

**Department of Advanced Programs
Academic Review Process
CEPS Dean's Review
July 1, 2010**

The Academic Program Review Process.

The Academic Program Review is one of the most viable and cogent activities, in which the faculty of a department engages to assess its programs. The assessment includes curricula, instruction, advising, scholarship, and service. As stated in the preamble to the APR guidelines document, the program review process "... provides basic information on the nature of the department's programs and gives the faculty's assessment of the program's strengths and weaknesses. A program of self-study is the faculty's opportunity to scrutinize itself, to publicize its accomplishments and examine its shortcomings." Within the context of the Central Washington University Plan, the Academic Program Review process is an opportunity for the faculty and staff in the department, as well as the college dean and the Associate Vice president for Undergraduate Studies, to determine the degree to which a department meets the mission, vision, core values, and strategic goals of the university. Moreover, the Academic Program Review provides a formal process by which the department's faculty and staff can examine their academic activities in the context of their own mission and strategic goals.

External Visit

The on-campus external review occurred from April 8-9, 2010. Dr. Michael Silver, Assistant Professor and director of the Educational Administration Program at Seattle University reviewed programs in the Department of Advanced Programs.

Strengths of the Department of Advanced Programs.

The mission of the Department of Advanced Programs is *to prepare outstanding candidates as visionary and exemplary school leaders for K-12 schools, and who will be facilitators for a high level of student learning based on ethical standards and democratic principles for a diverse, global and democratic society.* In order to meet the department mission, many changes have been implemented over the past few years, including systematically collecting program data that are aggregated and inform the programs. Outcomes have been written in clear and measurable terms and assessed in with a variety of methods. Due to a less than stellar NCATE review, the department has been working very hard to strengthen all programs and increase enrollments.

The viability and commitment to the university, college and departmental visions are strengths and guiding principles, which are manifested throughout the department and include the following strengths:

Curriculum. Courses are designed to meet WA State and ISLLC standards.

Program Planning and Assessment. Assessments demonstrate candidate effectiveness in meeting the WA State and ISLLC standards. Data are systematically collected through the use of standards-based rubrics and candidate electronic portfolios in LiveText. Additionally, the advisory board is very involved in program planning and internships.

Faculty. Five faculty members are committed to the program and candidates they serve. Candidates appreciate that they are "well-versed, supportive, and flexible."

Candidates. Candidates attend programs at two locations – Ellensburg campus and CWU-Des Moines. Courses are a combination of distance education and face-to-face. Through interviews with program candidates, Dr. Silver reports that they feel prepared to complete their internships and for taking positions as school administrators. The cohort model provides a strong sense of peer support.

Library and Information Literacy. This endorsement program is also strongly aligned to state and national standards and systematically collects data through the use of the LiveText portfolio system. Library resources and access to technology are available to support candidate and portfolio requirements.

Challenges and Recommendations for the Department of Advanced Programs

Curriculum.

1. In progress. The current administration program has been in place long enough for faculty to consider a program revision. Recommendations include: decreasing individual course credits from five to three for most courses (and decrease program credits from 56 to 45. This will allow for realigning the program more closely with WA State and ISLLC standards by adding additional coursework; for example, adding a course on diversity.
2. In progress. Dr. Silver recommended to continue working toward developing the MS in Higher Education.

Program Planning and Assessment. All the programs have assessment plans and identified goals in place and data is being collected and aggregated.

1. Develop marketing materials to share with school representatives to make the program more visible.
2. Personally visit school district in which our candidates complete internships – put a face to the program.
3. The 41% graduation rate for the master's degree program is a combination of post-bac and graduate candidate applications. Post-baccalaureate candidates typically enroll for a finite number of credits to support the renewal of their certificate (the requirement is 15 quarter credits within a five year period). These candidates may have no desire to complete the master's program. The recommendation is to track the post-bac candidates separately from those who plan to complete the master's program. This tracking will most likely have a positive impact on and increase the current graduation rate percentage.
4. Dr. Silver reports some candidate concerns with the internship and recommends developing a handbook to facilitate communication among the candidate, supervisor, and P-12 school administrative mentors.
5. Lastly, candidates report some difficulty with the LiveText portfolio system. Recommendation is to either develop a handbook for candidate use or provide candidates and faculty with additional training on using the system.

Faculty. Interviews with students were positive due to the knowledgeable group of faculty in the department.

1. The major concern identified by Dr. Silver had to do with professional organization affiliations. He suggested that faculty be involved with UCEA and AREA.

2. With one education administrative faculty member on phased retirement, which is completed in Spring 2013, networking at professional conferences may facilitate hiring of a faculty member when the current phased retirement ends.

Candidates.

1. The recommendation is, for those interns not currently employed in a school district, for faculty to help interns locate internship sites. This can be easily implemented due to faculty connections throughout the state.

Library and Information Literacy.

1. With the move toward a total on-line program, recommendation from candidates is to include some face-to-face meetings as well – they find in-person sessions to be more effective. This is something to keep in mind as the on-line program is rolled out – a hybrid model might be preferred by candidates.

The Department of Advanced Programs is one of exemplary quality, strengths, and promise. Faculty are committed to the students, their fields of expertise, and to the university. The department has an excellent reputation both on campus and externally. The challenges and recommendations are, therefore, to be used to enhance the department. They are intended to guide faculty in maintaining high quality programs and enhancing scholarship.

I look forward to working and collaborating with faculty, staff, students, and department chair to meet the challenges and to enhance an excellent department.