

2011-2012 Austin Peay State University Annual Program Review (APR) Report

Educational Specialist Program

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Program Description:

The College 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 2011 through summer 2012. A total of 62 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
- 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.

Changes in Program:

As a result of reviewing data on students completing the program over the last several years, two changes implemented during the previous review period were continued. A scholarship was offered to students enrolling in EDUC 6990, the Field Study course, to encourage students to complete the study. The scholarship was offered for the semester of enrollment. If the student did not complete the study, continuing enrollment in a one hour course each semester, at the student's expense, was required. In addition to the scholarship, new students in any Ed.S. program were required to meet with the chair of their committee to discuss possible topics for study at the beginning of the program.

Program Strengths (Only one* student responded to survey)

Student identified flexibility as a strength of the program.

Program Weaknesses (Only one* student responded to survey)

N/A

*It would be difficult to justify major program changes based on comments from one student.

I. Assessment of Candidates:

The program participants included for this review consist of 62 total students in the following concentrations:

Administration and Supervision	4
Administration and Supervision Plus Lic.	29
Elementary Education	10
Non-Public/Non-Licensure	6
Secondary Education	13

Students were included in this review if they were enrolled in an Ed.S. program course at any time between fall 2011 and summer 2012.

Five of the 62 students enrolled completed the program for an 8.1% completion rate. Of the non-completers, 33 (53.2%) have completed all course work but have not completed the required field study and the remainder 24 (38.7%) still have the field study and other course work to complete. Of the 33 still having to complete the field study, 32 are actively working with the committee chair to complete the study and the program.

From these data, it appears that the contact between the committee chair and the candidate have improved student completion rates of course work and the preparation for conducting the field study to complete the degree program.

Exit surveys were not completed by the graduates from the Ed.S. programs although the surveys were provided to the students.

All completers successfully defended their field studies in order to graduate and have the degree conferred. In addition to defending the field study, students in the Ed.S. programs are assessed using key assessments, problem based learning projects, and internship evaluations. These assessment must meet the minimum requirement for degree to be awarded.

No Ed.S. candidates took the School Leader Licensure Assessment required by the State of Tennessee for Licensure as an administrator.

Proposed Short Term Actions:

Continue to have the Task Force identify and address program needs.

The Graduate Policy Committee will analyze admissions requirements for any needed changes.

Continue to require students to meet with chairs at the beginning of his or her program.

Disaggregate data based upon each concentration for the Educational Specialist Degree.

Continue to update database sorting each program participant for easier tracking of progress.

Include any licensure exam results in the database.

Incorporate an exit survey during final assessment in order to gain insight into areas needing to be addressed in the programs.

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.

No exit surveys were completed by graduating students.

Data from employers and praxis results were not available. Only one Ed.S. program has initial licensure and that program had no completers during the review period. Only one student completed the follow up survey. All answers were scored at the highest point on the scale. However, no programmatic decisions should be made from the data collected from the survey.

Summary of Proposed Changes

Assessment of program operations should continue to include the following:

Key Assessment data.

Follow-up survey of program completers.

Database storing data for sorting and analysis.

III. Assessment System

The database established during the review period to follow progress of students enhanced the analyses of program needs. The database should be updated, reviewed, and analyzed on a regular basis. Additional data pertinent to the analysis of the programs need to be incorporated in the database.

As a result of the contact between chair and student, a higher number of students completed course work and are working actively with chairs to complete the field study. This practice should continue and grow. For those students not working actively with his/her chair, the chair should make attempts to contact the student. In addition, the scholarship provided by the Provost has increased the number of students taking the capstone course and finishing the study in the allotted time.

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

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 updated, disaggregated data for the different programs will be useful when improvements for the programs are needed.