

2007-2008 Annual Program Review Report Educational Specialist Program

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Program Description:

The School of Education offers the Education Specialist Degree (Ed.S) with the following concentrations:

- Administration and Supervision (A&S)
- Administration and Supervision plus Licensure (A&S Plus Lic,)
- Elementary Education (Elem.)
- Non-Public/Non-Licensure Administration Specialization (NP/NL)
- Secondary Education (Sec.)

This report describes these programs from Fall 2005 through Fall 2008. A total of 35 program participants were examined for the purposes of this report.

The Educational Specialist Programs all consist of 30 hours with the exception of the Administration and Supervision plus Licensure. The A&S Plus Lic. concentration is a 42 hour program and includes course work required for initial licensure as an administrator.

Among the admission requirements for these programs are:

Administration and Supervision Concentrations

- A minimum cumulative undergraduate GPA of 2.75
- A minimum cumulative graduate GPA of 3.0, showing that a Master's degree has been earned
- GRE scores of at least 350 verbal and at least 350 quantitative
- A total GRE score of at least 800
- Academic preparation and licensure appropriate to the graduate program

Elementary and Secondary Concentrations

- A minimum cumulative graduate GPA of 3.0, showing that a Master's degree has been earned
- GRE scores of at least 350 verbal and at least 350 quantitative
- Academic preparation and licensure appropriate to the graduate program

For licensure as a Beginning Administrator, the School Leadership Licensure Assessment exam must be passed with a minimum score of 156.

I. Assessment of Candidates:

The program participants included for this review consist of 35 total students in the following concentrations:

Administration and Supervision	6
Administration and Supervision Plus Lic.	20
Elementary Education	1
Non-Public/Non-Licensure	1
Secondary Education	7

Students were included in this review if the Capstone Course, EDUC 6990 – Field Study, had been taken at least one semester.

Seventeen of the 35 completed the program for a 48.6% completion rate. Of the non-completers, 10 (28.6%) have completed all course work but have not completed the required field study and eight (22.8%) still have the field study and other course work to complete. Of the 10 still having to complete the field study, six are actively working on data analyses for his or her study.

Exit surveys indicate candidates feel well prepared upon completing the programs. The use of technology, effective communication skills, and collaboration with the community are areas indicated as needing improvement.

One program completer was required to produce an electronic portfolio for graduation. The portfolio exceeded expectation as identified by the rubric used to assess the portfolio. All completers successfully defended their field studies in order to graduate and have the degree conferred.

Eight of the candidates enrolled in the Administration and Supervision Plus Licensure took the licensure exam. There was a 100% pass rate for these candidates with an average performance on the exam of 177.5.

Proposed Short Term Actions:

Disaggregate data based upon each concentration for the Educational Specialist Degree.
Build a database sorting each program participant for easier tracking of progress.
Include any licensure exam results in the database.

II. Assessment of Program Operations:

Included in program operations are courses, field experiences, and evaluation systems.

Courses:

All concentrations require EDUC 6030 – Educational Statistics, EDUC 6050 – Seminar on Research, EDUC 6990 – Field Study, and a technology course. These courses are designed to encourage critical reflection on current practice, identification and analyses of issues impacting student achievement, and implementation of best practice to enhance teaching and learning.

Elective hours are provided in each concentration except Administration and Supervision Plus Licensure. These hours allow students to focus on areas of interest or need for their particular area.

Exit surveys completed by students indicate that they feel well prepared in most areas. The areas needing improvement were identified as communications, technology use, and community relations.

Data from employers, praxis results, and follow up surveys were not available.

Proposed Short Term Actions:

Assessment of program operations will need to include the following:

Key Assessment data.

Follow-up survey of program completers.

Database storing data for sorting and analysis.

III. Assessment System

Data addressing Educational Specialist Degree completers exist but not in an easy to access format. Building a database to follow progress of students will enhance the analyses of program needs.

Rubrics need to be developed for Key Assessments to more easily indicate mastery of skills.

Tracking of students lacking on the Field Study should be maximized to increase program completion rates.

In summary, some data exist indicating the Educational Specialists Degree programs are effective. The inclusion of more in-depth data will enhance staff ability to track students and identify areas of need in the programs. Including disaggregated data for the different programs will be useful when improvements for the programs are needed.

The review process will continue to enhance programming that provides students with opportunities for growth in their area of concentration.