

Executive Summary

**Comprehensive Program Review Self-Study
M.Ed. Educational Leadership**

**Columbus State University
September 2013**

Executive Summary for the M.Ed. 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 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 to a distance learning instructional delivery format from 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: Satisfactory

The average number of M.Ed. candidates in the Educational Leadership program (2006-2012) was approximately 40. This number is beginning to see a major decrease due to changes prescribed by the Georgia Professional Standards Commission (PSC). The Educational Leadership program has changed from a certificated program (NL5) to a non-certificated program. During the 2009-10 school year, the program underwent massive restructuring to a totally non-cohort online program in order to reach as many candidates across the state as possible. After moving the MEd Leadership program online, the numbers rose for a few semesters toward 40, but enrollment fell after the change by the PSC. The number of M.Ed. degrees conferred through the Educational Leadership program is now below 10 per year, and this number will remain low for sometime unless the PSC changes the certification requirements for school leadership.

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 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 M.Ed., assessment of dispositions, candidate satisfaction surveys) will continue and help create a good database 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 M.Ed. 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, the Specialist in Educational Leadership. 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 M.Ed. Program in Educational Leadership is no longer viable in the state of Georgia due to PSC changes to certification as discussed above. The number of applicants indicates a need to re-direct the program toward other audiences such as the track in higher education.

Currently, efforts have been made to reach out to Fort Benning's Army population of officers in hopes of providing them with a master's degree for career development. We have seen two Fort Benning students complete the program and three are currently enrolled and will graduate in the next two semesters.

Another approach was to create a Higher Education non-certificated degree program for college staff members who are seeking to obtain a masters degree. This degree is named Masters in Educational Leadership with a focus toward Higher Education. Currently five students are enrolled in this track program. This track should be strengthened and marketed to the population at community colleges and four year institutions.

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>
Refine the program recruitment plan to utilize both in-house marketing strategies and external private company marketing.	Productivity Viability	2013 - Ongoing
Strengthen and recruit students into the higher education track	Productivity Viability	2013 - Ongoing
Create a survey to administer to former students in regard to preparation for roles as school leaders.	Productivity Viability	2013 - Ongoing
Continue to utilize LiveText and build rubrics for each embedded assessment to be used for program evaluations.	Quality	2013 - Ongoing
Utilize multiple entry points for admission to broaden accessibility for more students.	Productivity Viability	2013 - Ongoing
Utilize 7 week courses to allow more flexibility for entry points and more course options.	Productivity Viability	2013 - Ongoing
Strengthen online and face-to-face courses through the use of Quality Matters standards and training of faculty members.	Quality	2013 - Ongoing

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 2006-2012 are at 85% or higher.

CSU will continue to work to strengthen the *M.Ed. in Educational Leadership* by improving the curriculum, recruit and focus on the higher education track, developing a retention and graduation plan to improve program viability, and intensifying recruitment efforts.

By enhancing the quality of the program, we hope to continue attracting students to the Educational Leadership program.