositional models and reviewing the potential for application in the educational setting. Accordingly, the rubric and assessment form for dispositions will be reviewed and revised in light of the findings of this study.

VI.   Summary Recommendation

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.

At the same time, faculty members are working to strengthen the program by adding components that immerse students in the work of leadership at the school level. Plans for the program include strengthening the internship portion of the program, incorporating work with school leadership teams and Better Seeking Teams, and strengthening the assessment model used to evaluate students and the program.

Faculty members in the Educational Leadership Program are working closely with the Board of Regents, the Professional Standards Commission, and the Georgia Leadership Institute for School Improvement in order to develop leaders who can impact student achievement at the school level.