# Educational Leadership and Policy Studies

## Program Review

### June 2011

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Educational Leadership and Policy Studies (ELPS)

“Because Leadership Matters”

Highlights

The Department of Educational Leadership offers four professional master of science in education degrees (Educational Administration; Higher Education Administration; Historical, Philosophical and Social Foundations of Education and Educational Technology) and the PhD and EdD in Educational Leadership and Policy. Through these degrees, ELPS prepares leaders, researchers and professors for K-12 schools, colleges, and universities in Kansas and Missouri and nationally. ELPS offers the only PhD in Educational Leadership and Policy and the only MSE in Higher Education in the state of Kansas. ELPS’ EdD is the only doctoral degree offered in its entirety at the Edwards Campus. A common commitment to examining the social, economic and political context within which decisions are made and policies enacted at all levels of the education system distinguishes ELPS degree programs.

- A small, highly productive faculty of 10 produces about 38 master’s degrees and 20 doctoral degrees annually.
- ELPS faculty members have won one Kemper and two Budig awards for teaching excellence, two Keeler awards and have occupied important service roles in the School of Education, University and in national organizations.
- ELPS graduates go on to occupy leadership positions in the some of the largest and most prestigious school districts in Kansas and the Kansas City Metropolitan area, at KU and other regional universities, and universities nationally.
- The number of students in the MSE in Higher Education has increased by 50% since the last review period.
- The MSE in Educational Administration and the EdD with concentration in Educational Administration are approved by the Kansas State Department of Education and NCATE and lead to licensure to be an administrator at the building (MSE) or district level (EdD).
The Department of Educational Leadership and Policy Studies (ELPS) at the University of Kansas offers four master’s degree and two doctoral degree programs: (1) MSE in Educational Administration, (2) MSE In Higher Education Administration, (3) MSE in Historical, Philosophical and Social Foundations of Education and (4) MSE in Educational Technology, (5) PhD in Educational Leadership and Policy, and (5) EdD in Educational Leadership and Policy. Each doctoral degree has concentrations or emphases in the following: Educational Administration; Higher Education Administration; Historical, Philosophical and Social Foundations of Education; Policy Studies, and Educational Technology. The Educational Administration programs lead to licensure at the building (MSE) and district level (EdD) and are approved by the Kansas State Department of Education (KSDE) and NCATE. The department provides service courses to the SOE’s teacher preparation program and to the SOE’s doctoral core requirement.

All ELPS programs are connected by a common commitment to examining the social, economic and political context within which decisions are made and policies enacted at all levels of the educational system.

Faculty
ELPS has ten active tenured and tenure-track faculty members, all of whom are engaged scholars in their fields, and one full-time senior lecturer. Carefully selected part-time lecturers provide instruction in the professional master’s degree programs and the EdD programs. Instruction in the undergraduate teacher education courses is provided by the department’s four half-time GTAs.

Productivity

Teaching: ELPS is a very efficient department. Student Credit Hour production is slightly above AAU peers. In any one year, ELPS faculty members produce approximately 38 master’s degrees and 20 doctoral degrees. Approximately 20% of students are minority. ELPS faculty are very good teachers as measured by student ratings and by teaching awards won.

Research, Scholarship: ELPS faculty are productive scholars and nationally known for their work. Professor Rury is recognized widely as one of the foremost historians of urban education in the US. Likewise, Professor Wolf-Wendel is known for her work on faculty work-life, Professor Twombly for work on community college faculty, Professor Ebmeier for his teacher interview protocol and Professor Imber for authoring one of the most widely used educational law texts. To a person, the recently promoted associate professors and as yet untenured assistant professors have all come from highly ranked graduate programs and are quickly establishing themselves as experts in the respective fields. ELPS is credited with approximately $2 million in research expenditures per year between 2007-10; in the same period ELPS faculty received $100,000 from SOE & KU research support funds.

Service: The ELPS senior faculty members are actively involved in service at all levels.
MSE in Historical, Philosophical and Social Foundations of Education. Rating: Good. This is a small no-cost program that serves a purpose for a few select students. The faculty and students are of high quality. Students take advantage of a broad array of courses in ELPS and the SOE.

MSE in Educational Administration. Rating: Very Good. Approved by KSDE, this program prepares principals for the K-12 school sector. The program consists of a carefully crafted series of rigorous, high quality courses and a field experience and is offered on both the Lawrence and Edwards campuses. Although student numbers vary between the Lawrence and Edwards cohorts (Edwards tends to be larger), the program produces about 10 graduates per year. 100% of graduates pass the Praxis exam required for principal licensure. Enrollments have slipped some in recent years, a matter that is currently receiving attention.

MSE in Higher Education Administration. Rating: Excellent. Total enrollment in this program has grown by half since the last review period from 47 students (2004) to 64 in 2010. Only one-third of the students are from Kansas, with the other two-thirds recruited nationally. Students must be employed either full-time (very few) or hold a paid campus internship. 100% of the students find employment in the field upon graduation any many eventually go on to some of the very best doctoral programs in the country.

MSE in Educational Technology. Rating: Good. This is a brand new program that is just getting off the ground as an independent degree program and for which there is little available data. In addition to serving its own majors, the courses offered in educational technology are taken by students from across the SOE.

PhD in Educational Leadership and Policy. Rating: Very Good. The total number of ELPS doctoral students has varied from 151 to 174 in recent years. Of those, about half are PhD students. Of doctoral degrees granted in 2010, 7 of 22 were PhD. The programs in each concentration provide students with a solid foundation in core educational policy studies areas, research, a minor outside of the department, and the SOE doctoral core. They are well-suited to carry out research regardless of whether graduates choose administrative, research, policy analysis or faulty positions.

EdD in Educational Leadership and Policy. Rating: Very Good. EdD students make up half of ELPS doctoral students and two-thirds of the degree produced in any one year. The two main EdD concentrations (Educational Administration and Higher Educational Administration) are designed for practitioners who seek advancement as administrators in their respective educational settings. The Educational Administration concentration leads to licensure at the K-12 school district level and is approved by KSDE and NCATE. Both programs were inaugural participants in the Carnegie Project on the Education Doctorate designed to strengthen preparation of educational leaders.

Challenges and Initiatives. Department-wide, while only 2/3 of students are Kansas residents, with some exceptions, the vast majority of students (particularly at the doctoral level) are part-time students who are employed full-time. ELPS lacks the resources to be competitive in the graduate student recruiting game. In some program areas ELPS needs to reconsider forms of program delivery as well as other curricular changes to respond to competition as well as to developments in the field. The department must also develop and implement outcomes assessment plans for programs that do not currently have them and use results from existing assessment to inform curricular change.
Educational Leadership and Policy Studies

“Because Leadership Matters”

Introduction and Background

The Department of Educational Leadership and Policy Studies (ELPS) offers six high quality graduate degree programs that prepare researchers, faculty members and leaders for a variety of educational organizations in all levels of the educational system. ELPS offers the Master of Science in Education degree in Educational Administration (for K-12 principal licensure); Higher Education Administration; Historical, Philosophical and Social Foundations of Education; and Educational Technology. The department offers two doctoral degrees—the PhD and the EdD in Educational Leadership and Policy, each with concentrations in Educational Administration; Higher Education Administration; Historical, Philosophical and Social Foundations of Education; Policy Studies; and Educational Technology. The EdD with a concentration in educational administration leads to licensure at the district (superintendent) level for the K-12 school sector. The licensure programs in educational administration are approved by both the Kansas State Department of Education and NCATE.

KU is the only university in the state of Kansas to offer a PhD in Educational Leadership and Policy. It is likewise the only university to offer the MSE in Higher Education Administration.

ELPS also contributes five courses (four in the new four yr program) to the initial teacher licensure program and provides service courses for the School of Education doctoral core that must be completed by the majority of doctoral students in the School. (The School recently approved major changes to this requirement that will affect the department when approved by Graduate Studies and implemented.)

From 1997 to 2005, what is now ELPS was part of the merged Teaching and Leadership Department. Upon his arrival in 2005, one of Dean Rick Ginsberg’s first actions was to split T&L into the departments of Curriculum and Teaching (C&T) and ELPS. In the process, two ELPS faculty members (Suzanne Rice and George Crawford) decided to stay in the new C&T department. Dean Ginsberg placed the educational technology faculty, historically part of curriculum and instruction, in ELPS. As a result of that move, a newly approved Master of Science in Educational Technology is located in ELPS (first offered in fall of 2010) and a doctoral emphasis in educational technology has been recently incorporated into the PhD degree. Some AIMS data are only available post-split. Consequently this review will focus on 2007-2010 data.
Faculty: Quantitative and Qualitative Indicators (All tables in Appendix A.)

Counts

As of fall 2011, ELPS had 10 active tenure-track\(^1\) faculty members and one senior lecturer (AIMS Table A-1). This is down from a high of 13 in 2006. One of the tenure track faculty members is entering the second of a five-year phased retirement plan and will reduce to .50 in 2011-12. Programs are supported by part-time lecturers who teach single courses as needed. (See Table A-2.) The relatively high number of lecturers in the Educational Administration program/concentration is due to the loss of several faculty members, one to a tenure-track post at another research university and two to the department of C&T. A search to fill the vacant Educational Administration position will be conducted in fall 2011. Use of lecturers allows departmental programs to employ current and former administrators who bring a practical perspective to the various programs to complement the more research and theory based approach of the faculty. Thirty-seven percent of tenured faculty members are women, one is Asian American and three are international faculty members. See AIMS Table A-1. All faculty members contribute to both master’s and doctoral programs in their respective areas and all are members of the graduate faculty.

ELPS has the equivalent of four .5 GTA’s who teach courses in the initial teacher preparation program.

What faculty do

The normal workload distribution is 40% teaching (two courses per semester), 40% research and 20% service. As a graduate department first and foremost, faculty members carry heavy master’s and doctoral advising loads. For example, in spring 2011, the average number of dissertation advisees per faculty member was seven with a range from one assistant professor who has no dissertation advisees to a high of 16. Three faculty members have more than 10 dissertation advisees each.

Productivity

The majority of ELPS faculty members are productive scholars in their fields with national reputations for their scholarly work. The untenured faculty members are fast becoming nationally known for their work. Several faculty members have worked internationally as well.

Teaching: Several observations from the AIMS data follow (See AIMS Tables A-3-7):

- The number of master’s students has nearly doubled since 2001; doctoral enrollments increased to a high of 174 in 2009 but declined in 2010. AIMS Table A-3
- About 40% of Student Credit Hours (SCH) are taken by non-majors, indicating that ELPS courses are either sought after by students from other departments or required by other departments. AIMS Table A-4

\(^1\) Jerry Bailey officially has a tenure track position in ELPS but does no teaching. He does attribute some of his grant dollars from IERPS to ELPS. Rick Ginsberg also has a tenure track appointment in ELPS.
• Credit hour production in graduate programs has risen since 2007-08. **AIMS Table A-4**
• The number of undergraduate credit hours has tripled since 2007-08. **AIMS Table A-4**
• Average number of SCH per Full-Time Equivalent (FTE) member hit a high in 2009-10 of 140 for tenure-track faculty and for GTAs but declined slightly in 2010-11. **AIMS Table A-6**
• SCH per FTE is slightly above that of AAU institutions for tenured and tenure-track faculty and is quite a bit above when lecturers are added. **AIMS Table A-7**

**Teaching Quality:** Several sources of evidence demonstrate that ELPS faculty members are effective teachers.

• The “mean of the mean” scores on student surveys of teaching ratings over the three years have ranged from a low of 4.3 to a high of 4.6.
• Faculty have won several teaching awards:
  o Kemper Teaching Award, 2006; Budig Teaching Professorship, 2009; School of Ed Teaching Award, 2009; Center for Teaching Excellence Teaching Award, 2009; Budig Teaching Professorship, 2011
  o 2 Keeler Intra-university Fellowships
• Professor Wolf-Wendel was promoted to full-professor in 2006 and Professors Ng (2010) and Kim (2011) earned tenure and promotion

**Research, Scholarship Highlights 2007-2011:**

• From 2007 (when the department split) – present the ten tenured/tenure-track faculty members have produced 77 published articles, conference proceedings and book chapters, four books (including major revisions) and one monograph.
• Faculty members have made 70 refereed conference presentations.
• Professor Kim won the 2009 School Of Education (SOE) Promising Scholar Award.
• ELPS is credited with an average of a little over two million dollars in external research expenditures for 2009-10. Fields represented are not ones for which large amounts of external research dollars are available. **AIMS Table A-8**
• Educational Technology faculty members Ron Aust and Youn-Jin Lee are involved in e-Learning Design Lab grants and product development.
• Seven faculty members have received 18 internal Graduate Research Fund or SOE research support grants since 2007, totaling over $100,000.

**Service Highlights:**

ELPS senior faculty members are well represented in service roles at all levels within the university as well as in national scholarly organizations. The four recently tenured and as yet untenured assistant professors have modest service expectations. ELPS faculty members have served in the following leadership roles since 2007:

**National**

• Numerous editorial board memberships: *Teachers College Record, ASHE Higher Education Report Series, Community College Review*
• Vice President, American Educational Research Association, Division J
• Higher Learning Commission, Member Peer Evaluator Corps  
• Executive Board, Association for the Study of Higher Education, 2003-06  
University  
• University leadership roles include President, Faculty Senate (2 since 2004), Chair, SenEx Basketball and Football Committee, Chair, Graduate Studies Task Force, Members of numerous university-wide committees  
School of Education  
• Leadership roles include Chair, Scholarship Committee, Chair, Personnel Committee, Chair, Governance Task Force, Chair, Technology Committee (2 different faculty members)  

Succession planning

ELPS has one faculty member currently entering his second year of a five year phased retirement plan. Two full professors are within 5-10 years of retirement. The senior lecturer was reappointed in 2011 for a second three-year term. The rest of the faculty members are mid-career professors, recently tenured associate professors or untenured assistant professors. (See Table A-2.) The department has recently benefited from two unexpected and valuable additions to the Higher Education program: Dr. Marlesa Roney (currently VP for student success) as professor of the practice and Dr. Tim Caboni (vice chancellor for external relations) as courtesy professor. The department hopes to fill the open Educational Administration position in fall of 2011 and also to be able to hire either a tenure-track or non-tenure track position for Educational Technology to be based at the Edwards Campus. In this regard, there is a good balance, and, assuming ability to fill the vacant tenure-track line, continuity of programs should be maintained. See Table A-2. The addition of Drs. Roney and Caboni provide some flexibility for the higher education programs to expand the kinds of courses and student experiences offered.

Master’s Degrees  
(All Tables in Appendix B)

MSE in Historical, Philosophical and Social Foundations of Education

Introduction

The Master’s in Historical, Philosophical and Social Foundations of Education (Foundations of Education) is a 30-hour thesis program that takes advantage of faculty and courses required to support other programs throughout the School of Education. It permits students to focus on such foundational courses as the history, philosophy and sociology of education, while taking other courses in education and related disciplines in the College of Liberal Arts & Sciences (such as history, philosophy and sociology).

The program attracts teachers and other applicants interested in a flexible and broad course of studies in education, as a capstone to their professional training or preparation for doctoral work either in Foundations of Education or some other education specialty. An increasing number of applicants are international, principally from China and the Middle East. The program serves as
good training for the master’s graduates who go on to pursue doctoral degrees in Foundations and for other programs in the SOE and who become GTAs.

**Faculty:** Primary faculty: Rury, Ng, Rice (C&T)

**Program Productivity**

This is a small program that has exhibited signs of growth. AIMS Data suggest the following:

- The numbers of applicants and enrolled students in Foundations of Education has gone up in recent years. In the past five years the number of enrolled students has averaged seven, up from three in the previous five years period. **AIMS Table B-1 and B-2**
- Representation of minority (18%) and international (36%) applicants is growing.
- GRE scores are in line with School of Education means (GRE not required.)
- The profile of admitted and current students is very similar to the applicant pool.
- The number of degrees awarded has gone up in recent years, peaking at three in FY 09. **AIMS Table B-1**
- Foundations courses attract students from across the SOE; the majority of students in any one class are typically from outside of ELPS.
- Because the program requires a thesis or culminating project, it often takes more time to complete than other School of Education masters degrees.

**Student Outcomes**

Of the five graduates in the past several years, two have continued into the doctoral program and both currently work as Graduate Teaching Assistants. Both have delivered portions of their masters’ theses at national conferences. A third graduate went to law school and has recently graduated.

**Rating: Good.** The faculty is exceptional and students attracted are very good. The program is rated good because of its small size.

**Looking Forward**

The MSE in Foundations is a small, no cost program serving a relatively small but potentially important group of students. The faculty members who teach in this program are the same ones who deliver the PhD concentration in Foundations of Education and who deliver foundational service courses to both graduate and undergraduate programs in the SOE. Recent increases in the number of students point to the long-term viability of the program as a small but essential contributor to the rich ensemble of program offerings in the School of Education as a whole.

A major problem facing the program is lack of financial support for the vast majority of students accepted. This contributes to the relatively low yield on admitted applicants, and degree completion.
The faculty will continue to recruit both domestic and international students. The program does not envision any major changes to its program structure or content.

MSE in Educational Administration

Introduction

The Mission of the Educational Administration Program is to prepare qualified educators to provide the highest quality leadership for school, school districts, and universities in Kansas, the nation, and the world.

The program is offered in a two-year, 36-hour, cohort format and is for experienced teachers who seek state licensure at the school building level for such positions as principal and assistant principal. Coursework is sequenced and builds upon itself as the student progresses through the program; coursework is supplemented with an extensive, supervised field experience. Students take a comprehensive exam at the end of the program. The program is approved by Kansas State Department of Education (KSDE) and is included in NCATE accreditation.

The program is offered on the Edwards and Lawrence Campuses in alternating years. The Edwards Campus cohort serves students from the five contiguous Missouri counties.

Students

According to AIMS Data (See AIMS Table B-3.):

- The total number of students was stable at a desired level for the first half of the review period; the program experienced a period of declining demand for the next few years and enrollments have begun to rebound somewhat.
- The percentage of minority students in the program has increased from a low of 0% in Fall 2007 to 16.7% in Fall 2010.
- The percentage of female students in the program has increased from a low of 28% in Fall 2007 to 66.7% in Fall 2010.

Faculty: Primary faculty: Tenured/Tenure-Track: Imber, Ebmeier, Saatcioglu, Ginsberg; Senior Lecturer: Perkins; Lecturers: Pierce, Neal, Punswick and Novak.

Program Productivity

According to AIMS Data:

- The number of degrees in FY 09-10 is approaching the highest number of degrees since FY 03-04. AIMS Table B-3
- The median years-to-degree is 2.0. AIMS Table B-3
- The number of students applying for entrance to the program has increased from a low in Summer/Fall 2007 of nine to a high of 27 in the Summer/Fall 2010. The number of students admitted to the program has increased from a low of six in Summer/Fall 2007 to a high of 24 in Summer/Fall 2010. The number of students enrolled in the program
increased from a low of five in Summer/Fall 2007 to a high of 17 in Summer/Fall 2010.

**AIMS Table B-4**

**Program Outcomes**

The program’s outcomes and standards are based upon the six standards adopted by the Kansas State Department of Education (KSDE) for licensure programming in the area of school building leadership (See Figure B-1.) The assessment plan is found in Figure B-2.

Generally, the results (Figure B-3) indicate that students performed well across the program in most standards, particularly in the Principalship and School Resource Management. The scores for the written comprehensive exams generally decreased from 2009 to 2010. It is possible that such decrease reflects the growing experience using the rubric by the instructors. It is also possible that the student groups reflected different ability and motivation levels.

According to 2009-2010 Praxis² Data, all Educational Administrations students who took the Praxis exam passed (12).

**Rating:** In terms of quality and rigor of coursework, KU’s program is clearly a very good program. It is not, and does not seek to be, the program of choice for everyone. It is, however, a program in need of some updating to respond to changes in the field and to boost the student enrollments. We rate the program as Very Good.

**Program Challenges/Direction for Future**

The program faces extreme competition from neighboring universities. Consequently it must:

- review and revise its program and delivery methods to be more competitive in recruiting good students while maintaining high standards of quality.
- enhance and expand the use of program assessment data both in the actual assessments used by faculty members and how they are used by faculty and in the utilization of the data collected to improve program, student outcomes and results.
- market the program to a wider audience.

**MSE in Higher Education Administration**

**Introduction**

The MSE in Higher Education Administration is a 36-hour non-thesis degree designed for students seeking entry-level positions in higher education administration. The program provides a broad education about the US higher education system, its faculty, students and the organizational context in which higher education is delivered. Students typically seek careers in student affairs, in offices such as new student orientation, advising, housing, financial aid, career services and student activities. The program is a cohort program with new cohorts beginning each fall. Students take an integrated set of 24 hours of required coursework supplemented by 9

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² Praxis is a national exam required for licensure.
hours of electives and are required to have a half-time paid internship or be employed in a related job full-time. Full-time students take 9 hours per semester and complete the program in 2 years. Demand for graduates of this, and similar programs remains high.

**Students in Profile**

The number of students admitted each year depends on the number of internships available but averages between 20-25. The following observations can be made about students:

- Enrollments have more than doubled since 2001. This is the one program in ELPS that recruits students nationally. Less than half of any class comes from out-of-state. **AIMS Table B-5**
- Admissions is relatively competitive. 64% of students who apply are admitted. **AIMS Table B-6**
- The admitted to enrolled percentage of 47% is due directly to the fact that our competitor institutions offer tuition waivers for students and KU does not. We lose very good students to much lesser institutions as a result. That said, the program still attracts very good students who are willing to pay in-state tuition (Internship students pay in-state tuition even if they are from out-of-state and are now eligible for graduate student health insurance.)
- The number of students of color fluctuates between 15%-20%. (The very best minority students receive better financial offers from other institutions.) **AIMS Table B-5**
- The GRE is not required. Nearly all enrolled students have undergraduate GPAs above 3.3 and were outstanding leaders at their undergraduate institutions.
- Although the vast majority of any entering class is full-time, the program accepts a few part-time students (employees of KU or other colleges/universities).

**Primary Faculty:** Kim, Twombly, Wolf-Wendel; Courtesy Professor Roney; Lecturers: Carlsen, Burright

**Program Productivity**

- Degrees awarded in any year depend on the number of full-time students admitted but have increased commensurate with the overall increase in number of students.
- Average number of years-to-degree is 2.2 years. **AIMS Table B-5**
- In 08-09, 20% of degree recipients were minority students.
- Women dominate the field nationally and at KU with 2/3 of the students and graduates being women.

**Outcomes**

The program participated in the Center for Teaching Excellence documenting learning project to develop an assessment plan. **Figure B-4**

In addition to the formal assessment of student learning, the following outcomes pertain:
• Typically 100% of graduates find employment upon graduation. Those who are place bound or who are seeking positions in some sub-fields may experience a greater delay.
• Graduates go on to top doctoral programs in the field: Indiana University, Iowa State University, University of Georgia, Penn State, to name a few.
• Results of the Eduventures studies reported on pages 13-14 and in Appendix C-6 and C-8 suggest that graduates of the Higher Education program generally feel they are well-prepared on key competencies.

**Rating:** This is a high quality program with nationally known faculty that has grown significantly. It produces graduates who are well-prepared and who get jobs throughout the country (and abroad). **Excellent**

**Program Challenges/Directions for Future**

The primary challenge facing the higher education master’s program is remaining competitive with programs across the country in recruiting the best students. Although the program has top-notch, nationally known faculty and the program offers internships that provide in-state tuition and health insurance, many competitor (and lesser) institutions provide full aid packages, including tuition waivers. Recruiting outstanding minority students is particularly challenging under these conditions. In terms of new directions, the program has recently acquired a new professor of practice (Dr. Marlesa Roney) and courtesy faculty member (Dr. Tim Caboni) who have experiences in higher education advancement, marketing, leadership, and administration. The knowledge and skill sets these new faculty bring to the program will enhance the education of higher education students.

**MSE in Education: Educational Technology**

**Introduction**

The Master of Science in Educational Technology is a new degree program approved by the Kansas Board of Regents in 2009-2010. It first admitted students in fall of 2010. The program consists of 36 hours of coursework, a practicum, an exam and the production of a portfolio that reflects the student's competencies in National Educational Technology Standards. The program supports three emphases: (1) integration; (2) design; and (3) administration of educational technology by drawing on the rich diversity of a major research university and coursework from two departments in KU's School of Education, the Department of Electrical Engineering and Computer Science, the Department of Design, and Department of Communication Studies.

Program graduates typically assume positions in K-12 schools, higher education, government and industry as leaders in integrating technology, designing technology applications and/or administrating educational technology programs.

Until the fall of 2010, students wishing to earn a master’s degree in educational technology at KU pursued a MSE in Curriculum and Instruction within a larger master’s program that focused on providing advanced degrees for teachers.
Some educational technology students (master’s and doctoral) are completing their degree program in the C&T department.

Primary faculty: Aust, Lee.

Students in Profile (AIMS Tables B-8 & 9)

The program is too new and has too few students to draw any major conclusions about student enrollments and program productivity. As mentioned earlier, some students are completing a Curriculum and Instruction master’s degree with an emphasis in educational technology. The program is particularly attractive to international students.

AIMS data do not allow us to track the home department of students taking courses in ELPS, but the educational technology courses tend to draw students from many different programs in the School of Education. Despite the small number of master’s students, enrollments in educational technology graduate courses are typically in the double digits indicating that they are popular for students outside of the program itself.

Rating

Given its newness and small number of students, the program is rated as Good.

Looking forward

- The program is small but attractive to students, especially international students and has a bright future. The courses offered are appealing to students from other programs in the SOE. It needs to recruit more students, which will likely happen as word gets out about the program.
- When the program was initially approved, the plan was to add an additional faculty member based at the Edwards Campus, funded with Johnson County Triangle funds. To date, funding for the position has not been forthcoming, limiting the growth of the program.
- The program is built around the National Educational Technology Standards but a formal assessment system must be developed to assess progress on them.

PhD/EdD Degrees

(All tables in Appendix C)

Educational Leadership and Policy

The PhD and EdD are distinctive degrees, and the ELPS department and SOE are engaged in major efforts to further define and enhance each degree. In 2007, ELPS became one of the inaugural research universities to participate in the Carnegie Project on the Education Doctorate designed to lead a national discussion and effort to create clearer distinctions between the goals, objectives and outcomes of the PhD in education and the EdD in education and in so doing bolster the effectiveness of each degree, but in particular, the EdD degree. Although the department has since dropped out of the formal project, participation has led to some major
changes in EdD research requirements and ultimately to proposed changes in SOE requirements for both degrees (to be considered by Graduate Studies in Fall 2011).

AIMS data do not distinguish between the PhD and EdD degrees in ELPS for tracking purposes. The nature of each program will be discussed followed by general data for the department as a whole.

**PhD in Educational Leadership and Policy**

In general, PhD degrees in Educational Leadership and Policy are designed to advance theory and knowledge in their respective concentrations or areas of focus and to prepare graduates for careers as faculty members, policy analysts, and researchers. All concentrations are held together by a common commitment to examining the social, economic and political context within which decisions are made and policies enacted at all levels of the education system. The PhD follows the School of Education requirements for 40 hours in the concentration (including dissertation), research skills, doctoral core and for a minor outside of the student’s program area. The total number of hours ranges from about 66-72.

Students pursuing a PhD choose from among the following concentrations: Educational Administration; Historical, Philosophical, and Social Foundations of Education; Higher Education Administration; Policy Studies; and Educational Technology.

**EdD Degree in Educational Leadership and Policy**

Although students can pursue an EdD in any of the five concentrations mentioned above, Educational Administration and Higher Education Administration have the most formal programs and attract the largest numbers of students. In keeping with School of Education guidelines, all EdD students must complete 40 hours in the concentration (including dissertation), research requirements, the doctoral core and a three hour supervised practicum. (These will change significantly when the new changes are approved and implemented.)

The Educational Administration concentration prepares K-12 educators for leadership roles at the district level in public and independent schools. The program is a cohort program offered at both the Lawrence and Edwards Campuses and is the only doctoral program offered at the Edwards Campus. The program consists of a set of integrated courses and field experiences meeting Kansas State Department of Education standards for District Licensure.

In response to student demand, the concentration has fashioned a “combined program” that allows teachers with master’s degrees to earn both building and district licensure by completing all doctoral work and five of the master’s courses. Students who complete the EdD program, including the field experience, are eligible for a recommendation for district level licensure in Kansas and Missouri. Students who complete the “combined” program are eligible for both Building and District licensure.

The EdD with a concentration in Higher Education prepares students to apply the most current knowledge about colleges and universities and their constituencies to administrative practice in
colleges and universities. Two to three years of work experience in a higher education or related setting is required for admission to the program.

Students in Profile

Nearly all of the EdD students across the department are employed full-time either in area schools or in area colleges and universities. The same is true for many of the PhD students who pursue concentrations in Higher Education and Educational Administration. Courses are offered in the evenings.

• Enrolled students (See AIMS Table C-1.):
  o Total doctoral enrollments in ELPS have remained steady across the ten-year period, with a low of 128 total doctoral students in 2006, rising to a high of 174 in 2009, dropping to a total of 158 in 2010. Some of the fluctuation is based on the number of students who defend their dissertations in any year, which varies considerably from year to year.
  o The percentage of minority students in ELPS doctoral programs has doubled from 9.7% in 2006 to 19% in 2010.
  o The percentage of international students has also increased to a high of 7.4% in 2010.
  o A high percentage of doctoral students in ELPS are women and Kansas residents. (The EdD in Educational Administration attracts many students from Missouri when it is at Edwards Campus.)
  o Average GRE scores are around 1000 combined verbal and quantitative. When viewing these scores it is important to remember that most doctoral students in ELPS are mature adults from the region who return to pursue a doctoral degree after being away from their undergraduate degree for considerable periods of time.

• Admissions (See Aims Table C-2.)
  o Between 60% and 70% of the students who apply are admitted.
  o Between 70% and 80% of the students admitted actually enroll. There was a sharp decline in the percentage of students who enrolled in 2010. Reasons for this decline are not entirely clear; the economy and increased local competition may partially explain the drop. The Educational Administration concentration, in particular, operates in a highly competitive environment. When the doctoral program is offered in Lawrence, the cohorts tends to be much smaller than when offered at the Edwards Campus. The department also has very little funding with which to recruit and support doctoral students making it difficult for programs to compete nationally for the very best students.

Table C-3 shows more specifically how students are distributed across the different degrees and concentrations.

Program Productivity

Degree production per year varies from a low of 11 in 2008-09 to a high of 22 in 2009-10. (See AIMS Table C-1)
27% of the doctorates earned in ELPS in 2008-09 were earned by American Indians, Blacks or Hispanics.

A significant percentage of degree earners are women.

The mean years to degree has increased from 6.7 in 2001-02 to 8.2 in 2009-10. Students get through coursework in a timely manner and the slowdown in progress typically comes following comprehensive exams. There may be several reasons for this. Most students work full-time and many are practitioners for whom research is not a high priority. Often they get new jobs that take them away from the area making contact with KU difficult. And, finally, ELPS tenure-track faculty has decreased while the number of students needing dissertation advising has remained steady. Dissertation advising loads have increased significantly. Several tenured faculty in the department have at least 10 students enrolled in dissertation hours per semester.

As the Degree by Concentration table (C-Table 4) shows there is some variation in doctoral production by program area.

Program Outcomes

As an official licensure program approved by the Kansas State Department of Education, the EdD with a concentration in educational administration has identified program outcomes and an assessment plan in place (Figure C-4). The other concentrations do not have such a defined assessment plan or process.

Most of the doctoral students in the department have jobs and are employed full-time while pursuing their degrees so job placement is not a particularly useful outcome.

Available outcome data indicate the following:

• The Graduate Student Satisfaction Survey (Figure C-1)
  o In 2005 ELPS students were above the University mean on several measures (overall quality, quality of teaching, would select KU again, and overall climate).
  o On the 2009 survey, student satisfaction had declined on those measures and was generally at the University mean. Most discouraging is the slip in rating of “would choose KU again.” ELPS students were more satisfied with job advising in 2009 and were above the University mean.
  o ELPS students were less satisfied with the quality of advising. Open-ended comments suggest that some of the problems occurred with advising in the Educational Administration concentration. Those have been corrected.
  o Work, financial, family commitments are bigger obstacles for ELPS students than for the University as a whole because most work full-time. Figure C-2
  o Some students also stated that class sizes were too large.

3 Much of the available outcome data do not distinguish between master’s and doctoral students or between EdD students and PhD students or by concentration.
Students were very positive about the quality of teaching, classroom discussions, the cohort nature of the educational administration program.

- **SOE Eduventures Study of Graduates, 2008** (results not broken out master’s or doctoral degrees):
  - Students in the higher education programs reported they were overall satisfied with the quality of their experiences *(Table C-6)* and were well prepared in identified program outcomes (N=42, Mean=3.5 on 4pt scale tables not included).
  - 52% of respondents from the Higher Education programs indicated they had received a promotion, 64% had taken a leadership role, 69% obtained a position, and 71% had gained access to a professional network as a result of their experience at KU.
  - Students in the Educational Administration programs indicated that they were satisfied *(Table C-5)* and adequately prepared in identified competency areas (N=16, Mean=3.1 on 4 pt. scale)
  - 59% of graduates of the Educational Administration programs gained access to a new professional network, 59% obtained a license, 59% received a promotion, 65% received a position that required a license, 94% took a leadership role in their organization as a result of their experience at KU (Tables not included.)

- **SOE Eduventures Study of Graduates 2011** *(See Tables C-7 and C-8.)*
  - Overall, student respondents from Educational Administration programs (N=8) indicated they were adequately prepared in the majority of competencies identified and were well prepared to analyze school district cultures.
  - Students from the Educational Administration programs would like to be better prepared to create and manage a school district budget.
  - Overall, the majority of student respondents from the Higher Education programs (N=26) indicated they were well prepared in competencies identified.

- **Educational Administration assessment data suggest the following:** *(Figures C-3 and C-4)*
  - Results indicate the students performed well across the program in all standards.
  - The scores in District Leadership, although remaining high, indicate a decrease from 2009 to 2010.
  - Generally, the scores in the written comprehensive exams remained about the same although the scores in standards 2, 5 and 6 increased from 2009 to 2010 while the score for standard 3 decreased. Standard 3 is the “management” standard and the scores should be reviewed for possible focus. Such changes may reflect the faculty experience using the rubric in addition to the difference in ability and motivation levels by the different student groups.

Employment: Several recent graduates have gone on to faculty positions at universities such as University of Colorado, Colorado Springs, Haskell Indian Nations University, Northwest Missouri State University, St. Gregory’s University, and St. Mary’s University. Most are in some sort of administrative position. Superintendents of many of the major school districts in the area are KU ELPS graduates: Kansas City, KS, Louisburg, KS, Shawnee Mission, Blue Valley, Perry-Lecompton, and the recent superintendent of Topeka Public Schools. The Higher

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4 Eduventures 2008 and 2011 studies only report on programs/concentrations for which there were sufficient responses: Educational Administration and Higher Education Administration programs
Education program also has many distinguished graduates, many of whom hold key roles at KU: the Director of Athletics, former University Registrar, and Associate Director of OIRP. The former president of Penn Valley Community College; current Executive Vice President for Administration, Johnson County Community College; Vice President for Student Affairs, University of North Dakota; Vice President for Student Affairs, Emporia State University; President, Baker University; Vice President for Advancement, Heidelberg College; and Director of Housing, UMKC hold doctoral degrees from ELPS.

**Rating**

Although there are variations in program quality within the concentrations offered in ELPS, overall, there is evidence to rate the two degrees as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>Very Good</td>
</tr>
<tr>
<td>EdD</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

**Challenges and Opportunities for PhD and EdD**

Challenges and opportunities include the following:

- Capitalizing on changes to the PhD and EdD requirements in the SOE to further enhance the quality of experience for each degree program. The SOE has recently approved a series of significant changes to the overall PhD and EdD requirements. The changes will further differentiate the PhD and EdD and make them more appropriate for their intended purpose. The department anticipates that many part-time students will (and should) choose the EdD instead of the PhD (a positive development).
- Filling an unfilled tenure track faculty position in the Educational Administration concentration will eventually help to reduce advising loads.
- Addressing enrollment disparities between the Edwards and Lawrence versions of the Educational Administration cohorts.
- Developing the Educational Technology focus within the ELPS programs.
- Considering whether to retain concentrations in both Policy Studies and Foundations of education or to merge them.
- Developing and implementing assessment plans (defining outcomes, data collection, etc) for concentrations that currently lack them.
- Using assessment data to “close the loop”—to make informed programmatic changes—for concentrations that have data and for concentrations that will be creating assessment plans and collecting assessment data.
- Increasing support for GTs and GRAs. All PhD programs in the SOE are disadvantaged by the lack of GRA support, making it difficult to recruit students nationally.
Department of Educational Leadership and Policy Studies (ELPS)

Purpose of Unit – ELPS programs focus on leadership preparation in K-12 and higher education settings, in preparing practitioners in utilizing educational technologies, in understanding and analyzing educational policy, along with programs in historical, social and philosophic foundations of education. ELPS offers four master’s degrees (MSE in Educational Administration {EDAD}, MSE in Higher Education Administration {HE}, MSE in Historical, Philosophical and Social Foundations of Education {HPSE}, and MSE in Educational Technology {Ed Tech}). ELPS offers an Ed.D. and Ph.D. in Educational Leadership and Policy (each with five emphasis areas – EDAD, HE, HPSE, Policy Studies, Ed Tech). Most faculty members work with students across several of the emphasis areas. The department offers licensure for K-12 administrators as principals and superintendents.

Data Used for Review – The ELPS review relied heavily on AIMS data, internal department data (e.g. faculty vita, etc.), data compiled for accrediting agencies, and data collected by the SOE for all programs (e.g. Eduventures studies). No external reviews were conducted. The many tables and figures presented substantiated the information provided in the evaluation. All degree programs were rated as they were in the prior review with exception of one that was raised. What wasn’t included in the department report is that the EDAD graduate programs were ranked tied for 15th among public universities and tied for 22nd overall by the most recent U.S. News and World Report ranking of graduate programs. In addition, a recent Education Research Quarterly article rated scholarly productivity in higher education and KU’s program was rated in the top ten (see discussion below).

Key Findings of Evaluations –

MSE:

- **EDAD – Very Good**
  - Same rating as prior review. The program has a long history of preparing principals for KS schools. Curriculum is strongly driven by state standards for licensure. The licensure programs for principal and superintendent received full accreditation approval during the review period by the KS Department of Education and NCATE. Enrollments have remained relatively steady during the period under review, with an overall slight decline the past four years. This program is in a very competitive market in Lawrence and Kansas City. Students are largely full-time employees working in K-12 schools, impacting the time to degree. 100% of graduates pass the licensure examinations for the state.

- **Higher Education – Excellent**
  - Improved rating from prior review (Very Good). Improved rating based on increasing enrollments while maintaining the competitive nature of applications and enrollments, with 2/3 of students being from out of state. Employment rates are very high (100% either receiving a position in the field or choosing to pursue advanced graduate degrees). Added a faculty member in the period who was successfully promoted and tenured. A 2008 Education Research Quarterly article ranked KU tied for 8th in terms of research productivity in the field of higher education (Wolfwendel was ranked the fifth
most productive scholar nationally). All faculty members are strong scholars and well rated teachers. The program participated in the CTE learning project to develop assessments.

- **Foundations - Good**
  - Same rating as prior review. This program has small numbers of good quality students, though the totals are increasing (e.g. averaged 3.3 for 2004-2006, 7.5 2007-2010). The faculty in this degree program offer numerous courses for the undergraduate teacher licensure program and for the doctoral core taken by all students in the SOE. Thus, they serve many more students than those in the degree program. The faculty are all of high quality in terms of scholarly productivity. The rating of Good is based on the small enrollment patterns in the program which are unlikely to change.

- **Ed Tech – Good**
  - New program never rated before (formerly was a concentration in the C&I master’s degree). No data available over time to rate the program’s strengths and weaknesses. Program’s curriculum is state-of-the-art for the field of educational technology built around National Educational Technology Standards. Two tenure-track faculty members are currently dedicated to the master’s program. Student enrollments are strong due to courses being available to a variety of majors. Program awaits funding from the Johnson County Triangle Authority to add faculty members to expand the program to Edwards campus.

**Ph.D.:**

- **Ed Leadership & Policy – Very Good.**
  - Same rating as prior review. Overall number of doctoral students (Ph.D. and Ed.D.) remained fairly steady in the review period, with Ph.D students making up consistently about 43% of the total the past three years. The program is the only Ph.D. in this field in Kansas. AIMS data for the Ph.D. combines several concentrations on many measures. Faculty are highly productive, carry larger loads than their AAU peers, and are strong scholars with high ratings as teachers. Students report satisfaction with the program. Curriculum recently has been examined for strengthening the core requirements, research expectations, etc. Student enrollments remain steady.

**Ed.D.:**

- **Ed Leadership and Policy – Very Good**
  - Same rating as prior review. Overall number of doctoral students (Ph.D. and Ed.D.) increased slightly in the review period, with Ed.D. students making up consistently about 57% of the total the past three years. AIMS data for the Ed.D. combines several concentrations on many measures. Faculty are highly productive as scholars, produce more schs per FTE than their AAU peers. Students satisfaction reports suggest they feel well prepared in most areas by the program. The EDAD curriculum is tied closely with superintendent licensure requirements. Given the CPED experience (see below) and the
desire to make Ed.D. curricula more practitioner-oriented, significant changes have been made for the Ed.D. programs. Admission yields, time to degree and other measures are consistent with other practitioner-oriented doctoral programs in education (note - the average years to degree, while higher than that for other KU doctoral programs, is not different than what is typical for EDAD programs). Student outcome assessments displayed strong results on most standards, though those areas with decreasing ratings are being examined. The program has produced higher than university averages for minority and female students in terms of earned degrees in several years of the review. Graduates are typically full-time employees, but many get significant administrative positions in Kansas and elsewhere (e.g. Superintendents in Blue Valley, Shawnee Mission, Wichita, Louisberg, Kansas City, and until this summer, Topeka, were all graduates).

Changes Made to Improve Quality –

- ELPS is a department created by the split of T&L into ELPS and C&T in 2006. The split results in faculty with common research interests together in a smaller more focused unit. Many faculty collaborate on research programs.
- New hires have been focused on strengthening the research productivity of the department. The four junior faculty in the department hired during the review period are among the most productive junior faculty scholars in the SOE.
- ELPS was a charter member of the Carnegie Project on the Education Doctorate (CPED). This initially involved nineteen institutions chosen based on a national proposal review. It focused on better differentiation of the professional practice doctorate (Ed.D.) from the Ph.D. ELPS’s involvement coincided with significant changes to the Ed.D. practitioner-oriented doctorate, and the strengthening of research preparation for the Ph.D. ELPS has allowed its participation to lapse given the changes in CPED and ongoing improvements already made and underway at KU. The ELPS Ed.D. in EDAD has undergone significant curricular revisions since the prior review. The SOE as a whole is now focusing on better differentiating Ph.D.’s from Ed.D.’s.
- A new master’s degree in Educational Technology was approved by KBOR for ELPS. The program was devised to have a strong Edwards campus presence and gear its curriculum toward K-12 practitioners and business professionals engaged in technology-related adult training.
- Significant changes in assessment processes were made to achieve approval for the educational administration licensure programs in the KS Department of Education and NCATE accreditation reviews. The programs received full accreditation by both bodies.
- An additional tenure-track faculty line was given to the department in 2005 which was converted to a Senior Lecturer (clinical position) in 2007 to better meet the needs of the practitioner-oriented EDAD program. This change is related to programmatic decisions regarding student advising which addressed concerns identified in student outcome measures.
Plans/Concerns for Future –

- Several of the master’s programs and the doctoral programs are state and regionally-oriented in recruitment due to weak student financial support opportunities. The MSE in Higher Education is an outlier. The university and SOE and department faculty need to focus on finding funds to increase the national competitiveness of the graduate programs. Seeking more external funding opportunities and endowments for graduate scholarships will be a focus for the future.
- The university must continue to support the MSE in Higher Education internships and job placements for the program to remain competitive.
- The EDAD master’s and doctoral programs are in a highly competitive market in this region with multiple traditional and on-line competitors. In order to maintain and increase enrollments, faculty must consider alternative delivery options (e.g. on-line courses) to remain competitive in this region.
- All programs, especially those not nationally accredited, must find better outcome assessment measures to judge the quality of all degree programs and the various concentrations within the doctoral degrees.
- ELPS must continue to better differentiate the curricula and expectations for students in Ph.D. and Ed.D. programs.
- ELPS will need to develop better metrics for assessing its performance, building on the Academic Analytics program and other measures of student outcomes and success.