



**College of Education and Behavioral Sciences**

**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
2017- 2018**

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Department/School:	Counseling and Student Affairs
College:	College of Education and Behavioral Sciences

Program Name:	Addictions Education
Reference Number:	0492
CIP Code:	511501
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	N
Minimum Hours Required:	15
List Concentrations (if any):	

### 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

This interdisciplinary on-line certificate program prepares students to provide counseling, education services, and/or support services to individuals experiencing addiction issues. Individuals who complete the program will be knowledgeable about the various components of addictions and gain skills related to their professional field such as prevention strategies, assessment procedures, intervention skills, treatment planning, and recovery support. This program is appropriate for both licensed eligible mental health professionals (i.e., Professional Counselors, Social Workers), as well as bachelor level employees (i.e., mental health support professionals, human resources administrators and staff). Admissions requirements are as follows: (1) Baccalaureate degree or higher, or equivalent international degree, from a regionally accredited institution of higher education. (2) Minimum cumulative grade point average (GPA) of 2.75 or greater on baccalaureate degree or equivalent international degree or minimum GPA of 3.0 on a degree higher than a baccalaureate or equivalent international degree. (3) Evidence of English proficiency (international students only).

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	0	0	0	0	2	4
Conferrals						5
SCHP	0	0	0	0	57	44
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<ul style="list-style-type: none"> <li>•The Clinical Mental Health Counseling (CMHC) Program and the Marriage, Couple and Family Counseling (MCFC) Program include electives that allow students to complete the addictions certificate simultaneously.</li> <li>• A JUMP in Counseling where class credits can be earned towards the addiction certificate</li> <li>• Since the 2011-2012 academic year, faculty have published 3 books and over 25 journal articles; conducted over 60 international, national, regional and state presentations; earned 6 research grants; thus being a large contributor to WKU’s scholarly record.</li> <li>•The addiction program was created to support WKU’s Economic Impact in the Region and beyond initiative. The Talley Family Counseling Center (serviced by our interns) provides free mental health services to the WKU university community and local community members. Counseling faculty host professional development workshops throughout the year to clinicians in the region.</li> <li>•Collaborative efforts are underway with the department of psychology and social work for students to utilize the certificate with their electives.</li> </ul>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>The addictions certificate is a new program that was developed to enhance student learning and evolving in response to community needs. There are over 682,000 people in Kentucky who identified as having used marijuana, cocaine, heroin, or having an alcohol use disorder (SAMHSA, 2016). In Kentucky, professionals have the capacity to serve approximately 23,000 individuals with addictions. Providing adequate addictions training will benefit the greater Bowling Green region as students serve the area through specific addictions internships and post-grad job placements. Recruitment initiatives have sparked a great deal of interest through the school system and agencies.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											73.7%
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Since the program has been instated for just one calendar year, limited formal assessment outcomes have been completed. Learning objectives were established in each addictions course which align with the Certified Alcohol and Other Drug Abuse Counselor (CADC) certificate which student's may aspire to complete after the program to become credentialed. Sample learning objectives include: a) Will become knowledgeable in neurobiological and medical foundation and etiology of addiction and co-occurring disorders; b) Will understand impact of addiction on marriages, couples and families; c) Will know potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders; d) Demonstrate competency in establishing treatment goals and plan for client. This course objectives not only align with the CADC, they also were designed with the community needs in mind based off of the recommendations of the advisory board meetings and consultation.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Due to the program being only a year old, we have only had one person complete the certificate thus far with eleven people currently enrolled. However, we are aware of the dire need for it. Currently, the turnover rate for substance abuse staff is between 19% and 50% over 1 year. Our certificate program incorporates not just the comprehensive knowledge needed, but also emphasizes the importance of self-care and wellness to help them succeed in the field. Additionally, Kentucky is ranked 9 in the U.S. for the amount of substance abuse. What is important to note is that KY is surrounded by states that also rank high such as: Missouri (#2), West Virginia (#5), Indiana (#7), and Tennessee (#14). <a href="https://wallethub.com/edu/drug-use-by-state/35150/">https://wallethub.com/edu/drug-use-by-state/35150/</a> The high incident in the surrounding states is an indicator for the need of our online addictions certificate program.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>Due to how new the program is, we have incorporated feedback into the program development. One way this was accomplished was through creating an advisory board whom we scheduled meetings with over lunch with professionals in the area of addictions. The professionals included doctors, nurses, therapists and addiction intervention specialists. We welcomed ideas and suggestions, as well as asked about information that is important for students to learn, some of the barriers they are seeing in treatment, as well as how we can continue to collaborate with them in the future. One example of incorporating feedback was inviting a panel of addiction specialists into a class to discuss their varying viewpoints of treatment methods. Another example includes textbook and resource recommendations, as well as assessment ideas. The CNS 637 course has student's complete a 21 day abstinence project to help them empathize with those suffering from addictions. Additionally, we have reached out to Dr. Todd Cheever,</p>											



Associate Dean of the Bowling Green Campus of UK College of Medicine for program collaboration, as well as Karen Garrity, MEd, LPCC, LCADC, who is the clinical director of Addictions Services for Lifeskills overseeing alcohol and drug services in a ten-county area for consultation.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

On average we receive 5-10 inquiries about this program a week. The number of enrolled students populated by the university are skewed as most students enrolled in this program are enrolled in the Clinical Mental Health Counseling program. Embedding the program provides our students the advantage of earning an additional certificate without any additional cost or time, while in turn making them more marketable for job placement opportunities within the Bowling Green community and surrounding region.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					3	12
Number of NTE Faculty					0	4
Cost per SCH					\$300	\$128
SCHP/FTF by Dept.	582	525	621	690	693	375
% SCH by FTF by Dept.	90.7%	94.7%	93.8%	94.8%	86.2%	75.8%
Median Class Size by Level	12	9	12	13	13	8
% Under-Enrolled Sections by Level	36.2%	51.0%	34.9%	35.7%	34.1%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>External revenue, although very limited, is built through:</p> <ul style="list-style-type: none"> <li>• DELO</li> <li>• Providing CEU workshops</li> <li>• Donations, although despite efforts to seek additional donations, this did not generate much.</li> </ul>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
There are no costs associated with the program.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

*Our Community and Beyond. Goal 1. Establish WKU as a regional lighthouse to provide resources, attract talent, and nurture intellectual capital in the communities we serve:* Partnering with community resources and Licensed Addictions Counselors to develop connections, skills, and cultural awareness. Recently, one soon to be certificate graduate completed a qualitative research study examining addiction clinicians' perceptions of relapse in recovery within the Bowling Green community and surrounding areas.

*Our Community and Beyond. Goal 4: Improve the quality of life regionally and support regional economic diversification:* Addictions Certificate Graduates will provide extra resources to the region with their newly obtained knowledge and establish connections throughout the area. Knowledge will be disseminated through practical application such as internships, as well as findings from ongoing research studies completed in the capstone course.

*Our Community and Beyond. Goal 6. Engage alumni as global ambassadors and cultivate ongoing relationships that last a lifetime:* Alumni serve as guest speakers in Addictions classes to share their experiences and knowledge with current students. Karen Garrity, MEd, LPCC, LCADC, will be presenting at the Department's next Professional Development Workshop speaking on Motivational Interviewing. This program will include continuing education credit for Licensed Counselors and KY Social Workers .<https://www.wku.edu/cpd/mental-health/int-addictions.php>

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

Objective 4: Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education: The Certificate allows students to become aware of multiple educational opportunities available to them and provides them with exceptional knowledge for future careers in Addictions. Currently the program has a 100% retention rate with some students advancing their knowledge by then applying to the Clinical Mental Health Counseling track.

Objective 8: Promote academic excellence through improvements in teaching and learning. At this point in the program, professors are constantly seek feedback from addictions providers within the community to help inform best practices in the delivery of the program. Additionally, professors attend multiple conferences and development workshops to provide current data to their students.

Objective 11: Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities. Professors provide community resources and connections to aid in student development, internship opportunities, and understanding of current Addictions struggles throughout the community.

The Statewide Strategic Agenda does not emphasize what is being clearly articulated in 2018 research studies, namely, the imploding crisis of addictions-related issues in Kentucky and the need for quality trained professionals. We have addressed this need by creating the on-line Addictions Education program.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

According to Kentucky statistics, a total of 287 job openings were predicted between 2017 and 2021 in the mental health field. It is reported that many civilians who experience addictions with drugs or alcohol have a hard time seeking services. Those who do seek services or are sent to rehabilitation centers can often be either put on a waiting list or referred somewhere else due to the unproportioned amount of qualified addictions support specialist. This certificate program offers the training that allows students to seek employment with high demands for addictions professionals.

KY is among the top 10 states with the highest opioid-related overdose deaths (<https://www.drugabuse.gov/>). Heroin-related overdoses increased 68% since 2015. Another study suggests that only 40-60% of treatment participants maintain abstinence due to ongoing stress and psychological distress (Wahler & Otis, 2014). Bowling Green currently has 5 addiction treatment centers, and a multitude of MH agencies.

The addiction certificate program is directly addressing these statistics by:

- The development of the on-line certificates;
- Engaging in collaborative relationships with community partners;
- Hosting CEUs related to addictions;
- Engaging in various recruitment strategies targeting undergraduates who, upon graduating, can help meet the significant mental health demands in the region.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The addiction certificate is one of two in Kentucky and 62 online programs throughout the United States. Other distinctive qualities include:

- 100% online program.
- The certificate is embedded into the CMHC program so students can take it as their electives without spending additional money or time at WKU.
- Enrollment of non-traditional students, as well as persons of color.
- Research collaboration with faculty as a class option.
- Students report choosing WKU because of the faculty's advanced and specialized training.
- One soon to be certificate graduate completed their capstone project under the supervision of the program coordinator. The study examined addiction clinicians' perceptions of relapse in recovery within the Bowling Green community and surrounding areas. The findings from this study will be used to guide class lessons, as well as be developed into a research article.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The following are efforts aimed at being a sought-after provider of mental health education:

- Highly active faculty which has ultimately provided various regional and national professional development opportunities for students and local professionals.
- Advisory Council that includes members who are familiar with addictions statistics and treatment in regional schools, counseling agencies, as well as addictions treatment agencies.
- JUMP in Counseling created to bridge collaboration with undergraduate programs for those interested in addictions.
- Holds Sponsorship from the National Board of Certified Counselors and KY Board of Social Work to offer professional development CEUs to regional community.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

- Growing need for training in Addictions. The program may be revised to include a capstone course rather than an internship for those who are not credentialed mental health professionals (i.e., directors of human resource). In order to build this initiative, feedback from the advisory council, as well as relationships with regional constituents can help increase demand and quality of the program.
- Mental health needs of clients being served at WKU's Clinical Education Complex. As delivery of services grow from the CEC, the need for mental health support, including addictions should also. TFCC interns can provide needed individual and group counseling.
- Community mental health agencies are seeking clinicians with training in addictions due to the high co-morbidity rates. This certificate program will provide free interns for community agencies with a specialty in addictions.
- Additionally, WKU will be able to provide more staff for various addiction centers across the region who are in need of substance abuse clinicians.
- Future collaborations with UK College of Medicine, as well as the WKU WELL-U.
- Research collaborations and conference presentations with students at the NAADAC (The Association for Addiction Professionals) annual conference.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

Currently, there is an inadequate amount of information on national trends regarding addictions certificates in particular. Given the notion that certificates are resourceful for students and employers', data from the National Center for Education Statistics shows that 1.9 billion conferred bachelor's students and 786,000 master's degree students received certificates (Digest of Education Statistics, 2017). According to Kentucky statistics, a total of 287 job openings were predicted between 2017 and 2021 in the mental health field. This 15-credit hour program will also give students the opportunity to expand their training experience by being able to complete the certificate in a manner that is flexible with their daily schedules due to the online nature. Various research findings used the current availability of addiction-related professional development to help prepare counselor educators implement specific standards into their programs (Moro, Wahesh, Likis-Werle & Smith, 2015). Providing a certificate for addictions related course work addresses the needs for employers and also the ratio of those who suffer from addictions and lack of professional support services. American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4th ed., text rev.). Washington, DC: Author.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

- New courses have been developed such as CNS 677 - Counseling in Eating Disorders which can be taken as an elective for the addictions certificate.
- New key assessments have been developed in existing addictions courses, syllabi have been created and revised, new strategies for obtaining as well as organizing assessment data have been implemented.
- Created JUMP in Counseling to target undergraduate students who are interested in studying addictions.

- Engaging in strategic Marketing and Recruitment plan: (a) hand delivered flyers to over 1000 regional school staff; (b) campus tour to all student organizations; (c) offer campus tours; (d) created admissions e-mail address which allows for consistency and offering a one-on-one response focus for potential students; (e) attended Kentucky Counseling Association (KCA) state conference to discuss internship opportunities for students, professional development collaboration, as well as program recruitment.
- Invited Karen Garrity, MEd, LPCC, LCADC, to serve as the Department's next Professional Development Workshop speaker on *Motivational Interviewing*. This program will include continuing education credit for Licensed Counselors and KY Social Workers.  
<https://www.wku.edu/cpd/mental-health/int-addictions.php>
- Future collaborations with Dr. Todd Cheever, Associate Dean for the Bowling Green Campus of UK College of Medicine.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

- Build enrollment to at least twice its size. It is reasonable given the growing trend and marketing efforts. Impediment, financial support for marketing resources is little to none.
- Increase geographical diversity amongst students. It is reasonable given the online nature of the program. Impediment, financial support for marketing is limited.
- Increase community relationships. It is reasonable giving the community needs and outreach. Impediment, limited amount of faculty to assist in outreach efforts.
- A new faculty member should be hired to help assist in teaching the addictions-related courses.

**e. What recommendation would you put forward for the program (check one)?**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient)                            | <input type="checkbox"/> Suspend (Teach-out may be required)                |



Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Autism Spectrum Disorders
Reference Number:	#0441
CIP Code:	131001
Degree Type (AB, BS, etc.):	CERT
STEM+H Degree (Y/N)	N
Minimum Hours Required:	18
List Concentrations (if any):	

### 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

This 15-hour program prepares students to provide academic, social, behavioral, communication, sensory, and community services and information to individuals diagnosed with ASD and their families. Individuals who complete the program will be knowledgeable about the various disorders included in the spectrum of autism, characteristics, educational strategies, collaboration efforts, communication, and technology skills to be implemented with individuals with ASD.

Enrollment in this program is restricted to post-master's students who have completed a degree in any of the following graduate programs: Education, Literacy, Psychology, Communication Sciences and Disorders, Social Work, Marriage and Family Therapy, Mental Health Counseling, Nursing, Public Health or students currently enrolled in any of these graduate programs. It may also be appropriate for other post-master's individuals seeking to learn more about individuals who have been diagnosed with ASD.

The program consists of 15 hours of required courses: [SPED 610](#) (prerequisite for all other courses), [SPED 612](#), [SPED 615](#), [SPED 618](#), and [SPED 619](#). [SPED 612](#) requires completion of a 3-hour practicum (comprising at least 120 hours) at an approved site in the field of autism. To enroll in the practicum the student must have completed [SPED 610](#), and the internship site and supervisor must be approved by the program coordinator.

The graduate Autism Spectrum Disorders certificate provides essential information regarding individuals diagnosed with ASD. Students examine research-based practices that have been identified for individuals with ASD as well as learn how to implement these strategies in the classroom and community. Practicum hours will be required.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	15	11	7	5	3	4
Conferrals	2	4	5	2	0	5
SCHP	90	63	45	48	27	44

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

The Autism Spectrum Disorders Certificate Program courses are also used as courses in other programs in the graduate special education programs. For example, students in the MAE Teacher Leader in Moderate and Severe Disabilities often take courses from the ASD certificate program as part of their program. Students are required to take SPED 612, SPED 616, and SPED 618 in the MAE for Moderate and Severe disabilities as students identified on the Autism Spectrum often have moderate to severe intellectual disabilities. As you can see by the SCHP in the table above, there are many more hours generated than there are students in the program – this is due to the fact that the program courses are taken by students enrolled in the Moderate and Severe Disabilities program.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

This has been a very low enrollment program for the past five years, and it has been difficult to schedule the required courses due to the low enrollment in the courses. The faculty have met with the Division of Extended Learning staff to discuss moving this program to an On Demand program in order to keep the program viable and continue to offer the courses for the low numbers of students needing the courses.



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree	3.69 (N=13)										
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>For our program, we rely on Critical Performance Indicators (CPI) to assess student learning. Each course has an individualized CPI that targets the content taught in the course and aligns with the Kentucky Teacher Standards and Kentucky Framework for Teaching. The CPI is in place to ensure that students are held accountable to an identified set of standards and can produce the same culminating project regardless of the instructor of the course. The CPI is measured on a Likert-type scale of 1-4, with 1 being unacceptable and 4 being exemplary. Passing the CPI for each designated course is a requirement. Program quality and rigor is judged in part with student performance on the culminating CPI. If students score below the minimum, each faculty member requires a remediation to close that gap of knowledge before the student moves forward in his/her coursework. Students are not asked to “redo” but are required to have specific instruction to address the weak area. For example, students presenting a paper with weak writing skills are required to take their paper to the WKU Writing Center for direct and specific instruction in the writing skills lacking. Students then resubmit the paper with an addendum outlining the specific skills they learned to correct the weak area. If the student’s weak area is in content, the course instructor and the student will meet and develop a plan for the student to master the content and remediate the CPI. This type of remediation is noted in the CPI scoring system. All teaching standards measured with the CPI process must be satisfactorily met prior to student teaching.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Through exit surveys of all graduates in teacher education programs, the college gathers and incorporates feedback on the success of graduates. In addition, all students in the program seeking to add the Kentucky Moderate Severe Disabilities certification to their credentials must pass the Praxis II Exam for Moderate and Severe Disabilities. The pass rate of our students on this exam is 100%. Anecdotal records are kept on graduates based on where they are teaching and whether they remain in the profession. According to the Bureau of Labor Statistics Occupational Outlook, “the overall employment of special education teachers is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. School enrollment and the demand for special education services should drive employment growth” (<a href="https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm">https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm</a>).</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>Data are unavailable for this report period; however, the dean’s office is working in partnership with the Education Professional Standards Board and the Kentucky Center for Education and Workforce Statistics to provide employment data on the near future.</p>											

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Students taking this course work often have an interest in Autism Spectrum Disorders because they teach in public schools which include students on the spectrum or have family members who are on the spectrum or work in another area outside of public schools which includes individuals on the Autism Spectrum. So, while it is aimed at public school teachers specifically, there is a possibility to market the program to a larger audience of students seeking information about individuals with Autism.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					n/a	12
Number of NTE Faculty					n/a	4
Cost per SCH					n/a	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
No external revenue streams are directly associated with the program. However, as noted previously, there are plans to move this program and its courses to an On Demand delivery and that would bring in revenue through DELO.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
Teachers of students with Moderate and Severe Disabilities, including students diagnosed with Autism Spectrum Disorders are in high demand across Kentucky and bordering states. In Kentucky, there are 129 school districts and within each of those districts are students with moderate and severe disabilities who must receive a Free and Appropriate Public Education according to the Individuals with Disabilities Education Act federal legislation. Recent U.S. Supreme Court cases, such as <i>Endrew F. v. Douglas County School Dist. RE-1, 580 U.S.</i> , which many see as the most significant special-education case in 35 years, are going to make it vital that school districts employ people who are versed in evidenced based strategies in delivering services to students with special needs. The MAE in Moderate and Severe Disabilities program at WKU strives to prepare professionals to do that exact job.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
The Autism Spectrum Disorders Certificate program aligns with WKU's strategic plan to engage our community and beyond in leading efforts to develop and grow the communities we serve using data, research, and forward-thinking policies; and through partnerships with K-12 education, business, industry, and government leaders, we will work together to provide a talent pipeline for the future. The program addresses the goals of continuing education and enhancing quality of life through providing a certificate program to match job market opportunities (see 3.c above) and developing shared intellectual capital and viable products through collaborations, internships, and other partnerships with our P-12 regional partners.
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>
One of the priorities of the 2016-2021 Statewide Strategic Agenda of the Council of Postsecondary Education is to, "Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path." As part of this priority, Strategy 8.3. states: "Promote academic quality and continuous improvement of programs and instruction through the implementation of the statewide Review of Existing Programs policy and similar measures." Given the current comprehensive program review and evaluation of WKU, this program is using available data to improve this program for future WKU students and the children they serve in our regional communities.
<b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>
The Special Education department prepares students of all backgrounds to become teachers in hard-to-fill positions, working with our most vulnerable P-12 population. Courses are undergirded with current research; students are often invited to be involved in community service through local, state and national opportunities with the hope that these opportunities provide lifelong learning. Our students and graduates, as special educators, enrich the quality of life for those they serve.
<b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b>
<p>The online content of this program is a strength. In Kentucky, many students pursue advanced degrees or certificates while working in the school system and by providing opportunities for distance learning, we are able to recruit individuals from across the state. Another strength of our program is that the courses are only taught by terminally-degreed professionals who have authentic experiences working with individuals on the Autism Spectrum.</p> <p>The activities to meet course objectives have been developed to promote critical thinking and bridge the research-to-practice gap. Our faculty focuses on using evidence-based practices and research to guide instruction.</p>
<b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b>
WKU has the Clinical Education Complex (CEC) which includes the Kelly Autism Program (KAP) – this is an underused gem for all of our programs. The Special Education faculty have met with the CEC's director over this past year and have plans for Special Education faculty to develop research projects involving the Kelly Autism Program so that our students can receive not only clinical experiences but research experience related to Autism. Because of the retirement of the former director of KAP and a new KAP director, opportunities are available that were not previously available for future collaborative clinical and research projects.

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>As noted above, faculty in Special Education are well aware that the ASD certificate program is very low enrollment and there has been a question of its viability moving forward. However, because the required courses are also required in the MAE programs for Moderate and Severe Disabilities, there is hope. The faculty is in the process of revamping our master’s programs to include different tracks of expertise. We are hoping to keep the ASD certificate so that it can be one of those tracks or concentrations.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>A national shortage of fully certified special education teachers has been a persistent concern over the years. By examining teacher availability by analyzing data from the annual reports to Congress over a 10-year period, findings indicate (a) that there is a nationwide shortage of teachers who are qualified to teach across all disabilities, including a particularly disproportionate shortage in the area of emotional and behavioral disorders, and (b) that there has been a dramatic decrease in the teacher shortage rate, beginning in the 1993—1994 year and continuing in subsequent years. In the 2013-14 school year, 47 states reported shortages of special education teachers. Though not a new challenge, its impact has intensified as the number of students receiving special education services has increased over the past two decades. Possible explanations for this decrease may be the expanded reliance on the proliferation of alternate or emergency certification, inclusionary practices, personnel preparation training grants, and non-categorical certification. Teacher shortages may be the most acute problem in special education. This national trend highlights the recent decline in enrollment in all teacher preparation programs. And retaining special education teachers is especially challenging.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>As noted previously, the retirement of one faculty member who was the director of KAP and coordinator of the ASD certificate program provides the faculty in special education more flexibility to market, revise, and incorporate the ASD courses into other programs.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>Current statistics from Autism Speaks via the Centers for Disease Control reports a new estimate that 1 in 59 children nationally are diagnosed on the Autism Spectrum – this is a 15% increase from just two years prior (<a href="https://www.autismspeaks.org/science-news/cdc-increases-estimate-autisms-prevalence-15-percent-1-59-children">https://www.autismspeaks.org/science-news/cdc-increases-estimate-autisms-prevalence-15-percent-1-59-children</a> ). It is believed that, with some marketing to new populations of students interested in working with individuals on the Autism Spectrum were provided, and if we move the program to an On Demand delivery, we can increase the enrollment in this program</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	Interdisciplinary Studies – School of Professional Studies
<b>College:</b>	Education and Behavioral Sciences

<b>Program Name:</b>	Bachelor of Interdisciplinary Studies
<b>Reference Number:</b>	558
<b>CIP Code:</b>	240102
<b>Degree Type (AB, BS, etc.):</b>	BIS
<b>STEM+H Degree (Y/N)</b>	No
<b>Minimum Hours Required:</b>	36
<b>List Concentrations (if any):</b>	12 emphasis areas <ul style="list-style-type: none"><li>• Arts</li><li>• Organization &amp; Communication of Ideas</li><li>• Business</li><li>• Science</li><li>• Education</li><li>• Social and Behavioral Science</li><li>• Health</li><li>• Social Justice and Equity Studies</li><li>• Humanities</li><li>• Technology</li><li>• Military</li><li>• Sustainability</li></ul>

**1. PROGRAM SUMMARY**

<b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b>
WKU’s purpose statement include, “The University places a premium on student learning; it is committed to ensuring value in a holistic learning experience through high standards for student achievement and conduct, a strong faculty, technological innovation, personalized attention, broad access, and public accountability for actions and outcomes.” <sup>1</sup> While the BIS contributes to each component above, it excels in giving personalized attention and broad access. The BIS degree offers one of the most flexible degree programs on campus (perhaps <i>the most flexible</i> ), offering an open pathway for its constituents to begin, continue, and complete a college degree. Some BIS degree paths are 100% online. Further, core requirements are offered face-to-face and online in fall, spring, and summer terms. The BIS program prides itself on openness and degree obtainment through flexibility and a hands-on, one-on-one approach in advising its students.

<sup>1</sup> “WKU Vision and Mission. Vision, and Values.” <https://www.wku.edu/about/mission.php>

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	524	549	501	465	445	
Conferrals	248	276	275	252	268	
SCHP						
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>A core part of WKU's mission is to "enrich the quality of life for those within its reach."<sup>2</sup> Assisting students in obtaining a college degree is central to the quality of life for WKU, students, the surrounding region, and the state. The Spring 2017 WKU Commencement Program lists 164 BIS graduates, the single most graduates of any major at WKU.<sup>3</sup> Further, the WKU 2017 Fact Book lists Interdisciplinary Studies as the fifth largest major at the institution.<sup>4</sup> The BIS program serves the entire institution. It does not compete with other majors, it serves as a viable pathway to graduation when traditional majors no longer fit the student.</p> <p>In short, the BIS support all student in all programs by providing an open path to graduation to any student who opts out of a prior major.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>As noted above in 2.b., the Spring 2017 WKU Commencement Program lists 164 BIS graduates, the single most graduates of any major at WKU.<sup>5</sup> Nearly 500 majors are taught and advised by four full-time faculty. Instructors teach 4/4 loads and carry advising loads in excess of 80 students each in addition to committee service and administrative duties in many cases.</p> <p>A noteworthy component of IDST is University Experience program. This first-year experience (FYE) course serves hundreds of students every academic year by assisting their transition into and navigation through college. While not an IDST-prefix course, this program is housed and administrated in the IDST unit and represented an important pieces of larger, university-wide retention efforts.</p> <p><b>University Experience (UC 175) Enrollment by Academic Year</b></p> <p><b>2015-2016</b> 506 Fall 2015 - 146 Spring 2016 - 52 Summer 2016 Total: 704</p> <p><b>2016-2017</b> 637 Fall 2016 - 108 Spring 2017 - 36 Summer 2017 Total: 781</p> <p><b>2017-2018</b> 564 Fall 2017 - 108 Spring 2018 - 61 Summer 2018 Total: 733</p>						

<sup>2</sup> "WKU Vision and Mission. Vision, and Values." <https://www.wku.edu/about/mission.php>

<sup>3</sup> See Spring 2017 Commencement Program pages 23-24 for BIS graduate list and pages 18-31 for a listing of all spring graduates for comparison.

<sup>4</sup> *WKU Fact Book 2017*, 12. [https://www.wku.edu/institutes/documents/2017\\_fact\\_book.pdf](https://www.wku.edu/institutes/documents/2017_fact_book.pdf)

<sup>5</sup> See Spring 2017 Commencement Program pages 23-24 for BIS graduate list and pages 18-31 for a listing of all spring graduates for comparison.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	5	80	2	100	4	50	1	100	2	50	
Progression			367	68.9	347	68.9	313	61.3	313	64	
150% Graduation Rate	1	100	1	100	4	25	2	0	3	100	
Time to Degree	6.11		5.85		6.29		6.14		6.55		
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
N/A											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>The BIS degree offers twelve different area of emphasis (AOE) options. Each AOE allows courses from related disciplines to be combined into a major program tailored for the needs of each individual student. By nature, the work and careers of BIS graduates varies immensely. To be clear, every single course in every single discipline offered at WKU fits in one of the twelve BIS emphases. The scale of variety is gigantic. Thus, measuring where students work after graduating proves difficult due to the vast variety that 12 emphasis options offers. Further, this degree allows for increased flexibility and customization over more traditional programs, so few students are preparing for a specific job via this degree. The BIS operates more like a degree in communication, psychology, or sociology in that while it might prepare a student for future advanced academic pursuits, it is more general in its application as an undergraduate degree in the world of work. But, by intent and design, the BIS degree is even more general than those listed above.</p> <p>With the above in mind, the department did send a career survey to all recent BIS graduates at the end of the 2016 academic year. One question on the survey asked, “Where are you currently employed and what is your job title?” While no formal data for the BIS exists, 110 responses showed BIS graduates working in fields including but not limited to education, business, health care, real estate, banking, television production, sales, non-profits, and recreation. In addition, a number of recent graduates are pursuing master’s degrees the most common of which are Student Affairs in Higher Education and Social Work.</p> <p>In this survey, two areas of employment were most prevalent amongst respondents. Twenty-six students indicated employment in the area of business/sales. Twenty-four students indicated employment in the education field.<sup>6</sup> A range of other careers were present, but these two were clearly the most common.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>Given that there are 12 emphasis areas, systematic measurement of curriculum alignment with skills related to a specific career path is not a fitting way to measure the success of the BIS. Rather, the BIS offers a degree path to hundreds of students who might otherwise stop out of college altogether. Instead, they obtain a college degree and move into the workforce with sharper research, writing, communication, and collaboration skills. Further, IDST courses focus on integrative thinking, practicing perspective-taking, and valuing diversity.</p>											

<sup>6</sup> “Bachelor of Interdisciplinary Studies Career Survey: Initial Report.” This survey was conducted by BIS graduate assistant Joshua Mata during the 2015-16 academic year.



**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The BIS is a different degree in many capacities. What follows is an attempt to give context to “success” in the BIS.

**1. Student Retention and Graduation**

Nearly all BIS students start their academic career in another major. This should be kept in mind when viewing data related to BIS major time to graduation. The vast majority of BIS students have had at least one other major and often are in need of a second option. The BIS captures students who might otherwise stop-out or drop-out entirely. Given that this is the fifth largest major at WKU and that IDST consistently produces the largest number of graduates of any single major, the program serves to promote retention and graduation in profound ways. While the program has evolved from a “General Studies” degree in Enrollment Management to the BIS housed in the CEBS, it maintains a deep commitment to helping student persist and graduate as one of its core purposes.

**2. Student Diversity**

The WKU Mission, Vision, Values and Purpose communicates a deep commitment to diversity as does the Kentucky CPE.<sup>7</sup> The BIS serves a far more diverse student population than both the WKU and state population as a whole. Consider the following.

All data below stem from WKU Institutional Research as of April 27, 2018.<sup>8</sup>

**Age**

Average age of BIS majors: 29.1 (WKU 22.0) - +7.1 years in the BIS

Non-traditional age (25+ years old) BIS students: 45.8% (WKU 14.4%)

This number includes 153 BIS students over age 30 (32.4% of BIS all majors) and 78 students over age 40 (16.5%).

Further, 10.5% of *all WKU students* aged 30 or older are BIS majors; 14.4% of WKU students aged 40+ are BIS majors; and 17.7% of WKU students aged 50+ are BIS majors.

Clearly, non-traditional students find the BIS to be a desirable option. While data for all other majors are not available here, it seems reasonable to assume that no other major serves a larger raw number or percentage of non-traditional age students as the BIS.<sup>9</sup>

**Race (percentage of BIS student body)**

White: 71% (WKU 77.0%)

Black: 23.1% (WKU 8.7%)

Other race, ethnicity, and places of origins numbers were similar to WKU institutional levels. However, the vast difference in BIS majors who are black compared with WKU as a whole is remarkable. BIS students encounter far more racial diversity in their undergraduate experience than the average WKU student.

The BIS program contains way more than double (closer to triple) the percentage of black students compared to WKU on the whole. When classrooms and online courses contain more racially and ethnically diverse minds and voices, the stated goals of experiencing, appreciating, and achieving diversity at both the WKU and CPE levels are better addressed.

Other demographic areas such as gender breakdown and student places of origin are similar to WKU institutional levels within the BIS.

In summary, BIS students experience far more diversity amongst their fellow majors and by extension their classrooms and online courses regarding age and race. This reality makes the program a powerful example of success regarding stated WKU and CPE diversity goals.

<sup>7</sup> See “WKU Mission, Vision, and Values” <https://www.wku.edu/about/mission.php> and the Kentucky CPE’s “Stronger By Degrees” publication <http://cpe.ky.gov/ourwork/documents/201621strategicagenda.pdf> (throughout, but specifically in the stated values on page 4).

<sup>8</sup> This report was generated by WKU Institutional Research for the purposes of the APR. It compiled age, gender, race, and place of origin data for 472 students in the BIS program on April 27, 2018.

<sup>9</sup> Data cited here compares the aforementioned WKU IR report (April 27, 2018) with data found in the *WKU Fact Book 2017*, 12. [https://www.wku.edu/institres/documents/2017\\_fact\\_book.pdf](https://www.wku.edu/institres/documents/2017_fact_book.pdf), 29.

### 3. Distance Learning

With careful course selection, many BIS emphases can be completed 100% online. All required IDST courses are offered online every semester in bi-term and full-term format. Required courses are also offered every summer.

### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					6	
Number of NTE Faculty					4	
Cost per SCH					\$35	
SCHP/FTF by Dept.	279	366	392	411	464	
% SCH by FTF by Dept.	45.9%	41.7%	38.0%	33.3%	32.6%	
Median Class Size by Level	10	18	20	23	26	
% Under-Enrolled Sections by Level (Upper Div)	61.1%	44.4%	41.7%	33.0%	29.7%	

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

N/A

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

There are nearly 500 IDST majors. The department has four full-time faculty who teach also advise all IDST students with 60 or more hours. Each faculty member carries over 80 advisees. Further, the BIS serves and supports students who choose or have to change majors. When a roadblock happen in their current major, the BIS offers a flexible path for them to persist, graduate, and succeed.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The BIS mission connects deeply to many parts of the WKU strategic plan, but strongly and directly contributes to these stated aims:

- Ensure access to WKU for under-represented student populations through a targeted attraction and recruitment plan.
- Set honest and realistic costs of college on which entrants can rely when planning their WKU career<sup>10</sup>

For evidence, see the numbers regarding race and age in item 3.e. above. It is worth restating that nearly a full quarter of BIS majors identify as Black students. The percentage of Black students WKU students in total is 8.7%.

Further, the BIS program directly supports the stated goal of "Completion and Success."<sup>11</sup> Of about 500 majors, nearly all of them pursue the BIS after coming out of another major or returning to WKU after taking time off from school. The BIS is critical in offering a degree path for the hundreds of students in need of a flexible degree program.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

One example connects to the Postsecondary Education Improvement Act of 1997 (HB 1) which states that its primary goal is "to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate from its current level of 45% to 60% by the year 2030."<sup>12</sup> The primary question underpinning this aim is "How can Kentucky encourage more people to take advantage of postsecondary opportunities?" Many students have to alter their path to graduation due to a range of reasons, and the BIS ensures that their academic credit in past majors can partially fulfill one of the BIS emphasis areas. Further, with minimal programmatic requirements, it offers a meaningful path to graduation on a reasonable timeline. This not only leads to more graduates, but less student debt upon graduation leaving them even better prepared to succeed in the work force and in life.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

This item is addressed above in 5.b.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Many other institutions offer variations on "general" degrees which value flexible programs of study. However, they differ in nature and focus from institution to institution. One recognizable difference here is that the WKU BIS stands as its own

<sup>10</sup>See "Climbing to Greater Heights: The WKU Strategic Plan 2018-2028," page 6.  
<https://www.wku.edu/strategicplan/documents/climbingtogreaterheights.pdf>

<sup>11</sup> Ibid, 7.

<sup>12</sup> See the Kentucky Council on Postsecondary Education's (CPE) document entitled "Stronger By Degrees: A Plan to Create A More Educated & Prosperous Kentucky" (5). Available at <http://cpe.ky.gov/ourwork/documents/201621strategicagenda.pdf>

degree at WKU alongside BA and BS degrees. This is not the case at institutions reviewed for this report. Another difference is the existing 12 areas of emphasis in the WKU BIS degree. While many institutions offer broad degrees in humanities, education, business, or the sciences, WKU also offers distinctive emphases such as Military Studies, Sustainability, Technology, and Social Justice & Equity Studies. Three somewhat comparable programs in the state are outlined below.

Kentucky State University offers a “Liberal Studies” degree. This degree is available to “Students who have completed all general University requirements for a B.A. degree, but have not completed the requirements for any particular major,” and these students “may apply for this general studies ‘completion degree.’”<sup>13</sup> The language of this degree suggests that this degree serves as an option for students with few other options.

Eastern Kentucky University offers a “General Studies” degree. While similar in its requirements, it differs from the WKU BIS degree in that these degrees are awarded by the five individual colleges at ECU and does not stand as its own degree.<sup>14</sup>

Morehead State University offers a “University Studies” degree. The nature of this degree is different in that there are no areas of emphasis. In this degree, “A major, minor or area is not required for the Bachelor of University Studies (BUS). Students may take a wide variety of subjects or concentrate all studies beyond the general education requirements in a single discipline.”<sup>15</sup>

To sum up, no other state institution offers the range of emphases, a stand-alone degree, or the robust focus on intentional, interdisciplinary thinking as the WKU BIS program.

**e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)**

<sup>13</sup> “Liberal Studies Degree,” <http://kysu.edu/academics/college-of-arts-and-sciences/school-of-honors/liberal-studies-degrees/>

<sup>14</sup> “General Studies Degree Requirements,” <https://soto.eku.edu/generalstudies>

<sup>15</sup> “University Studies,” <https://www.moreheadstate.edu/study/universitystudies>

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Interdisciplinary connections serve as the bedrock for the entire BIS program. In short, it is the reason we exist. Our students practice perspective-taking from different disciplinary points of view in order to better appreciate the complexity of world and better solve its complicated issues. Specialists are needed to provide depth, expertise, and specificity. Interdisciplinary thinkers are needed to make connections and see the larger picture. Teams of specialists and generalists often make for effective teams in business, leadership, and many areas of life. Communicating what IDST does to all entities on campus can help reveal how the BIS *serves all WKU students*. The BIS major is not about recruitment/conversion of students into the major as it is about assisting and serving all students who may need or require a change in major. The BIS serves WKU with flexible degree programs which lead to success and graduation for students requiring such.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

Interdisciplinary programs vary greatly from school to school and the BIS is a stand-alone degree with 12 different emphases which draw from literally all departments on campus. National trend comparisons for this degree are not applicable due to the enormous incarnations of interdisciplinary studies/general studies programs.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

1. This academic year (2018-19), each IDST faculty member's advising load has more than doubled from about 40 students to over 80 advisees each. This comes as a result of the new centralized advising model which included moving a former full-time BIS advisor out of the unit and into the Academic and Career Development Center. A few years ago, full-time IDST faculty taught 4/4 loads and fulfilled their service components as outlined in their workload agreements. That is, teaching four courses plus university service expectations was considered a full instructor workload. Three years ago, an advising load of 40 students was added to faculty workloads, and those advising loads doubled this academic year with no workload reduction in teaching or service. While this has created substantial work increases, it also guarantees that every IDST major has a faculty advisor in their junior and senior years.
2. Within the last three years, a number of programmatic and degree requirements were adjusted to streamline time-to-degree-completion for students.
  - a. Creation of a 1.0-hour IDST Capstone Course (IDST 499). For students meeting all other graduation requirements, this five-week, online option fulfills the capstone component in place of the more traditional 3.0-hour option (IDST 495).
  - b. Expansion of All Area of Emphasis (AOE) Course Menus. Historically, the AOE lists contained highly selective lists of courses which were overwhelming to decipher for many students. The SPS director and BIS unit leader revamped the list to identify the most relevant disciplines for each AOE so that any course within those disciplines will count within the appropriate emphasis. This greatly simplified the AOE lists while expanding the relevant options within in each emphasis.
  - c. Adjustment of Hours Required in the Major. IDST 395 (highly encouraged) and IDST 495/399 (required) now count within the 36 required hours for the major, lowering the total required hours from 42 to 36.
  - d. Approval of a Minor in the BIS Major. Due to the changes above in (c.), students now have the option of selecting a minor. This allows students with many hours from one discipline the option of completing a meaningful minor in a former major/minor area while also pursuing a flexible major.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

Through advising connections and relationship-building with top feeder majors, the BIS has established a strong working relationship with advisors GFCB and CEBS as a large number of BIS students flow from these colleges. Within other colleges, specific majors rely on the BIS as an alternative for their former students as well (Exercise Science, for example). In coming years, the BIS will continue its work in being seen as a program which can assist outgoing majors from all programs across campus. The BIS message centers on being a supporter of all WKU students, but not a recruiter of all WKU students from more traditional majors. The program exists as an avenue for any student in need of a flexible degree program with a relatively short pathway to graduation.

Challenges to this work include some remaining negative stigmas regarding the BIS degree. This is understandable as it stems primarily from a lack of understanding about the degree and its students. In the coming years, the BIS program will continue to work on educating the WKU community regarding its important role in helping hundreds of students complete their degree.

**e. What recommendation would you put forward for the program (check one)?**

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Business and Marketing Education
<b>Reference Number:</b>	#621
<b>CIP Code:</b>	131303
<b>Degree Type (AB, BS, etc.):</b>	BS
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	128
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Business & Marketing Education (B&M Ed) program prepares candidate to (1) become business and/or marketing teachers in high schools, and/or, (2) prepare for post-baccalaureate education, and/or (3) become employees and/or trainers in industry, and, (4) educated consumers. The program is in a state of growth. Further, there is a critical shortage of Business & Marketing teachers. The program utilizes a variety of delivery methods including (but not limited to) in-class instruction, online delivery, and/or in-schools clinical instruction and experiences. Majors in this program take a combination of business core courses and education courses. Entrance into teacher education requires all candidates to pass the Praxis I exam and to maintain a 2.75 grade point average.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	14	15	17	13	16	89
Conferrals	1	3	3	0	2	22
SCHP	67	165	121	51	104	991
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>This program promotes the WKU Mission, “prepare students to be productive, engaged, and socially responsible citizens of a global society.” This program readies teachers to prepare students for real jobs in a global society and postsecondary education. Candidates learn business skills that help with employability, to be educated consumers, and contributing members of a global society. Students learn job skills such as computer applications and accounting. They learn to be productive citizens and consumers in finance. The B&amp;M Ed program supports the College of Education and Behavioral Sciences mission, “Empowering individuals to lead and serve our dynamic world,” by offering skills to be highly trained teachers, astute business people, and educated consumers. This program supports other programs by offering computer applications courses for business students, education majors, and university college majors. Further, this program offers instruction in business communication that is utilized by many business majors and university college majors. A major opportunity for the future of the program would be the offering of the Master of Arts in Teaching (MAT) by the online delivery mode. This would offer any business major with a bachelor’s degree to become certified to teach business with a Master’s degree.</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>According to Betty Montgomery, Director of the Kentucky Department Of Education: Business &amp; Marketing Education division, the number of students enrolled in business and marketing classes in Kentucky are at their highest levels. This makes the critical shortage of teachers very challenging. Schools across Kentucky are not finding the number of candidates needed to teach these classes. The B&amp;M Education program at WKU is looking toward growth with ideas and possibilities such as offering an online MAT program and creating articulation agreements with high schools that would allow students to obtain credit toward their B&amp;M Ed degree. The growing number of jobs indicates there is a large potential for growth in this program.</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	10	90.0	4	100.0	4	25.0	7	28.6	4	50.0	69.4
Progression			12	58.3	11	45.5	17	29.4	8	75.0	61.3
150% Graduation Rate	7	28.6	4	75.0	6	33.3	3	0.0	10	60.0	54.1
Time to Degree	2.00 (N=1)		4.00 (N=3)		7.78 (N=3)				5.00 (N=2)		4.39
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The two major means of assessment would be the success rate on the national Praxis exam for content knowledge and success in student teaching. Considering the success rate for the Praxis exam for content knowledge, 100% of B&amp;M Ed program completers have passed this exam for over a decade. Candidates in student teaching must display day-to-day teaching abilities. Further, candidates in student teaching must complete a Teacher Work Sample, which is a comprehensive look at the skills needed to be a teacher (curriculum development, lesson planning, delivery, assessment, analysis of learning, etc.). For over a decade 100% of candidates have been successful in producing a positive TWS. Changes have been made to reinforce this success rate such as development of instructional videos to complement instruction on the TWS.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>This program does not currently systematically gather and incorporate feedback other than what is referenced in 3b.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>This program does not currently systematically gather and incorporate feedback other than what is referenced in 3b.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p>The graduates of this program have been very successful. With the number of teaching positions outnumbering the number of graduates throughout the state, teaching jobs have been plentiful. Further, a number of past graduates have communicated they have moved into administration positions such as principals, guidance counselors, and career and technical education coordinators. Graduates of this program also have the ability to enter positions in business in such positions as (but not limited to) managers, marketers, or trainers.</p>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					1.02	12
Number of NTE Faculty					0	4
Cost per SCH					636	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	18	17	16	15	17	19
% Under-Enrolled Sections by Level	41.9	45.1	46.2	46.8	38.0	36.3
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
Currently no external revenue streams.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
The most important goal of this program is to develop highly qualified teachers who in turn will produce students who will be productive as business teachers, employees, managers, etc. These students will be astute consumers and exhibit respect and responsibility toward others. This program directly promotes career and life development.
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>
If every person in this country were educated in the most basic concepts of financial education, it would enhance the economy. Kentucky enjoys greater prosperity and a higher quality of life due to business teachers in schools that produce students who become highly skilled in business subjects such as personal finance, economics and consumerism. These graduates offer Kentucky a highly trained workforce that promotes job growth, career opportunities, and greater prosperity for our state.
<b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>
The B&M Ed program only provides highly skilled high school business teachers. These teachers produce a highly trained workforce for Kentucky. Further, this program produces adult education instructors, industry trainers, community college and university faculty, and Career and Technical Education center instructors. Many program graduates choose to work in business in a variety of business-related areas.
<b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b>
The B&M Ed program offers a variety of instructional delivery methods including online delivery and clinical-based delivery. Majors spend a minimum of 200 hours in public school settings prior to student teaching. They must engage in a variety of experiences such as attending school board meetings, meeting with parents/guardians, and delivering instruction. Graduates of the program at WKU have been highly sought after by school districts. Further, our graduates have become leaders of education and career and technical education in our state.
<b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b>
The program goals align directly with the University strategic plan. The program seeks to produce citizens who are employable, economically educated, and responsible citizens. Further, the program seeks to produce teachers who will instill these values in their future students.

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>The number of jobs available are plentiful, not only in Kentucky but in other states. Therefore, the market for students who wish to be teachers should be a large one. A significant market that we are not reaching at WKU are people with business degrees who wish to become a business teacher. This market would include, but not be limited to, people with degrees in management, marketing, accounting, computer information systems, etc. The largest obstacle to reaching this market is that most of these potential candidates have are working full-time jobs. Therefore, it would be necessary to offer the program via the online delivery method. This program would like to develop articulation agreements with Kentucky high schools that would allow students in business programs to achieve college credit for specified computer applications courses. Students who participate would come to WKU and already have an investment in the B&amp;M Ed. Program which could help with marketing new students and retaining those students to completion.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>The B&amp;M Ed program aligns with standards produced by the National Business Education Association.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>A plan has been developed to reduce the number of required hours to 120 in conjunction with the forthcoming Core Curriculum for all undergraduate majors associate with Teacher Education. The target is to help reduce the number of students who change their major in order to graduate earlier. The development of articulation agreements with high schools have been discussed with high school business faculty at two regional high schools. These agreements would offer college credit for specific computer applications classes that will satisfy some of the credits required in the B&amp;M Ed program. Discussions are taking place with the program faculty and administrators to move our MAT program to the online delivery method to accommodate possible candidates who work full-time jobs but would like to become business teachers.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>In five years, we see the B&amp;M Ed program in a state of growth. In ten years, we see the program with sufficient numbers of graduates to meet the need for business and/or marketing teacher positions in the state of Kentucky. The first steps to achieving these goals would be to (1) reduce the number of required hours to 120. (2) Offer the MAT program online. (3) Approve articulation agreements with high school business programs that allow students to come to WKU with credits toward their degree in the B&amp;M Ed program. (4) Offer students an alternative to the current secondary education program that requires students to attend classes at specified regional public schools two days per week for eight hours each day. This eliminates any student who live too far from Bowling Green, must work during those days to fund their education, wish to double major, participate in extracurricular activities such as sports, band, etc. Instead of restricting these students, we would like to see alternative methods of delivery such as online and/or distance learning classes.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018

Department/School:	School of Professional Studies
College:	College of education and Behavioral Sciences

Program Name:	Business Studies
Reference Number:	Real Estate
CIP Code:	521501
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	N
Minimum Hours Required:	27
List Concentrations (if any):	

**1. PROGRAM SUMMARY**

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

**The real estate certificate is a by-product of the AA in Business Management with a concentration in Real Estate. Therefore, it does not require any additional resources. Students majoring in the Business program with a focus on real estate usually pursue in parallel the certificate for its employability appeal.** The AA in Business at WKU has historically served as a gateway into higher education for underrepresented students and/or first generation college students. Many of our students enter WKU as associate degree seeking and upon completing the program ultimately end up pursuing higher-level degrees as the program offers a seamless transition to 4-year degrees through our 2 + 2 options. As such, the program also serves as a feeder to several baccalaureate degrees. We also serve a large population of adult learners many of whom use the program to enhance their careers and earning potential. Several of our classes are also offered as electives in other degree programs as they contain information that has a broad interdisciplinary impact and appeal. Some of the programs using some of our courses are construction management, business education, and other health services programs. The program is offered both online and face-to-face. The online delivery has helped the recruitment of both traditional and non-traditional students who, for a variety of reasons, find it difficult to pursue higher education in a traditional classroom setting. The program serves the state's workforce-ready initiative.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	144	114	95	88	109	26
Conferrals	15	17	18	6	34	9
SCHP	1,128	861	834	871	867	225
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Business 288 has been a feeder to several baccalaureate programs, namely the management program in the college of business, sports management, and the leadership program. With the new WFA baccalaureate, students in the Business 288 will have an additional option to pursue a 4-year degree, especially adult learners who look for distance learning modalities thereby attracting more students (WFA is designed to be offered 100% online). As such, Business 288 is involved in several JUMP programs from associate to baccalaureate degrees. The program also serves the institutional mission and is consistent with the state goals in that it provides workforce-ready degrees and certificates and serves South Central Kentucky economies. Currently, and in addition to our regular students, the program is serving 3 cohorts from TTX Railroad Corporation employees (from the region and other states), and we expect the 4<sup>th</sup> cohort to start Fall 2019. And as part of the Workforce Scholarship Program promoted by Governor Bevin, the program enrolled a cohort of 25 students for its HR certificate. We serve High School Students through the Dual Credit Program at WKU. Since Fall of 2015 we have provided over 200 high school students the opportunity to take BUS 100C (recruitment tool).</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>We would like to emphasize the fact that we did not market our program to TTX Railroad Corporation. TTX did its own homework and selected our program among many for its workforce-ready nature and its effective online delivery.</p> <p>BUS 100 is a colonnade course. We also offer 2 sections of ACC 200 and one section of ACC 201, with an average of 50 students per section, to address the university's demand for these two courses.</p> <p>Students from other department double major in our program to increase their employability.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	14	21.4%	9	22.2%	23	52.2%	12	50%	21	33.3%	33.3%
Progression	NA	NA	139	28.1%	107	33.6%	94	24.5%	87	24.1%	64.3%
150% Graduation Rate	34	5.9%	14	0.0%	9	0.0%	23	4.3%	12	0.0%	10.4%
Time to Degree	5.31		6.46		5.22		3.34		7.85		6.13
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Students will demonstrate competency in written and oral business communication.</li> <li>2. Students will demonstrate competency in research and inquiry skills.</li> <li>3. Students will demonstrate and appreciate teamwork and collaboration.</li> <li>4. Students will exhibit requisite competency level within their discipline at point of degree completion.</li> </ol> <p>At the program level, student learning outcomes are assessed using a capstone course (BUS 253C). The capstone course uses several activities as assessment artifacts, which culminate in a course project. These activities target business communication (both oral and written), research and inquiry skills, teamwork and collaboration, and business acumen. Students research business topics as a group of 3 to 4 students, present their results and deliver a written report. Students met a target of 75% score by achieving scores above 80% on all learning outcomes. The course and learning activities are appropriate for the program and will be retained. However, we plan to add job hunting and interviewing skills to the course to help students integrate the workforce.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>The program is served with 3 full time faculty and several adjuncts who work for employers in the area. These adjuncts have helped place students in internships and/or employment positions. That is, our students are placed throughout local businesses and benefit from the assistance of our adjuncts who serve as an effective link to these businesses. Our connections with local businesses maintain us current with job and internship opportunities for our students.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>No formal survey of employers has been conducted. However, the program uses industry veterans as adjuncts who teach in the program. Those part-time instructors are not only satisfied with the program but also have helped place graduates in meaningful jobs with their employers and other businesses in the area. Other students who stayed in contact with faculty have also, informally, expressed their satisfaction with the degree they earned. Students have emphasized the nature of the applied skills they learned which served them well and constantly reported that they were quite prepared to successfully integrate the workforce. However, employers often mention they would like to hire graduates with</p>											

hands-on training and applied skills. The use of case studies to mimic real-world business situations problem-solving-based learning were implemented to enhance students' hands-on preparation.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The department does not have the necessary resources to track alumni achievements. We can, however, document informal graduates' satisfaction with the program. As mentioned above, students often expressed their satisfaction with the program. Our graduates, in general, have a positive track record of being employed by employers in the area. Nonetheless, we plan to implement an exit interview/questioner with our graduates to learn about their career plans and have access to their permanent contact information so that we can formally document their achievements and career highlights. Time to degree is the result of students being part-time adult learners or full time workers.



#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					6	12
Number of NTE Faculty					4	4
Cost per SCH					\$35	\$128
SCHP/FTF by Dept.	279	366	392	411	464	375
% SCH by FTF by Dept.	45.9%	41.7%	38%	33.3%	32.6%	75.8%
Median Class Size by Level	10	18	20	23	26	19
% Under-Enrolled Sections by Level	61.1%	44.4%	41.7%	33%	29.7%	36.3%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The business 288 program is a 2-year program and as such it benefits from Perkins grant. The grant is basically the only source that has funded faculty professional development. In addition, the grant has funded a couple of computer labs and an IVS room (interactive videoconferencing service) used to deliver course content directly (live) to students attending regional campuses. The grant also provides faculty with technology devices to facilitate distance learning.</p> <p>Business 288 also receives a Real Estate grant from Kentucky Real Estate Commission. The grant provides funds for printing, marketing, memberships, and other conferences attendance.</p> <p>Business 288 also generates substantial revenues to DELO and the department as most of its students take online courses.</p> <p>In addition, the program has attracted several sponsors who provide students with annual scholarships:</p> <ul style="list-style-type: none"> <li>• Gloria Young Hovious Memorial Scholarship (\$600.00);</li> <li>• Clyde B. Cates Scholarship (2 * \$600.00);</li> <li>• The Bowling Green Chapter of International Association of Administrative Professionals Scholarship (2 * \$875.00).</li> </ul>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
3 full time faculty and other adjuncts serve the business 288 (100 majors). The program is delivered at a very low cost with 867 SCHP comparing to 225 SCHP generated by its peers.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

**Objective 2.1 Enhance the diversity and international profile of faculty, staff, and student populations.** We offer associates degrees (AA) in Business. We have an open admission and our students come from all backgrounds and ethnicities. The diversity of the faculty in the program helps bring a unique perspective which greatly benefits our students. Our three full-time faculty who serve the program are all foreign-born.

**Objective 2.2 increase student retention, persistence, and timely graduation.** We provide a supportive educational environment where we communicate regularly with our students and develop a trusting relationship. This relationship-building process makes students feel comfortable in approaching the faculty members to seek help, support, and guidance. It also led students to continue pursuing 4-year degrees.

**Objective 3.1 Expand WKU's economic impact on the region through student, faculty, and staff engagement.**

- We now offer this program completely online, which provides increased flexibility for traditional and non-traditional students seeking flexible delivery modes.
- Due to an initiative with DELO, we have created a partnership with TTX Railroad Corporation to offer the degree online to its employees in the region (and throughout the United States). We are currently serving three cohorts from TTX.

In addition, the program provides a critical link to WKU's Strategic Plan of increasing and improving access to postsecondary education. Students often begin their educational journey in this program. And although some are content with the qualification they earn and enter the workforce upon graduation, others use the AA program in business as a springboard to continue their education to more advanced degrees. A number of our graduates have gone on to earn bachelors, masters, and even terminal degrees (Dr. Amber Scott-a 2016 graduate of WKU's Ed.D Program) started in our program.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

We are offering the HR Certificate through our regional campuses. This program was initiated as part of the Workforce Scholarship Program promoted by Governor Bevin.

**Success: 6.1 Improve student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation.** Program faculty teach and advise students. Faculty practice intrusive advising to increase retention and enhance students' experiences.

**Success: 6.3 Share, implement, and evaluate high-impact educational practices that accelerate persistence and completion.** Given the demographics served by this program (adult learners), the department decided to deliver the program 100% online to reach out to a wider population that geographical and/or work conditions would have otherwise not permitted them to attend college. Meanwhile the program is also offered on a face-to-face format to serve the needs of different demographics.

**Impact 9.3 Work with the employer community, foundations, and state agencies to provide "work and learn" opportunities, including experiential or project-based learning, co-ops, internships, externships, and clinical experiences.** The program is served with 3 full time faculty and several adjuncts who work for employers in the area. These adjuncts have helped place students in internships and/or employment positions.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The degree is offered in a traditional classroom setting and provides the added flexibility of web based learning. All of the required classes are offered on-line and we have recently begun offering classes in five-week sessions which allows students to take one class at a time and still complete the program in a two year time span. This flexible scheduling is particularly appealing to students who have family or work commitments that would have previously precluded them from pursuing a degree. In addition, the real estate curriculum is sponsored by the Kentucky Real Estate Commission.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

This program is different from existing programs at other institutions because it provides students with an opportunity to pursue a 4-year degree in Management and/or Leadership Studies. The department has articulated an agreement with both the Leadership Studies and Management programs to provide our graduates with a seamless transition to a 4-year degree. Students transfer all their credits.

Currently, the program is serving 3 DELO cohorts.

It serves 3 high schools providing Dual Credit courses

One of the main objectives of the program is to provide a complete distance learning solution to reach and serve a diverse body of students who may not otherwise be able to attend WKU. To this end, substantial efforts have been made to develop online courses that are ADA compliant and totally accessible. The program serves a diverse population (non-traditional students, students from different backgrounds as well as students with different academic and physical capabilities)

The program is unique to the region and provides a gateway to the University's Gordon Ford College of Business. This opportunity provides a distinct advantage to student recruitment efforts.

3 full time and diverse faculty (the 3 are foreign-born) serve the program. They bring a unique perspective to students' learning experiences.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The program has been serving our regional campuses through IVS and online delivery.

The previous APR Committee's comments mentioned that enrolment and degrees awarded were stable and that publication and presentation records seemed strong.

The primary strength as being a gateway to the University's Gordon Ford College of Business and other 4-year degrees on campus provides the program with a distinct and unique characteristic.

The goal of the Business 288 Program is to prepare students for a successful integration of the workforce. The curriculum is based on applied skills.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Opportunities for growth and increased quality can be realized by increasing marketing and recruiting efforts, which will improve knowledge about the opportunities the program has to offer. In addition, an evaluation of the core competencies as they relate to program effectiveness and students' learning outcomes would direct our focus on key quality indicators. And strengthening our ties with businesses in the area is another opportunity that offer room for growth.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

Many, if not all, of the national trends for similar programs focused on workforce readiness and the employability of graduates. Changes were implemented to align the curriculum with market demands as they addressed the needs of potential employers. These changes focused more on applied skills such as making BUS 245C and BUS 248C (Managing Diversity in the Workplace and Supervisory Management, respectively) required versus electives. The program is served with adjuncts, as instructors who work for potential employers in the area, whose valuable feedback was essential to the development of the changes.

Office Management Concentration: Change to Office Management and Supervision.

Changed BUS 253C to a Capstone course

Change OST 225C to BUS 225C

Change OST 255C to BUS 254C

Replace OST 220C or OST 221C or OST 222C (6 hours) with BUS 245C and BUS 248C

Replace OST 217C with BUS 257C

General Education requirements: change COMN161C with a Category A elective; change ECO 202C and ECO 203C with ECO 150C and a Category C elective; change category D requirement from Math 116C to either Math 109C or Math 116C.

Increase in non-traditional student and the decrease of traditional students for similar programs align with national trends.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Since the last review several changes were made to the program for more efficiency and effectiveness. Changes reflected the changing demands of current and future majors. Office Systems technologies and Information Systems concentrations were both discontinued for a lack of efficiency. However, we added a new leadership option for the 2+2 concentration. BUS 253C was redesigned to explore essential skills that employers want, includes self-learning, communication and personal effectiveness, problem solving, goal setting, group effectiveness, influencing, managing personal and professional growth, and establishing standards of performance in the workplace. Career development, planning, management, and necessary employability and job search skills were included in the revised content as well. BUS 253 is used as an assessment tool for the program's LOs.

In addition to the changes mentioned in (b), the following changes were made for more emphasis on the job market's demands:

Business Management Concentration: Replace 6 hours of Business Electives with BUS 245C Managing Diversity in the Workplace and BUS 248C Supervisory Management. General Education requirements: change COMN161C with a Category A elective; change ECO 202C and ECO 203C with ECO 150C and a Category C elective; change category D requirement from Math 116C to either Math 109C or Math 116C. Change BUS 253C Business Seminar to BUS 253C Management Capstone.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

There is potential for enrollment growth for cohort and non-traditional students. By capitalizing on WKU's brand, focusing our marketing efforts, and strengthening current and developing new business relationships, the program is poised to grow or at a minimum sustain its current condition. Business 288 serves unique needs and is delivered at a very low cost (it generates enough revenues to sustain its own operations).

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	School of Professional Studies
<b>College:</b>	College of education and Behavioral Sciences

<b>Program Name:</b>	Business Studies
<b>Reference Number:</b>	288
<b>CIP Code:</b>	520201
<b>Degree Type (AB, BS, etc.):</b>	AA
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	60
<b>List Concentrations (if any):</b>	Business Management, Business Management Prep (2 +2), Leadership, Office Management and Supervision, Real Estate.

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The AA in Business at WKU has historically served as a gateway into higher education for underrepresented students and/or first generation college students. Many of our students enter WKU as associate degree seeking and upon completing the program ultimately end up pursuing higher-level degrees as the program offers a seamless transition to 4-year degrees through our 2 + 2 options. As such, the program also serves as a feeder to several baccalaureate degrees. We also serve a large population of adult learners many of whom use the program to enhance their careers and earning potential. Several of our classes are also offered as electives in other degree programs as they contain information that has a broad interdisciplinary impact and appeal. Some of the programs using some of our courses are construction management, business education, and other health services programs. The program is offered both online and face-to-face. The online delivery has helped the recruitment of both traditional and non-traditional students who, for a variety of reasons, find it difficult to pursue higher education in a traditional classroom setting. The program serves the state's workforce-ready initiative.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	144	114	95	88	109	26
Conferrals	15	17	18	6	34	9
SCHP	1,128	861	834	871	867	225
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Business 288 has been a feeder to several baccalaureate programs, namely the management program in the college of business, sports management, and the leadership program. With the new WFA baccalaureate, students in the Business 288 will have an additional option to pursue a 4-year degree, especially adult learners who look for distance learning modalities thereby attracting more students (WFA is designed to be offered 100% online). As such, Business 288 is involved in several JUMP programs from associate to baccalaureate degrees. The program also serves the institutional mission and is consistent with the state goals in that it provides workforce-ready degrees and certificates and serves South Central Kentucky economies. Currently, and in addition to our regular students, the program is serving 3 cohorts from TTX Railroad Corporation employees (from the region and other states), and we expect the 4<sup>th</sup> cohort to start Fall 2019. And as part of the Workforce Scholarship Program promoted by Governor Bevin, the program enrolled a cohort of 25 students for its HR certificate. We serve High School Students through the Dual Credit Program at WKU. Since Fall of 2015 we have provided over 200 high school students the opportunity to take BUS 100C (recruitment tool).</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>We would like to emphasize the fact that we did not market our program to TTX Railroad Corporation. TTX did its own homework and selected our program among many for its workforce-ready nature and its effective online delivery.</p> <p>BUS 100 is a colonnade course. We also offer 2 sections of ACC 200 and one section of ACC 201, with an average of 50 students per section, to address the university's demand for these two courses.</p> <p>Students from other department double major in our program to increase their employability.</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	14	21.4%	9	22.2%	23	52.2%	12	50%	21	33.3%	33.3%
Progression	NA	NA	139	28.1%	107	33.6%	94	24.5%	87	24.1%	64.3%
150% Graduation Rate	34	5.9%	14	0.0%	9	0.0%	23	4.3%	12	0.0%	10.4%
Time to Degree	5.31		6.46		5.22		3.34		7.85		6.13
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Students will demonstrate competency in written and oral business communication.</li> <li>2. Students will demonstrate competency in research and inquiry skills.</li> <li>3. Students will demonstrate and appreciate teamwork and collaboration.</li> <li>4. Students will exhibit requisite competency level within their discipline at point of degree completion.</li> </ol> <p>At the program level, student learning outcomes are assessed using a capstone course (BUS 253C). The capstone course uses several activities as assessment artifacts, which culminate in a course project. These activities target business communication (both oral and written), research and inquiry skills, teamwork and collaboration, and business acumen. Students research business topics as a group of 3 to 4 students, present their results and deliver a written report. Students met a target of 75% score by achieving scores above 80% on all learning outcomes. The course and learning activities are appropriate for the program and will be retained. However, we plan to add job hunting and interviewing skills to the course to help students integrate the workforce.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>The program is served with 3 full time faculty and several adjuncts who work for employers in the area. These adjuncts have helped place students in internships and/or employment positions. That is, our students are placed throughout local businesses and benefit from the assistance of our adjuncts who serve as an effective link to these businesses. Our connections with local businesses maintain us current with job and internship opportunities for our students.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>No formal survey of employers has been conducted. However, the program uses industry veterans as adjuncts who teach in the program. Those part-time instructors are not only satisfied with the program but also have helped place graduates in meaningful jobs with their employers and other businesses in the area. Other students who stayed in contact with faculty have also, informally, expressed their satisfaction with the degree they earned. Students have emphasized the nature of the applied skills they learned which served them well and constantly reported that they were quite prepared to successfully integrate the workforce. However, employers often mention they would like to hire graduates with</p>											



hands-on training and applied skills. The use of case studies to mimic real-world business situations problem-solving-based learning were implemented to enhance students' hands-on preparation.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The department does not have the necessary resources to track alumni achievements. We can, however, document informal graduates' satisfaction with the program. As mentioned above, students often expressed their satisfaction with the program. Our graduates, in general, have a positive track record of being employed by employers in the area. Nonetheless, we plan to implement an exit interview/questioner with our graduates to learn about their career plans and have access to their permanent contact information so that we can formally document their achievements and career highlights. Time to degree is the result of students being part-time adult learners or full time workers.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					6	12
Number of NTE Faculty					4	4
Cost per SCH					\$35	\$128
SCHP/FTF by Dept.	279	366	392	411	464	375
% SCH by FTF by Dept.	45.9%	41.7%	38%	33.3%	32.6%	75.8%
Median Class Size by Level	10	18	20	23	26	19
% Under-Enrolled Sections by Level	61.1%	44.4%	41.7%	33%	29.7%	36.3%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The business 288 program is a 2-year program and as such it benefits from Perkins grant. The grant is basically the only source that has funded faculty professional development. In addition, the grant has funded a couple of computer labs and an IVS room (interactive videoconferencing service) used to deliver course content directly (live) to students attending regional campuses. The grant also provides faculty with technology devices to facilitate distance learning.</p> <p>Business 288 also receives a Real Estate grant from Kentucky Real Estate Commission. The grant provides funds for printing, marketing, memberships, and other conferences attendance.</p> <p>Business 288 also generates substantial revenues to DELO and the department as most of its students take online courses.</p> <p>In addition, the program has attracted several sponsors who provide students with annual scholarships:</p> <ul style="list-style-type: none"> <li>• Gloria Young Hovious Memorial Scholarship (\$600.00);</li> <li>• Clyde B. Cates Scholarship (2 * \$600.00);</li> <li>• The Bowling Green Chapter of International Association of Administrative Professionals Scholarship (2 * \$875.00).</li> </ul>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
3 full time faculty and other adjuncts serve the business 288 (100 majors). The program is delivered at a very low cost with 867 SCHP comparing to 225 SCHP generated by its peers.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

**Objective 2.1 Enhance the diversity and international profile of faculty, staff, and student populations.** We offer associates degrees (AA) in Business. We have an open admission and our students come from all backgrounds and ethnicities. The diversity of the faculty in the program helps bring a unique perspective which greatly benefits our students. Our three full-time faculty who serve the program are all foreign-born.

**Objective 2.2 increase student retention, persistence, and timely graduation.** We provide a supportive educational environment where we communicate regularly with our students and develop a trusting relationship. This relationship-building process makes students feel comfortable in approaching the faculty members to seek help, support, and guidance. It also led students to continue pursuing 4-year degrees.

**Objective 3.1 Expand WKU's economic impact on the region through student, faculty, and staff engagement.**

- We now offer this program completely online, which provides increased flexibility for traditional and non-traditional students seeking flexible delivery modes.
- Due to an initiative with DELO, we have created a partnership with TTX Railroad Corporation to offer the degree online to its employees in the region (and throughout the United States). We are currently serving three cohorts from TTX.

In addition, the program provides a critical link to WKU's Strategic Plan of increasing and improving access to postsecondary education. Students often begin their educational journey in this program. And although some are content with the qualification they earn and enter the workforce upon graduation, others use the AA program in business as a springboard to continue their education to more advanced degrees. A number of our graduates have gone on to earn bachelors, masters, and even terminal degrees (Dr. Amber Scott-a 2016 graduate of WKU's Ed.D Program) started in our program.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

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**Success: 6.1 Improve student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation.** Program faculty teach and advise students. Faculty practice intrusive advising to increase retention and enhance students' experiences.

**Success: 6.3 Share, implement, and evaluate high-impact educational practices that accelerate persistence and completion.** Given the demographics served by this program (adult learners), the department decided to deliver the program 100% online to reach out to a wider population that geographical and/or work conditions would have otherwise not permitted them to attend college. Meanwhile the program is also offered on a face-to-face format to serve the needs of different demographics.

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It serves 3 high schools providing Dual Credit courses

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The goal of the Business 288 Program is to prepare students for a successful integration of the workforce. The curriculum is based on applied skills.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Opportunities for growth and increased quality can be realized by increasing marketing and recruiting efforts, which will improve knowledge about the opportunities the program has to offer. In addition, an evaluation of the core competencies as they relate to program effectiveness and students' learning outcomes would direct our focus on key quality indicators. And strengthening our ties with businesses in the area is another opportunity that offer room for growth.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

Many, if not all, of the national trends for similar programs focused on workforce readiness and the employability of graduates. Changes were implemented to align the curriculum with market demands as they addressed the needs of potential employers. These changes focused more on applied skills such as making BUS 245C and BUS 248C (Managing Diversity in the Workplace and Supervisory Management, respectively) required versus electives. The program is served with adjuncts, as instructors who work for potential employers in the area, whose valuable feedback was essential to the development of the changes.

Office Management Concentration: Change to Office Management and Supervision.

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Change OST 225C to BUS 225C

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Replace OST 220C or OST 221C or OST 222C (6 hours) with BUS 245C and BUS 248C

Replace OST 217C with BUS 257C

General Education requirements: change COMN161C with a Category A elective; change ECO 202C and ECO 203C with ECO 150C and a Category C elective; change category D requirement from Math 116C to either Math 109C or Math 116C.

Increase in non-traditional student and the decrease of traditional students for similar programs align with national trends.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Since the last review several changes were made to the program for more efficiency and effectiveness. Changes reflected the changing demands of current and future majors. Office Systems technologies and Information Systems concentrations were both discontinued for a lack of efficiency. However, we added a new leadership option for the 2+2 concentration. BUS 253C was redesigned to explore essential skills that employers want, includes self-learning, communication and personal effectiveness, problem solving, goal setting, group effectiveness, influencing, managing personal and professional growth, and establishing standards of performance in the workplace. Career development, planning, management, and necessary employability and job search skills were included in the revised content as well. BUS 253 is used as an assessment tool for the program's LOs.

In addition to the changes mentioned in (b), the following changes were made for more emphasis on the job market's demands:

Business Management Concentration: Replace 6 hours of Business Electives with BUS 245C Managing Diversity in the Workplace and BUS 248C Supervisory Management. General Education requirements: change COMN161C with a Category A elective; change ECO 202C and ECO 203C with ECO 150C and a Category C elective; change category D requirement from Math 116C to either Math 109C or Math 116C. Change BUS 253C Business Seminar to BUS 253C Management Capstone.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

There is potential for enrollment growth for cohort and non-traditional students. By capitalizing on WKU's brand, focusing our marketing efforts, and strengthening current and developing new business relationships, the program is poised to grow or at a minimum sustain its current condition. Business 288 serves unique needs and is delivered at a very low cost (it generates enough revenues to sustain its own operations).

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**College of Education and Behavioral Sciences**

**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
2017- 2018**

**To access individual documents,  
use linked bookmarks on left**



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	Educational Administration, Leadership, and Research
<b>College:</b>	College of Education and Behavioral Science

<b>Program Name:</b>	Certificate in Adult Education
<b>Reference Number:</b>	0162
<b>CIP Code:</b>	131201
<b>Degree Type (AB, BS, etc.):</b>	Certificate
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	12
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Due to low enrollments, the department has begun the process of suspending this certificate.



**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	3	1	2	0	3	4
Conferrals						
SCHP	21	12	6	3	6	125
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
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<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
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<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p> </p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p> </p>											

**4. COSTS, REVENUE AND EFFICIENCY**

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

**5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

## 6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Educational Administration, Leadership, and Research
<b>College:</b>	College of Education and Behavioral Science

<b>Program Name:</b>	Certificate in Adult Education
<b>Reference Number:</b>	0450
<b>CIP Code:</b>	131201
<b>Degree Type (AB, BS, etc.):</b>	Certificate
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	12
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Adult Education Certificate is a 12-hour certificate consisting of the following courses:

- ADED 510 – Introduction to Adult Education**
- ADED 520 – Methods for Teaching Adults**
- ADED 530 – Program Planning for Adults**
- ADED 611 – Adult Development and Learning**

Graduate students pursuing the certificate do so because it provides them with a strong foundation in the field of adult learning and education. The certificate is a standalone certificate and is listed on the student’s transcripts.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	3	5	2	12	13	4
Conferrals	0	2	4	3	4	5
SCHP	24	60	18	84	60	125
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Many of the certificate courses in the program are taken as electives for other programs. Most notably, ADED certificate courses are taken by students in the Organizational Leadership, Educational Leadership, Psychology Doctorate, Student Affairs, Teacher Preparation, Communication, and other programs. Currently, half of my advisees are made up of students pursuing the MA in Organizational Leadership and taking the Adult Education certificate for their twelve electives. Each semester, approximately 15 to 20 students are from the MA in Organizational Leadership and other programs.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>The Adult Education certificate was recently developed and been gaining popularity among programs and graduate students. Its intent was to draw students into the Adult Education program and then engage them in the master's program. However, other programs have seen value in the certificate for their electives. Thus, enrollment in the program has grown as programs continue to adopt the certificate as an addition to their program.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	1	100%	1	100%	1	0.0%	19 73.7%
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The five SLOs for the program are:</p> <ol style="list-style-type: none"> <li>1. Define adult education, its participants, and why they participate.</li> <li>2. Describe models of adult development.</li> <li>3. Describe how adults learn.</li> <li>4. Identify methods for facilitating adult learning.</li> <li>5. Describe models for teaching adults.</li> </ol> <p>The program-level outcomes are assessed using the course level outcomes, the program's comprehensive exam, and the practicum. The final project of the practicum asks students to reflect on the program's five student learning outcomes and identify how they have or have not met them and to provide supporting documentation (in the form of assignments or other information) to support their claims. In each case, the student examines his or her work and documents how they met the student learning outcomes of the program. A recent examination of outcomes from the comprehensive exam showed that students taking the Methods for Teaching Adults (ADED 520) course were not as well versed in adult learning principles. As a result, the program developed a curriculum proposal to require students to take Adult Development and Learning (ADED 611) as a prerequisite to the methods course. A subsequent analysis showed that students who had completed ADED 611 prior to taking ADED 520 were much better prepared.</p> <p>Each course is developed with a set of student learning outcomes that feeds into the program level outcomes and we use a curriculum map to show how course level outcomes feed into program level outcomes. Assessment of course level outcomes occur throughout the course and a summative assessment takes place with each course's final project using a rubric. This information is used on a regular basis to assess the success of students as they work to master the course level outcomes. Information from the course-level outcomes assessment is used to delete, modify, or update assignments within the course.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Currently, the program gathers data regarding employment through surveys of students after they graduate. Results have shown that 100% of the students are employed and about five percent go on to doctoral-level programs. Questions on surveys indicate that students find that approximately 82.1% of the respondents were Satisfied or Extremely Satisfied with how well the program led to employment or career advancement. Approximately 93.1% of respondents were Satisfied or Extremely Satisfied with how well the program prepared them for further education. The survey results showed that 96.6% of respondents found that the program was Moderately Relevant or Very Relevant to their current employment position. Anecdotal comments from graduates indicate that the skills and knowledge they acquired while in the program has led them to greater leadership opportunities and improvements within their workplace.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>We recently developed a survey for employers but have not finalized it and, therefore, have not disseminated it. We anticipate completing and piloting the survey in the next couple of months in preparation for the Spring, 2019 graduation. However, anecdotally, the program coordinator has gathered comments and spoken to employers from across the state and implemented changes to the program based on those comments. In speaking with KCTCS campuses and Chief Academic</p>											



Officers, the program coordinator has learned that they are wanting their instructors to have a strong foundation of adult learning and higher education courses. As a result, the Community and Technical College Concentration was developed to include 21 hours in adult and higher education and 18 hours in a discipline. The feedback the program received from this addition was positive and several campuses began sending potential instructors to our program.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

In addition to the previously mentioned satisfaction surveys, the program coordinator reaches out and speaks with students to gauge their success in the workplace. Anecdotal findings indicate that students find the program helps them succeed in their workplace and the skills they have learned have allowed them to improve their teaching and expand their duties. Many speak of the assignments they completed for the program and how they are able to use those assignments directly in their jobs.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.5	12
Number of NTE Faculty					0	4
Cost per SCH					\$298.25	\$128
SCHP/FTF by Dept.	96	101	125	133	104	375
% SCH by FTF by Dept.	56.2%	49.8%	70.3%	74.1%	74.3%	75.8%
Median Class Size by Level	14	12	13	9	11	8
% Under-Enrolled Sections by Level	37.0%	32.1%	25.0%	52.0%	46.2%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
Two streams of revenue are associated with this program. First, the coordinator of this program has been awarded grants in excess of \$350,000, much of which have included course buyouts over the years. The second stream of revenue for the university is a result of this being an online program. Each of the courses are charged to the students at the online graduate student rate per credit hour. This is normally higher than the in-state rate and a portion of the tuition goes directly to DELO. At least three courses are offered during the summer/winter terms and these have been successful over the past several years bringing in higher revenue for the university through DELO.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
Currently, the program relies on one full-time faculty member to teach all courses, only adding adjuncts when load demands it. Therefore, the costs of the program are relatively low compared to other programs that have similar numbers of students and more faculty.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

One of the first goals of the new Strategic Plan (2018-2028) is to "Prepare students for career and life in a global context." The adult education program supports WKU's mission by preparing graduate students to work with individuals who engage in lifelong learning. The graduates of this program go on to work as cooperative extension agents, adult basic education instructors, community/technical college instructors, military trainers, and corporate trainers. In each of these professions, facilitating instruction and encouraging lifelong learning are key parts of their jobs. A primary goal of the strategic plan seeks to "Enroll a diverse body of regional and global undergraduate, graduate, and nontraditional students who are fully prepared for a rigorous, fulfilling college experience at WKU." Students in the program engage with problem-based learning in the communities and are asked to explore global perspectives to develop a viable solution for their communities. Research and literature related to a variety of global perspectives are standard fare in each course. Participants in the program provide education services in adult basic education, career centers, community/technical colleges, institutions of higher education, military settings, and corporations. Each graduate focuses on improving the career readiness and economic impact of their learners and trainees.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

According to the 2016-2021 Strategic Agenda for Kentucky, Objective Four is to "Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education." This program aligns with the statewide postsecondary education strategic agenda by preparing educators who will work with learners on college readiness, increasing the number of GED graduates and students getting ready to enter college. Many of the graduates of this program work in adult basic education and help their students earn their GED and prepare for the next step of entering and matriculating through college. A second way this program is aligned with the Strategic Agenda is to increase student success. Objective Six seeks to "Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students." Using the techniques and skills learned in this program, adult educators are able to help their students master the material they are learning, earn a degree or credential, and close achievement gaps. Using the assignments throughout this course, our graduates are able to implement a variety of techniques to improve the learning environment of their learners and help them apply those skills in their respective settings.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

This program directly addresses workforce needs in Kentucky by helping the Commonwealth be more productive. The second goal of the Strategic Agenda is to ensure "that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens." Approximately 20% of our graduates go on to work at the Cooperative Extension Agency, while approximately 15% work in community and technical colleges, and 5% as a trainer in a corporate setting. Much of their efforts are to help the farmer or employee understand better how to apply a new technique, approach difficulty problems, or learn better management skills. A qualified adult educator can help a farmer, employee, or learner be more productive in their field. A qualified adult educator can help employees be more efficient in their jobs or learn the latest technology. Each of these helps residents of the commonwealth be more efficient and bring more resources to their community.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

This program is unique in its approach to creating learning spaces within an online environment. While other programs rely on examinations, papers, and quizzes, this program is structured around problem-based learning and community engagement. In each class, students are asked to work with the community to identify and solve problems related to adult learning. In some assignments, students are asked to interview experts in the field while others ask that they become the expert and carry out learning activities and programs suited to the needs of the community. Then, they are asked to gain feedback from the community on their projects so they may make improvements. There is a lot of reading and writing involved in this master's program but these activities are focused on the activities they carry out for each of the assignments. When graduates enter the field, they have successfully completed many of the activities they are normally asked to complete under the guidance of professionals in the field. College Choice just ranked our program 14<sup>th</sup> in the nation for online programs leading to a master's degree in adult learning/adult education, comparing us to Penn State University, Kansas State University, and Troy University.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

Another trend that has had an impact on admissions lately is the development of graduate programs within Kentucky and the bordering states, several of which have recently gone online. The following are programs in surrounding states: UT-Knoxville, The Ohio State University, Cleveland State University, IUPUI, Northern Illinois University, University of Missouri – St. Louis, and Virginia Commonwealth University. In Kentucky, Morehead State University, a longtime program of adult and higher education, has recently created an online program. Recent efforts have been on collaborating with other programs and each program using the other's courses as electives, resulting in higher enrollments for both.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Currently, the program is in the process of gaining approval for a revision of its curriculum. Recent national trends have shown that students want programs with compressed courses, fewer concentrations, and shorter time to degree. As a result, the department and college have provided funding to recruit and engage experts from the adult education and faculty development fields to aid the program coordinator in examining and updating the program's curriculum. As a result, a revised and more responsive curriculum has been developed focusing on the role adult learning plays in our changing environment. The proposed curriculum recognizes that individuals, organizations, and society are changing more rapidly than before and, in order for the adult educator to be successful, they need to recognize how the process of change takes place and be ready to embrace it and shape it. In addition to theories of adult learning, methods for teaching adults, and program planning, the proposed curriculum will focus on change, change agency, and change theory and the role of the adult educator in shaping and directing that change. The new program model includes a cohort model, compressed courses, and graduation within 1.5 years. This will necessarily affect the certificate as well.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

Program trends are consistent with national trends of declining enrollment in higher education. Anecdotally, programs in adult education have seen a mix of increasing enrollments, stagnant enrollments, or declining enrollments. Some programs have been closed in the past 5 to 10 years due to declining enrollments while other programs have exploded. Nationally, conversations about how programs should change are anecdotal with little research to back it up. A deep dive into the data for the Adult Education program has indicated that its students and graduates regard the program as a strong program with an excellent foundation that has provided them success in the workforce. Much of what is problematic, common among other online programs in adult education, is the lack of awareness due to poor marketing.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Upon completion of the deep dive into the reasons enrollment has been declining, it was discovered that marketing was being poorly conducted and missing its mark. Few people were aware of the program or how it could impact their lives. When this was discovered, the program coordinator began working with DELO to revitalize their marketing efforts, updating the language and landing pages. Further efforts have been to work with a social media expert to draw more attention to the program. The result has been a stronger marketing campaign, use of paid ads (Adwords, Facebook, LinkedIn), greater recruitment efforts to Kentucky's Cooperative Extension Agency and KCTCS, and stepped up retention efforts with current students. Additional efforts have been to reach out to various program to encourage them to utilize the adult education courses as electives in their program. The result has been an uptick in enrollment, higher applications, and national recognition for the innovative nature of the program and its affordability.

The other major push is the efforts to update and improve the curriculum as described previously. Five courses and the program proposals have been developed and are set to be approved through the curriculum structure early in 2019.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

Given the above described efforts, it is expected that the program will continue to grow and gain prominence in the state and nation. The revised courses and program should be seen as attractive for many professionals working to create change with individuals, organizations, and communities/society. Currently, the program needs support in marketing, recruitment, and funding for additional faculty. With existing structures at the university, it is difficult to find experts in the field of academic program marketing who has the time to work one-on-one with program faculty to shape and implement effective marketing strategies. The department has been strategic in their approach and hired a graduate assistant who can help but her efforts are split among three programs. If the program continues to grow, it is important that the program have faculty to be able to handle the additional students and the subsequent advising and teaching that will be needed. It will be difficult to continue to oversee the marketing, recruitment, advising, teaching, program development, reporting, etc. that is needed in order for a program to be successful given a one-person shop. Additional faculty will improve the program's efforts and increase the diversity of thought shared with students.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



Department/School:	Counseling and Student Affairs
College:	College of Education and Behavioral Sciences

Program Name:	College and Career Readiness
Reference Number:	1737
CIP Code:	131101
Degree Type (AB, BS, etc.):	Certificate
STEM+H Degree (Y/N)	N
Minimum Hours Required:	15
List Concentrations (if any):	

### 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

This online certificate program is for graduate students interested in college and career readiness (CCR), interacting and intervening with P-16 students, and developing professional relationships with school and community stakeholders. The CCR certificate was created in 2017-2018 to support the CCR needs of P-12 students. It is a 5-course certificate offered online through WKU's Bowling Green campus; courses are taught by CNS faculty with the integration of experts from local businesses and schools. This program plays a role in Kentucky's economic and social development by preparing graduates to prepare P-16 students to join a high-quality educated workforce in an area of local, regional, and national need. It meets the needs of area schools by providing specific training to personnel asked to work with students in areas related to CCR. It also serves to help build and maintain networks between the school districts and industry in Bowling Green. Admissions requirements include: (1) Baccalaureate degree or higher, or equivalent international degree, from a regionally accredited institution of higher education; (2) minimum cumulative GPA of 2.75 or greater on baccalaureate or equivalent international degree or minimum GPA of 3.0 on an advanced degree; and (3) evidence of English proficiency (international students only).

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	0	0	0	0	4	4
Conferrals						5
SCHP	0	0	0	0	9	44
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>The mission of the Department of Counseling and Student Affairs is to provide graduate education, conduct research, and offer service in the fields of counseling and student affairs. The College and Career Readiness (CCR) Certificate program supports the counselors and other helpers who work with students in areas related to CCR. Furthermore, this program was developed to provide an introduction into CCR and career counseling as a potential catalyst to inspire students to consider enrolling in the graduate programs in Clinical Mental Health Counseling (where students can use the CCR Certificate courses as their electives toward their degree), School Counseling, or where current school counselors can use these courses as electives in the Standard Guidance and/or Rank 1 programs. A departmental objective includes providing “relevant, practice-oriented programs designed to build an applied, theoretical knowledge base while assisting students in the development of professional/clinical competence in a culturally diverse society and preparing graduates with the skills desired by prospective employers.” The CCR Certificate program is designed to help students gain academic knowledge and practical skills through the applied assignments, network through professional consultations, and conduct collaborative projects that can be used in their current or future work with P-16 students.</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>This new program was developed in collaboration with the Chamber of Commerce, school districts, and community partners. CCR Coaches (CCRC) were introduced into schools in 2014 in response to Senate Bill 1 (2009) and nearly \$7.8 million of GRREC’s \$41 million grant funded the support for CCRCs in the schools. However, there was no existing CCR program offered. Therefore, a grant-funded study was conducted to examine the CCR needs of students and educators; inform stakeholders in best practices; and develop a graduate CCR certificate program to support the state and national CCR standards and initiatives.</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											73.7%
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>In CNS 500 College and Career Readiness (CCR) Foundations, students get an overview of CCR and the roles of CCR professionals; their final project includes a CCR resource guide that enhances the CCR work they do with P-16 students and a video presentation they would present to their target population. In CNS 501 CCR Consultation &amp; Collaboration, students learn about consultation models, participate in professional consultation and collaboration activities within the schools and community, and provide a video presentation that includes how their consultation helped them reach their target CCR goals. In CNS 502 CCR Program Development &amp; Evaluation, students learn to create a CCR program and evaluate it; their final project entails developing and presenting a program evaluation proposal with emphasis on P-16 CCR. In CNS 556 students learn about the integration of career counseling across the lifespan including career development theories; career assessments and exploration activities; educational resources; job search strategies; and interrelationships among work, marital, family, multicultural, gender issues; they complete a final career portfolio that includes a summary of all of their experiential activities. Finally, in CNS 503 Practicum in CCR, students participate in supervised experiences in CCR settings within the schools and/or community to apply their knowledge into a CCR setting; they present case studies and receive peer group supervision to assist them in their work. Each semester, students complete weekly quizzes, discussion board posts or group activities, and a final project that allows them to apply their knowledge to their current/future work. Many graduate students in the courses are professionals in positions where they already engage in CCR-related work. Therefore, in the discussion boards and final projects, they present new resources, articles, and ideas that are then added to the class units or resources for future semesters.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>This is a new program that began last fall. Therefore, no students have graduated with the CCR Certificate or completed the practicum yet. However, as a career-related program, the CCR Program Advisor will work with each student to secure an appropriate practicum site and assist with finding CCR-related employment. Additionally, CCR-related job opportunities are shared with the students enrolled in the CCR Certificate program and/or the courses via email as they are received. CCR-related jobs can include teachers, school counselors, administrators, and CCR coaches in the schools; college/university professionals who work with high school students and/or entering college freshmen (e.g., admissions, advising, registrar, TRiO programs, GEAR UP grants, etc.); and professionals in the community who may be interested in working with the schools to help identify promising talent in high school and/or college (e.g., human resources, career coaches, managers, etc.). Therefore, the job opportunities can vary depending on the specific interest area and need. This provides a wide range of employment opportunities in the state and/or region for those hoping to enhance the connection between education and career.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											

Both Program Co-Coordinators are involved in the Chamber of Commerce SCK LAUNCH Steering Committee that meets regularly with leaders from the school districts (e.g., superintendents and principals) and businesses to enhance CCR for students in the region. Additionally, each coordinator participates on a separate SCK LAUNCH Task Force with members from the schools (e.g., teachers, school counselors, CCRCs, principals) and businesses (e.g., HR professionals, managers) that focus on different objectives within the community CCR-related initiatives to introduce career academies and pathways into the local high schools. These collaborations help us better understand the ongoing needs in the schools and community and address those within the courses. For example, the Chamber meetings helped allow us access to a variety of professionals for video interviews about how they use CCR in their work as teachers, counselors, administrators, or business professionals. Those were integrated into the CCR 501 CCR Consultation & Collaboration course to provide interactive and highly informed guest speakers for each unit related to their CCR-related role; they gave students insights beyond the readings for the roles each person played and the ways they could better consult and/or collaborate to enhance their own work in the schools and/or community.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

One enrolled graduate student was the Admissions Director at a small college in Kentucky. When she learned in CNS 501 about the SCK LAUNCH collaboration directly from professionals participating in it, she was inspired to meet with her Provost to discuss the initiatives their college could take to improve their own outcomes. She was excited to share so she was invited to participate in a video interview used for a later unit in that course on higher education where she explained her excitement around how her consultations and collaborations had already turned into a meaningful project at her job.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					3	12
Number of NTE Faculty					0	4
Cost per SCH					\$300	\$128
SCHP/FTF by Dept.	582	525	621	690	693	375
% SCH by FTF by Dept.	90.7%	94.7%	93.8%	94.8%	86.2%	75.8%
Median Class Size by Level	12	9	12	13	13	8
% Under-Enrolled Sections by Level	36.2%	51.0%	34.9%	35.7%	34.1%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>External revenue, although very limited, is built through:</p> <ul style="list-style-type: none"> <li>• DELO</li> <li>• Providing CEU workshops</li> <li>• Donations, although despite efforts to seek additional donations, this did not generate much.</li> </ul> <p>This program was not available when GRREC’s \$41 million grant was funding the training in support of new CCRCs in the schools. However, it was developed in response to that need. Currently, GRREC, the Chamber of Commerce, and the Office of Career &amp; Technical Education are applying for new grants to fund the training and support for CCR-related professionals. For example, the 2018 proposed legislative budget included a request for funds to support hiring 50 new career development specialists at the Area Training Centers in Kentucky. Before the budget was finalized and reviewed, we reached out the lead on the OCTE program to share the resources of our program so that we could generate additional funding for new professionals to join the program. It was developed as an online program to be accessible for stakeholders across the state and/or nation which opens up other additional external funding opportunities.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>There are no costs associated with the program. Current departmental faculty teach the courses and advise the students in the program.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

*Our Hill. Goal 4: Incentivize and support research and creative activities . . .* This certificate program was developed with the support of a funded RCAP research grant which supported focus groups in the schools, interactions with the community, and graduate assistant help with data collection and analysis, outreach to the community, and development of the courses. The research findings led to continued analysis, national conference presentations, and the development of academic manuscripts.

*Our Community and Beyond. Goal 3: Facilitate continuing education, retraining, and degree completion, leveraging online resources and WKU's regional campuses; Goal 4: Improve the quality of life regionally*

Program electives allow students to specialize in areas such as college and career readiness which is a current priority in state and national initiatives. Over the past year, 76 students enrolled in a CCR Certificate course, leveraging online courses so they could attend from across the state and region. Many students were professionals in the local, regional, or state high schools and universities hoping to further their education and skills for their CCR-related jobs so they could improve the quality of life and economic stability in their own schools, campuses, communities, and regions.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

*Objective 1: Improve diversity....* Students enrolled in CCR courses gain cultural competence and resources for working with diverse populations. Additionally, they come from diverse backgrounds that include racial minorities, international students, and those from a variety of SES areas, many of whom hope to help low income and racially diverse populations.

*Objective 2: Partner with Kentucky's P-12 system...* This program is specifically tailored to partner with the regional schools to train professionals to help their students prepare for college and/or career. Those enrolled in our courses have been teachers, school counselors, GEAR UP grant coordinators, and college admissions, advising, financial aid, or TRiO professionals hoping to gain the knowledge and skills to increase the number of students ready to enter college or a certificate program.

*Objective 8: Promote academic excellence...* This program trains teachers and school counselors to integrate college and career preparation activities into their curriculums to make the educational experience more practical and inspiring for their students.

*Objective 9: Improve the career readiness and employability...* This program makes career development a priority and key strategy for student success by providing CCR Certificate graduates with advanced knowledge and skills to improve their employability in the schools and community.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The need for CCR in the schools was in response to a request from business leaders and their growing need for qualified employees in high-demand sectors for our region. The Chamber of Commerce partnered directly with business leaders in these seven sectors: construction; healthcare; hospitality; manufacturing; professional services; public services; and transportation, distribution, and logistics. They shared that "Over the next ten years, these sectors are predicted to be the highest for potential growth and employment. To better represent each sector and the opportunities available, we identified the top ten in-demand positions and the average wages associated" which are listed on their website (<http://scklaunch.com/pathways/>). The workforce statistics and SCK LAUNCH regional information is provided to graduate students in the CCR courses to provide a greater awareness about ongoing trends in career opportunities. In order to maintaining our regional economic stability is critical that professionals working with P-16 students introduce their students to the high-demand sectors and the critical jobs needed in each of those areas in hopes of inspiring them to take the steps to learn more about those areas and potentially enroll in college and/or certificate programs that lead to one of those professions.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss**

**contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

This CCR Certificate is the first of its kind. There are ten CACREP-accredited 60-hour master's degree Career Counseling programs in the nation. However, only one of those is an online program. Furthermore, there was no affordable formal training program designed to train non-counseling CCR professionals. Therefore, this program was developed in response to a regional need as CCR initiatives have gained priority in the schools and community. Each course was developed to be delivered online and reach professional students across the region, state, and nation. The courses were developed and reviewed by DELO to ensure they met ADA standards. They were created to provide student-centered units each week supplemented with video lectures and/or professional guest interviews to enhance learning. After review of the courses, a DELO staff member recommended submitting these courses for the Quality Matters (QM) Certification because of the high-quality development of the courses. "QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning" (<https://www.wku.edu/citl/services/qm/>). The certificate program also fits well with electives in the Clinical Mental Health Counseling, Standard Guidance, and Rank 1 programs.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

We are currently working with the Kentucky Education Professional Standards Board to create a CCR-related endorsement for school professionals if they complete the coursework in this program. It is a new initiative that takes time but with CCR at the forefront of state and national initiatives, this certificate could enhance the knowledge, skills, and employability of professionals throughout the state and be accessible to all through the online courses.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

There is a growing need for high school students to be college and/or career ready. Ongoing relationships with the Chamber of Commerce, school professionals, and community stakeholders (all of which are represented on the 2018-2020 Counseling Program Advisory Council) will aid in maintaining a robust CCR program that meets current demands of our schools and businesses. Increasing the national demand for this program has begun by reaching professionals within Kentucky and neighboring states (e.g., Tennessee, Indiana, and Illinois). Currently, *Kentucky Department of Education's* vision is CCR-related: "Each and every student empowered and equipped to pursue a successful future" (<https://education.ky.gov>). Their brochure, *Kentucky's Plan for College/Career Readiness*, highlights the importance of CCR: "More than 63% of jobs in 2018 will require some postsecondary education/ training. For Kentucky to compete in a global economy, our workforce must be educated and have the skills employers demand. A more educated workforce means better jobs paying higher wages, lower unemployment and a higher standard of living for all Kentuckians." Training professionals to assist students to become college and career ready is the purpose of this program.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

This program is new and therefore, does not yet have program trends established. However, CCR is a state and national priority. The *Kentucky Annual Economic Report (2015)* suggests that "only 19 percent of Kentucky's recent high school graduates are considered "college ready" in all four tested subjects-English, reading, mathematics, and science" (p. 76). Furthermore, "an estimated 56 percent of Kentucky's jobs will require some college by 2020... The unemployment rate for those without a high school degree was around 15 percent – compared to 2.3 percent for those with at least a 4-year degree" (p. 78). In addition, Michelle Obama's *Reach Higher* campaign included a "White House Convening on College and Career Readiness" at San Diego State University (Dec 2014) and a keynote speech at the American School Counseling Conference (Jul 2014) on the value of CCR and a concern that school counselors were not being specifically trained on CCR. Furthermore, The *Department of Education College and Career-Ready Standards and Assessments* describes Obama's 2020 goal of having the U.S. once again lead the world in college completion. The administration reauthorized the *Elementary and Secondary Education Act (ESEA)* which includes improving assessments aligned with rigorous CCR standards.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

This program only begin last fall so our data is limited. However, we developed the courses independently since they were only offered once each year due to limited faculty resources. Students could begin any of the classes in any semester with the exception of the practicum course where they were expected to have completed a number of the courses in preparation for their practical experience. Additionally, the department engaged in a strategic Marketing and Recruitment plan for the degree and certificate programs to include: (a) hand delivered flyers to over 1000 regional school staff; (b) campus visits to all student organizations; (c) personalized campus tours for potential students; (d) and decreased spending in various areas (printing, office supplies) in order to support faculty travel to state and national conferences where the research findings and development of this program could be presented. Furthermore, video interviews were conducted with school and community professionals about the importance of CCR; they signed releases so small clips from their interview could be used on our website and for marketing the program. Those marketing video clips are in the process of being edited for posting online.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

Ideally within the next 5-10 years, this program could be a national leader in CCR education. Continued efforts to market the program across the state and nation would be needed to get there. This can happen with conference presentations, academic articles, newsletter articles with CCR-related professional organizations, and increased

visibility through collaborations with the Chamber of Commerce, Kentucky Board of Education, and national CCR-related organizations. We would like to double or triple enrollment in the program and provide all of the classes each semester so students could complete the program more quickly. It is reasonable given the growing trend and marketing efforts. However, the impediments to supporting a growing program are the need for financial support for marketing resources and additional faculty to support teaching the additional courses. However, with a higher demand and more highly-trained CCR professionals in the community, that could highlight the need for CCR Certificate Adjunct Professors to assist in teaching the courses.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	School of Professional Studies
<b>College:</b>	CEBS

<b>Program Name:</b>	Computer Literacy
<b>Reference Number:</b>	1713
<b>CIP Code:</b>	110101
<b>Degree Type (AB, BS, etc.):</b>	Certificate
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	12
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b>
See recommendations.



**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											

**4. COSTS, REVENUE AND EFFICIENCY**

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

**5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

<p><b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b></p>
<p><b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b></p>
<p><b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b></p>
<p><b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b></p>
<p><b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b></p>

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p> </p>	
<p><b>b. How do program trends align with <u><a href="#">national trends</a></u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p> </p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p> </p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p> </p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input checked="" type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Counseling and Student Affairs
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Counseling, Masters of Arts in Education
<b>Reference Number:</b>	043
<b>CIP Code:</b>	422803
<b>Degree Type (AB, BS, etc.):</b>	MAE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	60
<b>List Concentrations (if any):</b>	Clinical Mental Health Counseling; Marriage, Couple and Family Counseling

**1. PROGRAM SUMMARY**

<b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b>
The MAE in Counseling has two concentrations and meets the educational requirements for licensure as a Licensed Professional Clinical Counselor in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the Clinical Mental Health Counseling (CMHC) and the Marriage, Couple, and Family Counseling (MCFC) concentrations in the Counseling master's degree program. This degree also offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. The majority of the program is delivered in a face-to-face modality. Most courses are offered during the evenings, with some on weekends, on-line, and web-enhanced. Based upon the review of one's application portfolio (which includes (a) graduate school application; (b) a statement of interest; (c) background check), applicants are invited for a group interview. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty make offers for admission to the most highly rated candidates.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	38	32	34	41	35	19
Conferrals	11	8	13	14	18	6
SCHP	582	525	621	690	693	212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<ul style="list-style-type: none"> <li>• The Clinical Mental Health Counseling (CMHC) Program and the Marriage, Couple and Family Counseling (MCFC) Program include electives that allow students to specialize in areas such as addictions, college and career readiness, and family counseling – all of which are priority mental health concerns within the community and at WKU.</li> <li>• A JUMP in Counseling</li> <li>• Despite limitations in faculty, 2 undergraduate helping skills courses are offered each year. Students represent various majors across campus.</li> <li>• Since the 2011-2012 academic year, faculty have published 3 books and over 25 journal articles; conducted over 60 international, national, regional and state presentations; earned 6 research grants; thus being a large contributor to WKU's scholarly record.</li> <li>• The program has engaged in several efforts to expand WKU's Economic Impact in the Region and beyond. The Talley Family Counseling Center (serviced by our interns) provides free mental health services to the WKU university community and local community members. Two of the faculty recently completed an RCAP grant in collaboration with the Bowling Green Chamber of Commerce. Counseling faculty host professional development workshops throughout the year to clinicians in the region.</li> <li>• Collaborative efforts are underway with ISEC, STE, and the Honors College.</li> </ul>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<ul style="list-style-type: none"> <li>• Excellent persistence/graduation rates (averaging 80% or above)</li> <li>• Holds Sponsorship with National Board of Certified Counselors and KY Social Work to provide CE workshops to regional Mental Health Professionals</li> <li>• At least 4-5 students awarded state/national scholarships annually</li> <li>• Holds contract with Gottman Institute to provide Gottman Couples Therapy Training to students, alumni and faculty</li> <li>• Cohort model, students can complete the program in 2-4 years</li> <li>• CMHC program includes 4 electives providing opportunity for specialization</li> <li>• Hosts annual internship and job affair; 100% internship rates</li> <li>• Faculty and staff, annual WKU/CEBS award recipients since 2012</li> <li>• Enrollment is up to 47 (11.01.2018) due to marketing efforts</li> </ul>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	7	71.4%	13	100%	9	100%	16	93.8%	15	73.3%	82.2%
Progression											
150% Graduation Rate	6	66.7%	7	71.4%	13	84.6%	9	100%	16	81.3%	73.3%
Time to Degree	3.59 (N=9)		2.39 (N=6)		2.73 (N=11)		2.74 (N=13)		2.02 (N=18)		2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The counseling program utilizes several means to assess student-learning outcomes at the program level including: skills assessments, professional performance reviews, site supervisor evaluations, and results of the comprehensive exam (National Counselor Preparation Comprehensive Examination or CPCE). CACREP Core Curriculum standards are weaved throughout the entire program curriculum. Assignments (key assessments) align with these Standards to assess and measure student learning outcomes. The average scores on the Core Curriculum standards are as follows: 2017-18, 3.57/4; 2016-17, 3.81/4; 2015-16, 3.86. There is also 100% pass rate on the CPCE exam. Every semester, the faculty review each student's professional and personal development. Students are assessed based upon various criteria including but not limited to: (a) respect diverse points of view; (b) demonstrates an awareness of diversity issues; (c) exhibits consistently appropriate academic performance in coursework, participation and attendance; (d) ability to engage in reflective practice. Students are rated on a 1 to 3 Likert Scale (with 3 indicating excellent and 1 indicating concern). The average rating was 2.85 in Fall 2017 and 2.99 in Spring 2018. Due to the efficiency and efficacy of our PPR process, it has been shared with multiple counselor education programs throughout the country. The average scores on the Site Supervision Evaluations of Interns (evaluating skills, knowledge and ability) for the last years are: 2017-18, 3.79; 2016-17, 3.91/5; 2015-16, 3.96/5.</p> <p>It should be noted that last year (2017-18), at least 2 students in the program delayed graduation because of pregnancy. Three others were put on Support and Remediation plans (which we believe is another method we engage in to assure students are progressing through the program successfully).</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>A survey investigating alumni satisfaction with the program is sent to our CNS Alumni List Serv, and is distributed to students on the day they take their comprehensive exams. The results of the surveys consistently indicate that alumni and graduates are satisfied with the program. A majority of graduates reported passing their licensing examinations, securing employment in the field and feeling competent in those roles. All responding graduates reported that they would recommend the program to others. Graduates reported that the faculty, the structure of the program, and the face-to-face learning opportunities are its greatest strengths, and that expanding opportunities within the program with more professional presentations and increased class offerings would be areas for growth. As previously mentioned, all our graduates find employment in the area. In recent years, graduates have been hired to work in private practice, in college counseling centers, mental health agencies, in school-based mental health, as well as in substance abuse treatment facilities. Many students are actually hired at the agencies in which they complete their internships. Additionally, some students pursue doctoral degrees in Counselor Education and Supervision. Graduates make salaries consistent with the data noted for Social Workers.</p>											



[https://kystats.ky.gov/Reports/TableauReport?url=https%3A%2F%2Fkcewsreports.ky.gov%2Ft%2FKCEWS%2Fviews%2FSPFR2018%2FSPFR2018%3F%3Aembed%3Dyes%26%3AshowAppBanner%3Dfalse%26%3Adisplay\\_count%3Dno%26%3AshowVizHome%3Dno](https://kystats.ky.gov/Reports/TableauReport?url=https%3A%2F%2Fkcewsreports.ky.gov%2Ft%2FKCEWS%2Fviews%2FSPFR2018%2FSPFR2018%3F%3Aembed%3Dyes%26%3AshowAppBanner%3Dfalse%26%3Adisplay_count%3Dno%26%3AshowVizHome%3Dno)

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Employer and Site Supervisor satisfaction surveys are distributed yearly. The results of the survey indicate that employers are highly satisfied with graduates from the WKU Counseling program. Graduates' greatest strengths in the workplace range from a solid and extensive knowledge of counseling theory, diagnosis, and treatment to a strong foundation of clinical and ethical practice. Employers reported that a potential area of growth in the program could be strengthening training related to competing clinical paperwork. In response, we have incorporated various application-based assignments to help students acquire the skills necessary to be proficient in this area in the workforce. Graduates reported to meet and/or exceed employers' expectations and all responding employers reported that they would be "extremely likely" to hire another graduate from WKU. Beginning this semester, we have reconvened a Counseling Advisory Board which represents students, graduate and constituents in the field; with the purpose of receiving feedback related to strengthening our program.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

- The majority of graduates serve as mental health providers in the region.
- The Department offers multiple professional development workshops each semester to students and constituents that are either free of cost or inexpensive.
- Students participate in leadership opportunities in the program's Counseling Honors Society Chapter; can graduate with a specialty area without having to take additional courses (Addictions Education or College & Career Readiness); and engage in research, publications and presentations with faculty
- The College and Career Readiness Certificate is the only graduate certificate program in the country.
- One of very few on-site clinical training facilities

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					0	4
Cost per SCH					\$300	\$128
SCHP/FTF by Dept.	582	525	621	690	693	375
% SCH by FTF by Dept.	90.7%	94.7%	93.8%	94.8%	86.2%	75.8%
Median Class Size by Level	12	9	12	13	13	8
% Under-Enrolled Sections by Level	36.2%	51.0%	34.9%	35.7%	34.1%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>External revenue, although very limited, is built through:</p> <ul style="list-style-type: none"> <li>• DELO</li> <li>• Providing CEU workshops</li> <li>• Donations, although despite efforts to seek additional donations, this did not generate much.</li> </ul>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The program costs are as follows:</p> <ul style="list-style-type: none"> <li>• Cost of Mileage. Clinical Coordinator's visits to approve internship sites.</li> <li>• Study Guides for Comprehensive Exams</li> <li>• Proctoring of Comprehensive Exams</li> </ul> <p>These costs are paid for with the student fees associated with the internship courses. A couple of years ago, we actually decreased the student fee to match actual need. Thus, the costs are directly associated with monies spent.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
<p><i>Our Community and Beyond. Goal 3: Facilitate continuing education, retraining, and degree completion, leveraging online resources and WKU's regional campuses; Goal 4: Improve the quality of life regionally</i> Program electives allow students to specialize in areas such as addictions, college and career readiness, and couple &amp; family counseling; all of which are supported in literature as current mental health needs and priorities. Over 100 participants from the community attended the continuing education workshops provided by the Department just last year.</p> <p><i>Our Hill. Goal 4: Incentivize and support research and creative activities . . .</i> Since the 2011-2012 academic year, faculty published 2 books and over 25 journal articles; conducted over 60 international, national, regional and state presentations; and were awarded 6 research grants.</p> <p><i>Our Community and Beyond. Goal 1.</i> The Talley Family Counseling Center (serviced by our interns) provided 1200+ hours of clinical mental health services to the regional community. Two of the faculty recently completed an RCAP grant in collaboration with the Bowling Green Chamber of Commerce. Counseling faculty host professional development workshops throughout the year to clinicians in the region. Two new certificate programs (College and Career Readiness and Addictions Education) are entirely on-line so as to serve students regionally, nationally and internationally; enrollment has grown since their inception. Conducting <i>Black Lives Matter</i> community workshop series.</p>
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>
<p><i>Objective 1.</i> Ongoing relationship with national, regional and state counseling organizations allows us to promote regional and national professional development opportunities. In Sauerheber's role as President of the KY/TN Society of Adlerian Psychology, 5 students traveled to ETSU in October to attend a workshop on Adlerian therapy. The Program's reputation and ongoing relationship with community counseling agencies offers interns various opportunities to work with under-represented populations</p> <p><i>Objective 10.1.</i> The CCR Program Certificate, directly associated with the MAE 043 supports the career and college readiness needs of local, regional, and national P-12 students; which is being emphasized with the local BG Chamber of Commerce.</p> <p><i>Objective 11.</i> The department hosts Appreciation Open Houses for community partners; and offers yearly Job Fairs in which community employers are able to meet with current students. As a result of these efforts, the program boasts at 100% job placement; quality employment opportunities; and has revised curricula to meet current trends.</p> <p>The Statewide Strategic Agenda does not emphasize what is being clearly articulated in 2018 research studies, namely, the imploding crisis of addictions-related issues in Kentucky and the need for quality trained professionals. We have addressed this need by creating an on-line Addictions Education program.</p>
<b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>
<p>The data provided in the workforce link does not align with current research. Rather than relying on treatment from psychologists, Insurance companies are directing patients toward the affordable alternative of mental health counselors. That trend will contribute to employment growth of 20 percent in the profession between 2016 and 2026 (Bureau of Labor Statistics). That translates to 31,200 new positions in this field. In fact, Counselors are ranked eighth in best social service jobs (US News and World Report).</p> <p>Further, the rise in refugees settling in the region, as well as the dramatic rise in opioid-related overdose deaths just in Kentucky, makes mental health treatment imperative. Just in BG, there are 5 addiction treatment centers, and a multitude of MH agencies.</p> <p>Our program is directly addressing these statistics by</p>

- (a) developing the on-line graduate certificates;
- (b) revising the CMHC program to include 4 electives for specialty;
- (c) engaging in collaborative relationships with community partners;
- (d) hosting CEUs related to addictions;
- (e) engaging in various recruitment strategies targeting undergraduates who, upon graduating, can help meet the significant mental health demands in the region.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The CMHC program is one of 6 in Kentucky; the MCFC is the only CACREP-accredited program in the state. Courses are primarily offered face-to-face due to the value that faculty place on experiential and application-based learning. The CMHC concentration includes 4 electives in which students can specialize. Other distinctive qualities include:

- Cohort model, with 100% internship placement
- Enrollment of many non-traditional students, as well as many persons of color
- Every year, students co-present with faculty at the Kentucky Counseling Association conference
- The program houses Omega Kappa Upsilon, a chapter of the Chi Sigma Iota, an international honor society in which students are required to take part in community and regional service activities.
- Students report choosing WKU because of the faculty's advanced and specialized training. Loretta Dye - Experienced Registered Yoga Teacher, Trained and certified Yoga Calm Instructor; Andrea Jenkins – specialized training in ASIST and eating disorders; Jill Sauerheber - EMDR Certified, Gottman Level 3 Trained, Brainspotting Trained, Reality Therapy Certified; Cheryl Wolf - Global Career Development Facilitator, Certified Professional in Human Resources, and a Certified Clinical Hypnotherapist.
- Two of the five full-time faculty who teach in the program are persons of color
- Clinical Training Facility, Talley Family Counseling Center

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The following are efforts aimed at being a sought-after provider of mental health education:

- Highly active faculty which has ultimately provided various regional and national professional development opportunities for students and local professionals (i., *Black Lives Matter* community workshop series).
- Advisory Council that represents students, graduates and the community
- JUMP in Counseling created to bridge collaboration with undergraduate programs
- On-line Addictions Education and College & Career Readiness Certificate Programs that are available to learners across the country.
- Holds Sponsorship from the National Board of Certified Counselors and KY Board of Social Work to offer professional development CEUs to regional community

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

- Growing need for training in Addictions. The program may be revised to include a capstone course rather than an internship for those who are not credentialed mental health professionals (i.e., directors of human resource). In order to build this initiative, feedback from the advisory council, as well as relationships with regional constituents can help increase demand and quality of the program.
- Growing need for HS students to be career ready/college bound. Ongoing relationships with the Chamber of Commerce, as well as with School-based stakeholders (both of which are represented on the 2018-2020 Advisory Council) will aid in maintaining a robust CCR program that meets current demands. Increasing the national demand for this program might begin by engaging partners living in states in which there is a CCR emphasis.
- Mental health needs of clients being served at WKU's Clinical Education Complex. As delivery of services grow from the CEC, the need for mental health support should also. TFCC interns can provide needed individual and group counseling.
- Growing need for mental health support to military and veterans. Collaborating with Fort Knox might initiate consideration for a program being developed there.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

The "national trends" link does not identify trends associated with mental health counseling. The current literature suggests that there is an increase in (a) the # of college students experiencing mental health issues (Beauchemin, 2018; Prince, 2015); (b) substance use, particularly among women (Grant et al., 2017; Watson et al., 2018); (c) depression and anxiety are on the rise (Weinberger et al., 2017); (d) training in treating eating disorders is "urgently needed" (Austin et al., 2013); (e) need for treatment of victims of domestic violence is high (Terplan et al., 2015); (f) an emphasis on college and career readiness (Jaunarajs & McGarry, 2018; Seemiller, 2018). These references are far from thorough. However, the current research clearly identifies an increasing need for mental health services. Trends in our program, though not exhaustive, as noted below directly align with the national trends:

- Development of two new certificate programs in Addictions Education and College and Career Readiness; with electives created in CMFC curricula to specialize.
- Placing interns in MH addictions facilities
- Creation of courses in eating disorders and crisis.
- TFCC Interns provided MH services to college community
- Offering of continuing education related to current trends in MH (i.e., brain/body; addictions, domestic violence)

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

- The last year and the upcoming 18 months will be spent on revising the program so that it meets the 2016 CACREP Standards. New key assessments have been developed, syllabi have been revised, new strategies for obtaining as well as organizing assessment data have been implemented
- Eliminated the GRE, as it was not a predictor of success and was a deterrent for potential applicants
- Created permanent application and interview dates to demonstrate consistency
- TFCC marketing efforts to build client base
- Revised Course Schedule that prevents students from having to travel to campus more than 2x/week
- Created on-line Addictions Education and College & Career Readiness graduate certificates

- Created of JUMP in Counseling
- Engaging in strategic Marketing and Recruitment plan: (a) hand delivered flyers to over 1000 regional school staff; (b) campus tour to all student organizations; (c) offer campus tours; (d) created admissions e-mail address which allows for consistency
- Decreased spending in various areas (printing, office supplies) in order to support faculty travel
- The demands on faculty are increasing as a consequence of losing faculty lines. The Dept. Head petitioned for graduate assistants to serve on committees and/or to be excused so that faculty can focus on teaching, advising and scholarship.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

- Obtain full CACREP accreditation. It is reasonable, although the impediment is that a faculty member should be serving as the CACREP liaison and not the Department Head. Writing the self-study is taking a considerable amount of time away from her administrative duties.
- Build enrollment to at least twice its size. It is reasonable given the growing trend and marketing efforts. Impediment, financial support for marketing resources is little to none.
- Demonstrate the need for additional faculty; and secure at least one faculty position. It is reasonable as at some point we will be in direct conflict with the CACREP faculty ratio of 12:1.
- Increase revenue from professional development workshops. This is realistic, however the impediment is that the current attention to the CACREP self-study, as well as increasing load on faculty limits time spent in organizing professional development offerings.
- Maintaining a sought-after place to work. Impediment is lack of raises and increasing demands on faculty.
- The Talley Family Counseling Center becomes sought after mental health agency within the community. Impediment, lack of funds to train interns in specialty areas such as trauma.

**e. What recommendation would you put forward for the program (check one)?**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient)                            | <input type="checkbox"/> Suspend (Teach-out may be required)                |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	Counseling and Student Affairs
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Counseling, Masters of Arts in Education
<b>Reference Number:</b>	046
<b>CIP Code:</b>	422803
<b>Degree Type (AB, BS, etc.):</b>	MAE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	36
<b>List Concentrations (if any):</b>	School Counseling

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The School Counseling Program provides opportunities to develop essential competencies for School Counseling professionals within the Commonwealth of Kentucky. This 36-hour program leads to the Master of Arts in Education degree and provisional certification for School Counselors in all grade levels, primary through grade twelve. The majority of the program is delivered in a face-to-face modality. Core courses are offered during the evenings, with some on weekends, on-line, and web-enhanced. This program is appropriate for certified educators as well as individuals with a strong interest and background in supporting the social, emotional and academic development of students. Based upon the review of one's application portfolio (which includes (a) graduate school application; (b) a statement of interest; (c) background check), applicants are invited for a group interview. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty make offers for admission to the most highly rated candidates.

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	41	20	13	13	16	19
Conferrals	22	9	8	5	6	6
SCHP	372	225	165	204	255	212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<ul style="list-style-type: none"> <li>• The School Counseling Program can be considered a mental health specialization that provides courses that are of interest to varied helping professional students. While there is no specific undergraduate feeder program to the program, department faculty have developed two undergraduate courses that support the introduction and understanding of the profession. Undergraduates from varied disciplines enroll in the 2 undergraduate helping skills courses that are offered each academic year. Many of the students in these courses enroll in one of the department graduate programs.</li> <li>• Since the 2011-2012 academic year, faculty have published 3 books and over 25 journal articles; conducted over 60 international, national, regional and state presentations; earned 6 research grants; thus being a large contributor to WKU's scholarly record.</li> <li>• The program has engaged in several efforts to expand WKU's Economic Impact in the Region and beyond. The Talley Family Counseling Center (serviced by our interns) provides free mental health services to school children, their families as well as school-based counseling. Counseling faculty host professional development workshops throughout the year to clinicians in the region as well as university professional units such as advising or residence life.</li> <li>• Collaborative efforts are underway with ISEC, STE, the Center for Gifted Studies, and the Honors College.</li> </ul>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<ul style="list-style-type: none"> <li>• To meet local and regional accessibility, the program changed from a 48-hour program to a 36 hour program. It was determined the program could still meet Kentucky state requirements for school counselor licensure by reconfiguring course content in a more efficient and economical manner.</li> <li>• Due to the Council for Accreditation and Related Educational Programs (CACREP) changing credit hour requirements for accreditation, the school counseling program enrollment and perceived productivity has been impacted. The program changes have taken place since 2012 and will become steady and solid without demands from CACREP.</li> <li>• However, the program has maintained excellent persistence/graduation rates (averaging 100%)</li> </ul>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	3	100%	5	80%	4	75%	3	100%	3	100%	82.2%
Progression											
150% Graduation Rate	6	83.3%	3	100%	5	80%	4	0.0%	3	100%	73.3%
Time to Degree	4.00 (N=17)		4.53 (N=5)		2.88 (N=8)		3.56 (N=3)		2.78 (N=6)		2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The school counseling program utilizes several means to assess student-learning outcomes at the program level including: skills assessments, professional performance reviews, site supervisor evaluations, and results of the comprehensive exam (National Counselor Preparation Comprehensive Examination or CPCE). CACREP Core Curriculum standards are weaved throughout the entire program curriculum. Assignments (key assessments) align with these Standards to assess and measure student learning outcomes. The average scores on the Core Curriculum standards are as follows: 2017-18, 3.57/4; 2016-17, 3.81/4; 2015-16, 3.86. There is also 100% pass rate on the CPCE exam. Every semester, the faculty review each student's professional and personal development. Students are assessed based upon various criteria including but not limited to: (a) respect diverse points of view; (b) demonstrates an awareness of diversity issues; (c) exhibits consistently appropriate academic performance in coursework, participation and attendance; (d) ability to engage in reflective practice. Students are rated on a 1 to 3 Likert Scale (with 3 indicating excellent and 1 indicating concern). The average rating was 2.85 in Fall 2017 and 2.99 in Spring 2018. Due to the efficiency and efficacy of our PPR process, it has been shared with multiple counselor education programs throughout the country.</p>											
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<p>A survey investigating alumni satisfaction with the program is sent to our CNS Alumni List Serv, and is distributed to students on the day they take their comprehensive exams. The results of the surveys consistently indicate that alumni and graduates are satisfied with the program. A majority of graduates reported passing their licensing examinations, securing employment in the field and feeling competent in those roles. All responding graduates reported that they would recommend the program to others. Graduates reported that the faculty, the structure of the program, and the face-to-face learning opportunities are its greatest strengths, and that expanding opportunities within the program with more professional presentations and increased class offerings would be areas for growth. As previously mentioned, all our graduates find employment in the area. In recent years, graduates have been hired in Louisville, Owensboro, Nashville and varied county school districts as School Counselors. Many students are actually hired at the schools in which they complete their internships. Graduates make salaries consistent with the data noted for public school teachers with master's degrees and school social workers.</p> <p><a href="https://kystats.ky.gov/Reports/TableauReport?url=https%3A%2F%2Fkcewsreports.ky.gov%2Ft%2FKCEWS%2Fviews%2FSPSFR2018%2FSPSFR2018%3F%3Aembed%3Dyes%26%3AshowAppBanner%3Dfalse%26%3Adisplay_count%3Dno%26%3AshowVizHome%3Dno">https://kystats.ky.gov/Reports/TableauReport?url=https%3A%2F%2Fkcewsreports.ky.gov%2Ft%2FKCEWS%2Fviews%2FSPSFR2018%2FSPSFR2018%3F%3Aembed%3Dyes%26%3AshowAppBanner%3Dfalse%26%3Adisplay_count%3Dno%26%3AshowVizHome%3Dno</a></p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											

Employer and Site Supervisor satisfaction surveys are distributed yearly. The results of the survey indicate that employers are highly satisfied with graduates from the WKU Counseling program. Graduates' greatest strengths in the workplace range from a solid and extensive knowledge of the American School Counselor Association National Model, counseling theory, preventative, responsive and crisis skills, for a strong foundation of clinical and ethical practice. Employers reported that a potential area of growth in the program could be to continue strengthening training related to trauma in schools. In response, we have incorporated various application-based assignments to help students acquire the skills necessary to be proficient in this area in the workforce. Graduates reported to meet and/or exceed employers' expectations and all responding employers reported that they would be "extremely likely" to hire another graduate from WKU. Beginning this semester, we have reconvened a Counseling Advisory Board which represents students, graduates and constituents in the field; with the purpose of receiving feedback related to strengthening our program.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

- The majority of graduates serve as school counselors in the region, state and surrounding states.
- The Department offers multiple professional development workshops each semester to students and constituents that are either free of cost or inexpensive, most graduates participate in these opportunities
- Students participate in leadership opportunities in the program's Counseling Honors Society Chapter and often transfer their leadership skills to their hired school environments.
- Students can engage in research, publications and presentations with faculty
- Students engage in local experiential school and community activities during their course work. This leads to developed relationships and collaborations for post-graduation.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					0	4
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<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>External revenue, although very limited, is built through:</p> <ul style="list-style-type: none"> <li>• DELO</li> <li>• Providing CEU workshops</li> <li>• Donations, although despite efforts to seek additional donations, this did not generate much.</li> </ul>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The program costs are as follows:</p> <ul style="list-style-type: none"> <li>• Study Guides for Comprehensive Exams</li> <li>• Proctoring of Comprehensive Exams</li> </ul> <p>These costs are paid for with the student fees associated with the internship courses. We recently decreased the student fee to match actual need. Thus, the costs are directly associated with monies spent.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

*Our Community and Beyond. Goal 3: Facilitate continuing education, retraining, and degree completion, leveraging online resources and WKU's regional campuses; Goal 4: Improve the quality of life regionally*  
Students have the opportunity to specialize in areas such as addictions, college and career readiness, and couple & family counseling; all of which are supported in literature as current mental health needs and priorities. Over 100 participants from the community attended the continuing education workshops provided by the Department just last year.

*Our Hill. Goal 4: Incentivize and support research and creative activities . . .* Since the 2011-2012 academic year, faculty published 2 books and over 25 journal articles; conducted over 60 international, national, regional and state presentations; and were awarded 6 research grants.

*Our Community and Beyond. Goal 1.* The Talley Family Counseling Center (serviced by our interns) provided 1200+ hours of clinical mental health services to the regional community, including school-based counseling. Two of the faculty recently completed an RCAP grant in collaboration with the Bowling Green Chamber of Commerce. Counseling faculty host professional development workshops throughout the year to clinicians in the region. Two new certificate programs (College and Career Readiness and Addictions Education) are entirely on-line so as to serve students regionally, nationally and internationally; enrollment has grown since their inception. Conducting *Black Lives Matter* community workshop series and *My Minds Matter* applied research activities.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

*Objective 1.* Ongoing relationship with national, regional and state counseling organizations allows us to promote regional and national professional development opportunities. The Program's reputation and ongoing relationship with area schools offers interns various opportunities to work with under-represented populations

*Objective 10.1.* The CCR Program Certificate, directly associated with this program supports the career and college readiness needs of local, regional, and national P-12 students; which is being emphasized with the local BG Chamber of Commerce and regional schools.

*Objective 11.* The department hosts Appreciation Open Houses for community partners; and offers yearly Job Fairs in which community employers are able to meet with current students. As a result of these efforts, the program boasts at 100% job placement; quality employment opportunities; and has revised curricula to meet current trends.

The Statewide Strategic Agenda does not emphasize what is being clearly articulated in 2018 research studies, namely, the imploding crisis of addictions-related issues occurring in Kentucky schools and the need for quality trained professionals. We have addressed this need by creating an on-line Addictions Education program. Many public school systems are dealing with the residuals of this issue, school counselors are a critical component for support to families affected.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

- Research data collected through the CCR-related RCAP grant will serve to provide great awareness about ongoing trends in college and career preparedness in local schools; results will also be infused into the curriculum.
- The data provided in the workforce link does not align with current research (KY is 14<sup>th</sup> in the nation in the number of refugees (<https://www.kentuckyrefugees.org/refugees-in-kentucky/>) with approximately 400 settling in Bowling Green in 2017. Only ½ of refugees are typically referred to mental health services (Ballard-Kang, Lawson, & Evans, 2018) and this is even less in schools. Additionally, 20% of children and youth in public schools have a clearly identified need for mental health support but only one-third receive any help at all (Interconnected Systems Framework – PBIS, 2016).

Our program is directly addressing these statistics by

- (a) developing the on-line graduate certificates;
- (b) engaging in collaborative relationships with community partners and schools;
- (d) hosting CEUs related to addictions, trauma informed care and body/brain based counseling;
- (e) engaging in various recruitment strategies targeting undergraduates who, upon graduating, can help meet the significant mental health demands in the region.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The SC program is one of 6 in Kentucky. It is considered the second top school counseling program in the state. Courses are primarily offered face-to-face due to the value that faculty place on experiential and application-based learning. Other distinctive qualities include:

- Cohort model, with 100% internship placement
- Enrollment of many non-traditional students, as well as many persons of color.
- Every year, students co-present with faculty at the Kentucky Counseling Association conference
- The program houses Omega Kappa Upsilon, a chapter of the Chi Sigma Iota, an international honor society in which students are required to take part in community and regional service activities.
- Students report choosing WKU because of the faculty's advanced and specialized training. Loretta Dye - Experienced Registered Yoga Teacher, Trained and certified Yoga Calm Instructor; Andrea Jenkins – specialized training in suicide and eating disorders; Jill Sauerheber - EMDR Certified, Gottman Level 3 Trained, Brainspotting Trained, Reality Therapy Certified; Cheryl Wolf - Global Career Development Facilitator, Certified Professional in Human Resources, and a Certified Clinical Hypnotherapist.
- Two of the five full-time faculty who teach in the program are persons of color.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The following are efforts aimed at being a sought-after provider of mental health education:

- Highly active faculty which has ultimately provided various regional and national professional development opportunities for students and local professionals (ie., *Black Lives Matter* community workshop series and *My Mind Matters Action Research Interventions*)
- Advisory Council that represents students, graduates and the community
- On-line Addictions Education and College & Career Readiness Certificate Programs that are available to learners across the country.
- Holds Sponsorship from the National Board of Certified Counselors and KY Board of Social Work to offer professional development CEUs to regional community
- All SC students participate in service learning projects within their specific school counseling courses.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

- Growing need for training in Addictions, especially as it relates to its impact on students and their families. The program may be revised to include a capstone course rather than an internship for those who are not credentialed mental health professionals (i.e., directors of human resource). In order to build this initiative, feedback from the advisory council, as well as relationships with regional constituents can help increase demand and quality of the program.
- Growing need for HS students to be career ready/college bound. Ongoing relationships with the Chamber of Commerce, as well as with School-based stakeholders (both of which are represented on the 2018-2020 Advisory Council) will aid in maintaining a robust CCR program that meets current demands. Increasing the national demand for this program might begin by engaging partners living in states in which there is a CCR emphasis.
- Mental health needs of clients being served at WKU's Clinical Education Complex. As delivery of services grow from the CEC, the need for mental health support should also. TFCC interns can provide needed individual and group counseling.
- Growing need for mental health support to children of military members and veterans. Collaborating with Fort Knox might initiate consideration for a program being developed there.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

The "national trends" link does not identify trends associated with mental health counseling. The current literature suggests that there is an increase in (a) the # of students experiencing mental health issues (Beauchemin, 2018; Prince, 2015); (b) substance use, particularly among women (Grant et al., 2017; Watson et al., 2018); (c) depression and anxiety are on the rise (Weinberger et al., 2017); (d) training in treating eating disorders is "urgently needed" (Austin et al., 2013); (e) need for treatment of victims of domestic violence is high (Terplan et al., 2015); (f) an emphasis on college and career readiness (Jaunarajs & McGarry, 2018; Seemiller, 2018). These references are far from thorough. However, the current research clearly identifies an increasing need for mental health services for all students and families. Trends in our program, though not exhaustive, as noted below directly align with the national trends:

- Development of two new certificate programs in Addictions Education and College and Career Readiness.
- Creation of courses in eating disorders and crisis.
- TFCC Interns provided MH services to k-12 and college community
- Offering of continuing education related to current trends in MH (i.e., brain/body; addictions, domestic violence)

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

- New key assessments have been developed, syllabi have been revised, new strategies for obtaining as well as organizing assessment data have been implemented
- Eliminated the GRE, as it was not a predictor of success and was a deterrent for potential applicants
- Created permanent application and interview dates to demonstrate consistency
- TFCC marketing efforts to build client base
- Revised Course Schedule that prevents students from having to travel to campus more than 2x/week
- Created on-line Addictions Education and College & Career Readiness graduate certificates
- Created of JUMP in Counseling
- Engaging in strategic Marketing and Recruitment plan: (a) hand delivered flyers to over 1000

regional school staff; (b) campus tour to all student organizations; (c) offer campus tours; (d) created admissions e-mail address which allows for consistency

- Decreased spending in various areas (printing, office supplies) in order to support faculty travel
- The demands on faculty are increasing as a consequence of losing faculty lines. The Dept. Head petitioned for graduate assistants to serve on committees and/or to be excused so that faculty can focus on teaching, advising and scholarship.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

- Build enrollment to at least twice its size. It is reasonable given the growing trend and marketing efforts. Impediment, financial support for marketing resources is little to none.
- Demonstrate the need for additional faculty; and secure at least one faculty position. It is reasonable as at some point we will be in direct conflict with the CACREP faculty ratio of 12:1.
- Increase revenue from professional development workshops.
- Maintaining a sought-after place to work. Impediment is lack of raises and increasing demands on faculty.
- The Talley Family Counseling Center becomes sought after mental health agency within the community. Impediment, lack of funds to train interns in specialty areas such as trauma and brain based therapies.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	CNSA
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Counselor Education, EDS
<b>Reference Number:</b>	#112
<b>CIP Code:</b>	131101
<b>Degree Type (AB, BS, etc.):</b>	EDS
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b>
This program is being suspended due to lack of regional need.



## 2. PROGRAM PRODUCTIVITY

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	1	0	0	0	0	
Conferrals	0	0	0	0	0	
SCHP						
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

**5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

<p><b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b></p>
<p><b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b></p>
<p><b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b></p>
<p><b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b></p>
<p><b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b></p>

**6. PROSPECTUS**

<b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b>	
<b>b. How do program trends align with <u><a href="#">national trends</a></u> over the last 5-10 years? (maximum 200 words)</b>	
<b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b>	
<b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b>	
<b>e. What recommendation would you put forward for the program (check one)?</b>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018

Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Director of Special Education
Reference Number:	#0426
CIP Code:	130408
Degree Type (AB, BS, etc.):	R1
STEM+H Degree (Y/N)	N
Minimum Hours Required:	30
List Concentrations (if any):	Level I or Level II KY Administrative Certification

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Director of Special Education (DoSE), Level I and/or Level II is a Kentucky P-12 administrative certification. WKU offers a choice of a certification only 15 hour program or a full 30 hour program that leads to a Rank I. To be admitted to this program, applicants must hold a Master's degree in either special education or school psychology and have at least three years experience working with children with special needs. The first certification is the Level I certification. In Kentucky, administrator certifications are all Level I or Level II. Level I means the individual has completed an approved program and may begin working as a Director of Special Education. Level II requires either 6 additional hours of coursework or five years experience as a Director of Special Education.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	5	8	1	2	3	
Conferrals	1	1	3	0	1	
SCHP	27	27	9	18	21	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>The DoSE program has always been a service program to the regional school districts. All districts in Kentucky have a DoSE, and sometimes an Assistant DoSE, who oversees programs falling under the Individuals with Disabilities Education and Improvement Act (2004) federal law. Most of our DoSE students have gone through our undergraduate and graduate programs in special education and wish to return to WKU to complete this administrative certification. The program has been housed in the School of Teacher Education and, in the past, in the Education Administration Leadership and Research Department. Although it is a small program in terms of enrollment and SCHP, it has always been a requested program. The October Census numbers from IR may be off one in the above table - the report ran by the program area shows that there were 7 enrolled students in 2014, 1 in 2015, 0 in 2016, 2 in 2017 and 4 in 2018. The program was revised in 2015 and needs to be revised again currently due to changes in some of the required courses that are housed in the Education Administration Leadership and Research Department. Recently, there has been an agreement to move the DoSE program back to the EALR department given that the majority of the courses fit in their core for administrative certifications. One faculty member from the School of Teacher Education, who holds the DoSE Level II certification will continue to coordinate the program and teach the Special Education Law course and one adjunct, who serves as a DoSE in one of our regional districts will teach the practicum course required. Faculty in both departments will collaborate and plan to submit revisions of this program through the approval processes to update the courses and content.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>As noted above, this has always been a low enrollment program and the faculty have considered its offering as a service to the regional school district partners. All districts in the state have at least one person serving in this role and many of those people are nearing retirement and jobs are consistently opening each year.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree	5.33 (N=1)										
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The student learning outcomes from the DoSE Rank I and Certificate Only Level I and Level II programs consist of those SLOs similar to all administrative certifications: School Principal All Grades has been included as part of this program assessment as students enrolled in other certification programs will complete some of these experiences since some of the same courses identified in the matrix are also required for other certifications. There are in-course experiences and assessments in all courses required for other certifications that address standards, however, some of the formal data collection that is done for the school principal program has not been developed and utilized in the other certification areas. The process of developing and using this new approach to formal data collection for the existing principal program has helped the department to identify issues that need to be fixed as part of the redesign process. Upon completing the new state requirements to redesign the principal preparation program, the department will then redesign all other certification programs building on the new principal program to have the same common core of experiences, assessments, and data collection points for all students. In addition, appropriate formal experiences and assessments will also be developed for the certification-specific courses in other certifications. It is with this redesign in mind that the DoSE program will move to the EALR department so all administrative certifications will be sharing a common core, SLOs, and department.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>The formal data collection in the past has been from in-class experiences and assessments that address standards based on administrative state and SPA standards. Professional opportunities for students completing the DoSE program are specific to the required certification of the Kentucky Department of Education. There are 129 public school districts in the state of Kentucky and most have Directors of Special Education to comply with the Individuals with Disabilities Education Act. Larger districts typically employ more than one person holding DoSE certification serving as Assistant DoSE's. Although not all states require certification for a Director of Special Education, surrounding states employ those holding the title. The Department of Labor Statistics refer to a DoSE as an Instructional Coordinator and state that, "Employment of instructional coordinators is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. As states and school districts put greater emphasis on student achievement data, schools may increasingly turn to instructional coordinators to develop better curriculums and improve teachers' effectiveness" (<a href="https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm">https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm</a>). This statistic bodes well for our Director of Special Education enrollment in the future.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>By communicating and collaborating with our regional partner school districts to determine their changing needs, the program seeks to continually revise and update our program curriculum. The program was revised in 2015 and will again undergo revision in 2019. An example of this feedback is that several students were not able to get the courses they needed when they needed them to complete their programs and it caused advisors to have to complete an excessive amount of paperwork to get their programs changed to include alternate courses. In the current revision process, we will take out some courses that caused this problem to allow students to complete their programs in a more timely manner.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p>In the past five years, all but one of our program graduates have obtained positions as a Director of Special Education in our region. The one student who did not obtain a position wanted to stay in the classroom as a Special Education teacher and may seek a position as a DoSe in the future.</p>											



**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
At the present time, there are no external revenue streams that are directly associated with the program except those foster economic development relationships with our regional school partners. However, in moving the program from the School of Teacher Education to the Education Administration Leadership and Research Department, the program will be closely associated with the Wallace Principal Preparation Grant in that many of the core courses will overlap. WKU's <u>Department of Educational Administration, Leadership, and Research</u> is one of seven universities across the nation selected to participate in a four-year grant-funded initiative to improve principal preparation.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
This program is a low cost program to run and all courses required overlap with courses in other programs and departments. For example, students are required to take courses in this program that are also required in the Rank I Principal Preparation Program such as EDAD 684 Instructional Leadership; EDAD 677 School Law; EDAD 640 Introduction to School Administration; and EDAD 588 Allocation of School Resources. Given that the program requires courses that are already offered in other programs, it is a very low cost program and is efficient for SCHP.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
The Director of Special Education Rank I and Certification Only Level I and Level II programs align with WKU's strategic plan to engage our community and beyond in leading efforts to develop and grow the communities we serve using data, research, and forward-thinking policies; and through partnerships with K-12 education, business, industry, and government leaders, we will work together to provide a talent pipeline for the future. The program addresses the goals of continuing education and enhancing quality of life through providing a certificate program to match job market opportunities (see 3.c above) and developing shared intellectual capital and viable products through collaborations, internships, and other partnerships with our P-12 regional partners.
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>
One of the priorities of the 2016-2021 Statewide Strategic Agenda of the Council of Postsecondary Education is to, "Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path." As part of this priority, Strategy 8.3. states: "Promote academic quality and continuous improvement of programs and instruction through the implementation of the statewide Review of Existing Programs policy and similar measures". That is exactly what WKU is doing with the Comprehensive Academic Program Evaluation and what the College of Education and Behavioral Sciences is doing in reviewing and revising this program.
<b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>
As noted above in 3.C, The Department of Labor Statistics refer to a DoSE as an Instructional Coordinator and state that, "Employment of instructional coordinators is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. As states and school districts put greater emphasis on student achievement data, schools may increasingly turn to instructional coordinators to develop better curriculums and improve teachers' effectiveness" ( <a href="https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm">https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm</a> ). This statistic bodes well for our Director of Special Education enrollment in the future.
<b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b>
In comparing WKU's Director of Special Education programs to other regional institutions' programs, what stands out about our program is the faculty who coordinate and implement this program. Very few programs across the state have people who actually hold the certification coordinating and teaching in the program. I believe this makes our courses more relevant and our experiences more authentic than our competitors who offer the same certifications.
<b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b>

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>With diligent program assessment and marketing, I believe this program can expand into bordering states for student recruitment. Although some bordering states, like Tennessee, do not require a Director of Special Education certification to coordinate special education programs, recent U.S. Supreme Court cases, such as <i>Endrew F. v. Douglas County School Dist. RE-1, 580 U.S.</i>, which many see as the most significant special-education case in 35 years, are going to make it vital that school districts employ people who are versed in the law as well as in evidenced based strategies in delivering services to students with special needs and the ability to supervise those who are on the front lines of providing those services. The DoSE program at WKU strives to prepare professionals to do that exact job.</p>	
<p><b>b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)</b></p>	
<p>Again, referencing 3.C, The Department of Labor Statistics refer to a DoSE as an Instructional Coordinator and state that, "Employment of instructional coordinators is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. As states and school districts put greater emphasis on student achievement data, schools may increasingly turn to instructional coordinators to develop better curriculums and improve teachers' effectiveness" (<a href="https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm">https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm</a>). This statistic bodes well for our Director of Special Education enrollment in the future. While our enrollment in this program has remained relatively stable over the past 5 years, it has always been seen as a service to our regional K-12 partners to offer this program. It is believed that, given the increased emphasis on the quality of special education services in light of <i>Endrew F. v. Douglas County School Dist. RE-1, 580 U.S.</i>, this program will grow with proper marketing and recruitment.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>As noted previously, there has been a recent agreement to move the program from the School of Teacher Education to the Education Administration Leadership and Research department to better position the program to take advantage of the core courses and faculty teaching in the instructional leadership programs.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>I believe we can and will increase enrollment in this program given the proper marketing and recruitment of new students. In comparing our current websites with those of our competitors, it is clear that we need to redesign our websites to be more user friendly so students can navigate to one page and get the information they need. The Graduate School's website has been much improved but that has not trickled down to the program level. We need a web developer dedicated to each college or even each department to continuously update information and respond to student needs.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



Department/School:	Psychology
College:	College of Education and Behavioral Sciences

Program Name:	Doctor of Psychology in Applied Psychology
Reference Number:	0476
CIP Code:	48.2801 (Clinical concentration), 48.2805 (School concentration)
Degree Type (AB, BS, etc.):	PsyD
STEM+H Degree (Y/N)	N
Minimum Hours Required:	48
List Concentrations (if any):	Clinical Psychology, School Psychology

### 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Doctor of Psychology in Applied Psychology (PsyD) program is designed to align with American Psychological Association (APA) accreditation standards. The 48-hour program, completed post-masters or specialist degree, is designed to be completed over a three year span of time. There are 27 hours of core coursework including (a) statistics/research, (b) history, (c) psychopharmacology, (d) family systems, (e) supervision, and (f) internship. Two specializations, Clinical Psychology and School Psychology, each consist of 21 additional hours. Students in both programs have opportunities to practice professional skills in clinical practicum courses with supervision provided by program faculty and on-site supervisors.

The Clinical Psychology specialization prepares students to provide mental health services in underserved regions of Kentucky. The specialization provides advanced preparation in the areas of psychotherapy, assessment, developmental psychology, and evidence-based care. Students have opportunities to obtain clinical experience

The School Psychology specialization prepares students to provide mental health services for persons birth to 21-years-old in school based and clinical settings. The specialization provides advanced preparation in the areas of assessment, academic and behavioral interventions, program evaluation, and consultation.

Most classes in the PsyD program are offered at times when nontraditional students can attend. These are generally face-to-face night classes. There are a few classes offered as hybrid or online classes, and two to three courses that are offered on weekends.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	N/A	N/A	N/A	12	19	84
Conferrals	N/A	N/A	N/A	N/A	N/A	22
SCHP	N/A	N/A	N/A	150	218	1122

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

The Doctor of Psychology in Applied Psychology (PsyD) program has a great deal of interaction with the Clinical Psychology Master of Arts (MA) program, the School Psychology Educational Specialist (EdS) program, the undergraduate Psychology program, and the Clinical and Community Behavioral Health minor. Faculty for the PsyD program teach at the doctoral, master's, and undergraduate level, providing coverage for classes in those programs. Each of the three full-time faculty in the PsyD program teaches at least one master's class and at least one undergraduate Psychology class per year. In addition, Students in the PsyD program serve as supervised supervisors for the master's students while the students are completing their internship. Students in the PsyD program are mentors and role models for the MA students. Finally, two to five students in the PsyD program have served as instructors for undergraduate courses offered in the Department of Psychology.

**c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)**

The Doctor of Psychology in Applied Psychology program is a new program that admitted its first cohort in the Fall 2015 semester. Thus, we are still building to having full cohorts. Additionally, the program is designed to have smaller cohorts of students who receive very close supervision and training. In order to do this, we have to have cohorts of between 10 and 15 students. Having more than this number of students will lead to students not receiving the individualized instruction necessary to facilitate their growth into ethical, evidence-based psychological practitioners. Given the necessity of our program faculty to protect the public from inappropriate psychological practice, this level of attention and supervision is necessary, and meets accreditation standards.

There were four students from the Doctor of Psychology in Applied Psychology program who "walked the line" in May 2018. However, they had not yet completed their one-year predoctoral internship requirement at the time of Commencement. They completed their hours in July and August, and, therefore, graduated in August 2018. However, that puts them as graduating in the 2018-2019 school year, not the 2017-2018 school year.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	N/A	N/A	N/A	N/A	N/A	N/A	12	75	7	71.4	73.9
Progression	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
150% Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Time to Degree	N/A		N/A		N/A		N/A		N/A		3.40
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The Learning Goals for the Doctor of Psychology in Applied Psychology Program are listed below. There are 13 learning goals for the program. These goals are evaluated via a survey sent to supervisors during practicum and internship. So far, results have not indicated a need to revise the program. Changes to the program have come via discussion with students and observation of student performance. As an example, the suggested schedule of classes was changed from taking 9 hours (3 classes) a semester to 7 hours (2 classes plus practicum done at the students' job site) because it was noted that students were struggling to perform up to expectations while taking three classes a semester and working full-time. Changing the practicum class from one 3-hour class to three 1-hour classes allowed students to obtain more practicum hours, which makes them more competitive for pre-doctoral internship spots.</p> <p>In addition to program goals, the APA requires programs to track student attainment of domain specific knowledge, which includes therapy and assessment skills, research skills, and basic knowledge in the areas of social psychology, learning and cognition, individual differences and diversity, and neuropsychology. This information is tracked through critical assignments in each of the classes.</p>											
<b>PsyD Learning Goals</b> <b>Outcome 1</b> Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and other under-served populations, in their chosen area of concentration.											
<b>1.1. Synthesize principles from the science of psychology and apply them to behavioral health problems in a variety of settings, adapting to issues of cultural and individual diversity, including socioeconomic status and the rural environment.</b>											
<b>1.2. Describe the theories, methods, measurement tools, data analysis, results and development of scientific psychology by studying the subfields that explore human behavior, affect, and cognition and the influences of biology and society.</b>											
<b>1.3. Apply to evidence-based practice their knowledge derived from the study of human development, individual differences, maladaptive behavior, and pathology.</b>											
<b>1.4. Apply legislative, ethical and professional standards to legal and ethical issues of practice such as those involving insurance, technology, and privacy.</b>											
<b>1.5. Apply evidence-based practice to assess and define problems and to develop and implement interventions relying on their knowledge of theories and methods.</b>											
<b>1.6. Effectively communicate their assessment and conceptualization to consumers and other professionals.</b>											

**1.7. Evaluate the outcomes of treatments and practices and modify their practice based on that evaluation.**

**Outcome 2**

Provide ethical, competent, and professional supervision of psychological practice in their communities of practice.

**2.1. Describe the research and theories of supervision as well as professional standards for competence.**

**2.2. Evaluate the developmental level of a supervisee and appropriately structure a response to enable supervisee growth, based on their knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.**

**2.3. Behave in a professional manner toward supervisees, supervisors and colleagues and with respect for professional boundaries.**

**Outcome 3**

Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model with the capacity to review the scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.

**3.1. Demonstrate command of contemporary advances in the field with regard to scientific and theoretical advancements in general and those affecting their realm of practice in particular.**

**3.2. Engage in data-based problem-solving when dealing with issues in their respective practice settings, including adherence to American Psychological Association standards for the conduct of research and sensitivity to cultural and individual differences in the formulation of research questions, design, and implementation.**

**3.3. Design action-research based on the literature that advances the needs of the practice community, and evaluate and communicate the results.**

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

The PsyD program graduated its first four students in Summer 2018. As of Fall 2018, all four were employed at the doctoral-level (three in Kentucky; one in New York). More broadly, the outlook for doctoral-level psychologists is good, with the U.S. Bureau of Labor Statistics (2018) anticipating 22% job growth from 2010 to 2020, which is high compared to other occupations. The need for psychologists is driven by increasing populations of (a) the aging, (b) veterans suffering from trauma, and (c) individuals with autism as well as increased addiction rates. The Bureau further notes that “job prospects should be best for those who have a doctoral degree in an applied specialty” and that “employment of school psychologists will grow to accommodate the increasing number of children in schools, and many will also be needed to replace workers who retire.” The median pay for clinical, counseling, and school doctoral-level psychologists is \$67,650. As further evidence of the need for more school psychologists, *U.S. News and World Report* has listed school psychology as one of the top 100 jobs for the past several years. For 2014, it is number 31 overall and the number one job in the social services field.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Prior to the creation of the PsyD program, faculty met with local business leaders to determine their interest in hiring doctoral-level practitioners. The input from these meetings was considered and used during the development of the PsyD program.

Beginning in the Spring 2019 semester, program graduates will be sent a survey that will address employment, licensure, and other professional accomplishments. Employer satisfaction will be a part of this survey. This has not yet been done, as the first cohort graduated in Summer 2018. In addition, the PsyD program has created an Advisory Board consisting of university and community members, some of whom are potential employers. These advisors provide feedback on program structure, coursework, and experiences.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Students in the program have been successful at obtaining pre-doctoral internship positions. Of the 11 who applied over the last two years (the only two years the program has had students eligible to apply for internship), 9 were awarded internship positions (4 of these were APA-accredited internship positions), and 2 withdrew from the process before being matched.

In addition, we are moving the Master of Arts in Clinical Psychology program under the PsyD program umbrella in order to provide students an opportunity to move from undergraduate studies directly through the doctoral degree while obtaining a master's degree along the way.



#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					0	4
Cost per SCH					\$642.58	\$128
SCHP/FTF by Dept.	384**	366**	375**	385**	87.67	375
% SCH by FTF by Dept.	79.0**	79.9**	79.5**	77.6**	85%	75.8
Median Class Size by Level	10	9	8	8	9	8
% Under-Enrolled Sections by Level	44.7%	61.5%	70.0%	68.8%	56.8%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The Doctor of Psychology in Applied Psychology program is funded through doctoral student tuition and fees. It does not receive any budgetary consideration through the university. The program recently began offering Continuing Education workshops for Psychologists, Counselors, and Social Workers to help supplement its budget.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>Given the aforementioned training and supervision needs as well as the stakes of improper training of graduates, it is unwise to compare program costs between a professional psychology doctoral program and undergraduate programs with different aims. Effectively, individualized instruction necessary for doctoral-level training is substantially higher than undergraduate-level training. Thus, cost comparisons between these groups are not justified.</p> <p>Furthermore, the PsyD program charges students higher rates of tuition and fees than undergraduate programs, which also helps to explain the difference in cost per SCH.</p> <p>Finally, the PsyD program is funded solely through the tuition and fees generated by doctoral students.</p> <p>**These numbers are for the entire department and include undergraduate courses. I requested numbers for just graduate courses but they were not available</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

**Goal 1:** The Doctor of Psychology in Applied Psychology program is the least expensive PsyD program in the state, and is one of the least expensive doctoral programs overall.

**Goal 2.4:** The PsyD program has contacts with schools in the region from which students are regularly referred and apply to the program.

**Goal 2.5:** The PsyD program actively recruits minority and international students. Currently, 24% of the students in the program are minorities or international students. Additionally, the program actively recruits non-traditional students. Currently, 97% of the students in the program are non-traditional students in that they have returned to school after working full-time. In addition, the program has supported minority students through the provision of graduate assistantships and tuition waivers.

**Goal 3.9:** Students in the PsyD program are mentored by faculty, but also, in turn, provide mentoring themselves to master's students, who will eventually join the program.

**Goal 5:** PsyD students are mentored in general about jobs in professional psychology, and take a course designed specifically to discuss and describe what it takes to be a professional practicing psychologist.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

**Goal 1.1:** Students in the PsyD program take Individual Differences and Diversity, which focuses on cultural competence for professional psychologists. This increases their competence in working with those who are different.

**Goal 1.4:** The PsyD program actively recruits minority and international students. Currently, 24% of the students in the program are minorities or international students. Additionally, the program actively recruits non-traditional students. Currently, 97% of the students in the program are non-traditional students in that they have returned to school after working full-time. In addition, the program has supported minority students through the provision of graduate assistantships and tuition waivers.

**Goal 3.2:** The PsyD program is designed for nontraditional students who are working, offering classes at a time when those students can attend.

**Goal 4.2:** The PsyD program has a partnership with Rivendell to provide an internship for students in the program. We are developing a partnership with the Bowling Green Medical Center to help provide practicum and internship opportunities for students in the program. Faculty in the PsyD program have been working with the Psychiatry Residency program offered at the Medical Center to help the residents learn how to provide psychotherapy.

**Goal 5.1:** The PsyD program continues to be a cost-effective program. It is the least expensive PsyD program in the state.

**Goal 8.1:** Students in the PsyD program are evaluated on their ability to complete applied skills, such as deliver psychotherapy and complete assessments. Because the PsyD is an applied degree, every class has an applied component to assess students' abilities.

**Goal 8.2:** The PsyD program has budgeted monies for faculty to attend continuing educational activities. In the past, faculty have used the funds to learn advanced statistical analyses, and have brought that information back to assist students with completing dissertations. In addition, the PsyD program sponsors inexpensive Continuing Education workshops that are attended by faculty, students, and community members.

**Goal 9.1:** Students in the PsyD program are mentored to be successful applied psychologists. In addition, there is an entire semester-long course dedicated to the practice of applied psychology.

**Goal 10.4:** Faculty in the PsyD program have on-going research laboratories, most of which are staffed by both graduate and undergraduate students.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

According to the workforce projected future needs, healthcare practitioners is a Very Fast Growing occupation. The state information indicates that there will be a need for 34,453 additional healthcare practitioners between 2017 and 2021, with 1,420 new jobs projected in the South Central region, in which Bowling Green is located. The average salary for these positions is \$64,348. The PsyD program credentials individuals to work within the healthcare system and directly provide mental health services to individuals in need. Additionally, graduates in the program are trained in supervision and are

encouraged to become supervisors of master's-level practitioners, which will also increase the number of providers in the city, region, and state.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The Doctor of Psychology in Applied Psychology program is designed for students who are working. Therefore, courses are offered at time slots that promote the ability to work full-time while attending classes full-time. These time slots are usually weeknights. However, some courses are offered during the weekend. There are at least two courses that are hybrid courses and are mostly offered online.

In addition, we have been able to obtain agreement from professionals in the area—one clinical psychologist, one school psychologist, and one psychiatrist—to be instructors for courses in the program. This real-world expertise allows student to see how psychology plays out on the job.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The program goals include a focus on both treatment in rural settings and providing supervision, both of which set it apart from other programs in the region. In addition, students are taught advanced-level therapies, including Acceptance and Commitment Therapy and Parent-Child Interaction Therapy.

Finally, the program is currently completing the process for accreditation by the American Psychological Association. Once accredited, the program's appeal will increase. The most frequent question asked by prospective students is about accreditation, and it appears as though that is one area that keeps students from enrolling in the program.

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>The job market continues to be strong. There is a need for doctoral-level practitioners in Kentucky in general and the Bowling Green area in particular. Our initial graduates have stepped into positions, and have had no difficulties obtaining licensure in Kentucky. Within the field of clinical psychology, there is a movement to integrate mental and physical health. That is, have psychologists work with physicians to provide all-around care for clients/patients. Because of the relationship being developed with the Medical Center, students in the PsyD program will have opportunities to work within a medical field.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>In the 2005-06 school year, there were 4,921 doctoral degrees granted in Psychology. In the 2015-16 school year, there were 6,532 doctoral degrees granted. Thus, over the last 10 years for which there are data, the number of doctoral degrees granted in psychology increased by 1,611 degrees, or 32.7%. In addition, the number of doctoral degrees granted in health professions and related fields continues to grow, and provides the highest number of doctoral degrees. The PsyD program, therefore, is well-positioned in terms of national trends. It provides a degree that people seek out in a profession that is growing with well-compensated jobs.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>The program has only been in existence for three years. Aside from an early shift in scheduling to decrease the number of hours per semester that students take in order to increase their ability to complete the program while working, we have not made any significant changes to the program. We are just beginning to be able to evaluate what is successful and what is not successful.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>In five years, we believe the PsyD program will be accredited and will be recruiting top-level students from around the country and world. It will succeed at placing students in internship positions as well as jobs after internship. Class cohorts will be between 10 and 15 students per year, with at least 90% of the students persisting through graduation. We will have incorporated the Master of Arts in Clinical Psychology program to provide students a seamless transition from undergraduate training through doctoral training. We see a growing interaction with the Medical Center and other institutions in the region through which our students are able to obtain good applied experience and connections for future employment. This growth should be maintained through 10 years.</p> <p>We are close to all of these goals; we need to persevere through to them. Resources necessary to reach the goals are mostly available. We will need to hire 2-3 more faculty in the area of clinical psychology. The Department currently has 2 full-time faculty and 1 faculty member on transitional retirement who have training in clinical psychology. Replacing the faculty member who is retiring and hiring 1 additional clinician is paramount, we believe, for accreditation purposes. Having an additional clinician will allow for better coverage of classes within the department and will ease the load of dissertations. The other resource that will be needed will be to recoup all tuition and fees from the students in the program. Since this is the only budgetary resource the program has, it is imperative that the monies continue to come to the program.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	EALR
<b>Reference Number:</b>	#142
<b>CIP Code:</b>	130401
<b>Degree Type (AB, BS, etc.):</b>	PhD
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

This program has been closed and has not been active since WKU created the EdD program.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students						
Conferrals						
SCHP						

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

**c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)**

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree	4.33 (N=1)										
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											

### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

## 6. PROSPECTUS

<b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b>	
<b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b>	
<b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b>	
<b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b>	
<b>e. What recommendation would you put forward for the program (check one)?</b>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)





**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	Educational Leadership Doctoral Program
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Educational Leadership, EdD
<b>Reference Number:</b>	010
<b>CIP Code:</b>	130401
<b>Degree Type (AB, BS, etc.):</b>	EdD
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	60
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

WKU's 60-credit-hour, year-round Educational Leadership Doctoral Program focuses on helping practicing professionals to develop leadership skills in cross-disciplinary settings. Students are typically employed; thus we consider students "full-time" if they complete 6 hours per semester (spring, summer, fall) each year. A typical semester includes enrollment in one cohort class and an elective related to program specialization. Courses typically meet one weekend per month and/or in "hybrid" format in the fall/spring semesters. Summer courses follow similar patterns of weekend and/or hybrid formatting but over a more compact duration. Students continually enrolling should be able to complete all coursework excluding dissertation hours within three calendar years.

Four program specializations are offered:

- P-12 Administrative Leadership – designed for individuals desiring to serve or enhance their capacity as public school/school district administrators
- Teacher Leadership – designed for individuals desiring to serve or enhance their capacity in leadership roles related to classroom teaching
- Postsecondary Leadership – designed for individuals desiring to serve or enhance their capacity in two-year and four-year institutions
- Organizational Leadership – designed for individuals desiring to serve or enhance their capacity in education-related organizations

We are initiating an on-line version of the Organizational Leadership specialization of our program in spring 2019.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	124	121	122	109	107	84
Conferrals	17	20	20	20	22	22
SCHP	1,156	1,112	1,066	910	932	1,122
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>This program is interdisciplinary. Beyond a core set of EDLD courses, students select from a broad range of graduate courses from across the university as electives to meet their educational and professional goals. Although in years past we worked with university departments to offer 700-level courses for our students, because our students scatter across campus for electives, we have found it more cost effective for our students to take graduate courses already offered by programs at the 500 level. This means our students add 2-3 in enrollment numbers for many graduate courses.</p> <p>Many of our students in the program (or recent graduates) play an important supporting role as adjunct faculty for the BS and MA Organizational Leadership programs.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>In this past two years, as interest in our on-campus, face-to-face program has waned, we have reached out to Fort Knox to begin a cohort there (spring 2018). We are launching an on-line offering of our program beginning spring 2019. We are also exploring "closed cohorts" such as P-12 administration. Finally, we have made connections with several universities in China that have graduate students or university personnel interested in pursuing our EdD program, either here at WKU for a few years or in some combination of online and intensive courses offered here or in China.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	23	73.9%	21	81.0%	16	93.8%	23	73.9%	15	73.3%	73.9%
Progression	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
150% Graduation Rate	1	100.0%	16	56.3%%	23	34.8%	21	14.3%	16	25.0%	27.8%
Time to Degree	2.95 (N=6)		4.16 (N=15)		3.16 (N=17)		3.76 (N=15)		3.97 (N=20)		3.40
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p><b>Leadership Standards:</b></p> <ol style="list-style-type: none"> <li>1. Foundational Knowledge</li> <li>2. Self-Understanding and Lifelong Learning</li> <li>3. Ethics, Philosophy, Critical Thinking, and Communication Skills</li> <li>4. Application</li> <li>5. Motivation and Interpersonal Dynamics</li> <li>6. Effective and Appropriate Use of Power</li> <li>7. Change and Flexibility</li> </ol> <p><b>Research Standards:</b></p> <ol style="list-style-type: none"> <li>1. Research Design</li> <li>2. Technology</li> <li>3. Implementation &amp; Data Collection</li> <li>4. Data Analysis</li> <li>5. Program Evaluation</li> <li>6. Professional Scholarship</li> </ol> <p>A variety of course-based assessments are used within the core Leadership and Research courses. Our more formalized assessment process takes place during students' qualifying exams (QE). There are two required QE questions, one related to evidence of student growth in leadership knowledge and skills, the other related to evidence of student growth in research knowledge and skills. Nearly all our students meet expectations on our QE, so no recent program changes have been made based on these assessment results.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>As our students are typically already employed and are completing a terminal degree, it has been challenging to collect meaningful employment information. Surveys sent to our alumni about new employment opportunities yield single digit response rates, with most reporting that they have retained positions in their current place of employment. Students share with us new position opportunities, but these reports are spontaneous, and thus are not usable for data analysis purposes.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, and national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>Again, we have attempted to collect employer information from alumni and then send out employer surveys, but have been consistently unsuccessful in collecting meaningful data.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											

#### 4. COSTS, REVENUE, AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					10	12
Number of NTE Faculty					1	4
Cost per SCH					\$435	\$128
SCHP/FTF by Dept.	96	101	125	133	104	375
% SCH by FTF by Dept.	56.2%	49.8%	70.3%	74.1%	74.3%	75.8%
Median Class Size by Level	14	12	13	9	11	8
% Under-Enrolled Sections by Level	37.0%	32.1%	25.0%	52.0%	46.2%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>From 2013 to 2018, the EdD program director led a team of four EdD/EALR faculty, six graduate assistants, and a staff member to evaluate a \$42 million, four-year Race-to-the-Top-District (RTT-D) project located in central Kentucky (overall \$2 million grant evaluation budget). The WKU team served as a research and evaluation liaison between the RTT-D leadership team and the U.S. Department of Education. The team coordinated the conceptualization of research logic models, project management plans, and evaluation instruments related to grant educational processes and outcomes. The team developed and submitted interim progress, annual, and final summative reports to both the RTT-D leadership team and the U.S. Department of Education.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>Because the numbers above include all (and only) EALR faculty, they do not accurately reflect the costs, revenues, or efficiency of the EdD program. Over the years, this interdisciplinary program has at some times “owned” particular faculty lines (with associated faculty located in various departments and colleges); at other times “borrowed” faculty from other departments. Additionally, the EdD program has included an additional program fee beyond tuition that makes comparison to the 17/18 university median cost per SCH inaccurate.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

**Our Students:**

- *A Diverse Body of Students:* Our EdD cohorts typically represent a wide variety of ethnic and cultural backgrounds. On average, over 20% of each entering EdD cohort class are students of color.
- *Completion & Success:* Our students have a ten-year window to complete their degree, so some data reported in this document misrepresent the overall success of our students. Nearly 80% of our students in our earliest cohorts have completed earned their EdD degree.
- *Preparation for the Global Stage:* We encourage and support our EdD students to explore international settings to expand their understanding of global leadership.

**Our Hill:**

- *A Culture of Innovation:* The faculty associated with the EdD program have recognized the changing needs and preferences of potential students. We have created a new online offering of our program. We have explored creating closed cohort models, reaching new international audiences, and meeting the needs of military personnel.
- *Research & Creative Activities:* Our EdD students are encouraged to tackle “problems in practice” for their dissertation topics.

**Our Community and Beyond:**

- *Quality of Life:* The EdD meets the need of the region by providing a terminal degree opportunity in our own backyard.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

- *Objective 1. Diversity:* As mentioned earlier, our EdD program has been a magnet for students from a variety of ethnic and cultural backgrounds.
- *Objective 3. Increased Postsecondary Education among Traditionally Underserved Populations:* See above.
- *Objective 8. Academic Excellence:* The very purpose of the EdD programs at the state comprehensive universities is to provide differentiated educational opportunities across the state. Our EdD program does not compete with the “flagship” PhD programs; yet it meets the needs of Kentucky students to have greater access to terminal degree opportunities.
- *Objective 9. Career Readiness:* The EdD program provides needed leadership instruction and development in order for potential and developing leaders in our community to reach their fullest leadership capacity.
- *Objective 10. Applied Research:* Our EdD students are encouraged to tackle “problems in practice” for their dissertation topics.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

As our EdD program is geared toward working professionals who are enhancing leadership skills and credentials, it is difficult to clearly measure how it directly addresses workforce needs. Additionally, because of the broad applications of our programs to various fields and organizations, it is difficult to define exactly what “positions” our program prepares our graduates to fill. The diversity of backgrounds of our students and opportunities they have upon completion are what make recruiting for this program simultaneously “easy” and “challenging.”

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Our program was approved by the Kentucky Council on Postsecondary (CPE) because it specifically met a need in the region for more leadership development opportunities and terminal degree offerings while at the same time not creating direct competition with the state’s flagship institutions. For many years past (and perhaps still true even with diminishing student numbers in recent cohorts), the WKU EdD program was the most vibrant and robust of the EdD programs offered at the state comprehensive universities. As mentioned earlier, our program has also been a magnet for students from diverse backgrounds. We recently applied for and were accepted into membership as a Carnegie Project on the Education Doctorate

(CPED) institution. This membership provides the opportunities for us to work with other EdD programs across the nation, as well as learn about innovative recruitment and instructional practices that are helping make other similar programs remain sustainable, affordable, and effective.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

If given the support/resources to sustain initial efforts, we believe the WKU EdD program could become the state leader in providing leadership development and terminal credentials to military personnel. We are developing a "Jumpstart" program in coordination with the MA Organizational Leadership program that would make a program extremely attractive and affordable to many individuals in positions of leadership in the military.

Additionally, in collaboration with English as a Second Language Institute (ESLI), we recently laid the groundwork to become the EdD program of choice for several higher education institutions in China. Our conversations with these institutions also revealed their great interest in other levels of programming (BS, MAE) within the College of Education and Behavioral Sciences. The college has the potential to create "pipeline" programs that support Chinese students academic aspirations from the bachelor's through the EdD degree.

We have made movement toward a mainly online program offering. This move makes the two opportunities described above more attractive to many potential students.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

Doctoral degrees in education continue to uptick nationally year after year. Thus, we believe that our program has the capacity to grow to profitable (by CPE mandate, our program must support itself), sustainable levels. On the other hand, during the short 10-year history of our program, we have experienced increasing challenges in attracting sufficient student numbers in each cohort to support the program operating budget. We believe this is because of a combination of factors: more institutions are creating EdD programs in leadership; more for profit, as well as public, institutions are offering substantial discounts in cost that make our program seem comparatively unaffordable; fewer students are willing to sacrifice weekends and travel time to attend face-to-face courses; for profit institutions in particular more heavily invest in advertising their program offerings; WKU's application and degree matriculation processes are less efficient and flexible than other competing programs.

As described earlier, we are exploring several opportunities for improving the accessibility of our program and increasing our potential applicant base, but these efforts are not fully realized, nor are they well-coordinated.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

See section 6a.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

With sufficient and consistent resources, the EdD program easily could be attracting two cohorts (fall and spring) of 20-25 students per year. Ideally, the program could be offered online for one, perhaps larger, cohort and face-to-face for another, likely smaller, cohort. Summer offerings to special closed cohorts (e.g., P-12 administration, military, or Chinese students) would provide additional students (and revenue). Some institutions have online EdD programs that run in the hundreds of students. With good planning, WKU could be among these institutions.

As the current EdD program director, I see the following challenges and impediments:

- With nearly 100 students matriculating through the program at any given time and with few dedicated faculty, I struggle to find time to do more than keep the current students moving through the program. It is difficult to move quickly to take advantage of many expansion opportunities. An assistant director position that focuses solely on program marketing and innovation would help.
- Our ever changing budget structure (based on whether we reached last year's revenue projections) makes strategic planning a challenge. I believe a "given" budget model would allow for more predictable budget planning.
- My key leadership faculty are aging (in their 80s) and in semi-retirement.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)





**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	Educational Administration, Leadership, & Research
<b>College:</b>	College of Education & Behavioral Sciences

<b>Program Name:</b>	Educational Administration
<b>Reference Number:</b>	121
<b>CIP Code:</b>	130408
<b>Degree Type (AB, BS, etc.):</b>	N/A
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	<ul style="list-style-type: none"><li>• Education Administration (ADM)</li><li>• Director of Pupil Personnel I (KDP1)</li><li>• Director of Pupil Personnel II (KDP2)</li><li>• Principal Level I (KP1)</li><li>• Principal Level II (KP2)</li><li>• Superintendent (KST)</li><li>• Supervisor of Instruction Level I (ILV1)</li></ul>

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

Our program offers certification programs (non-degree, post-masters) recognized by the Kentucky Educational Professionals Standards Board required for various roles in K-12 school administration. These programs can lead to a Rank I (a planned program of at least 30 credit hours beyond the master's degree, covered by this 121 program code, and recognized by Kentucky school districts for a pay increase under state statute), or for certification only if students are not pursuing rank change (denoted by program code 131, not included in this review). A sizable number of students overlap both the 121 and 131 programs and may have programs of study in both, as they be interested in pursuing state certification or rank change on different timetables, or for financial aid reasons (federally-subsidized student loans are not available for students pursuing rank change only; thus many students also enroll in a separate, certification only program of study). Students must have a master's degree prior to admission in any of the certification programs in administration.

The principal certification concentration is the centerpiece of this program and accounts for the sizable majority of our students. Many courses required for the principal concentration are also required for other concentrations as well. The principal program is cohort based and is delivered in a hybrid format of online and face-to-face class meetings.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	24	39	48	32	42	19
Conferrals	20	11	17	28	24	6
SCHP	150	402	493	363	447	352

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

This program provides school administrator credentials for teachers working in the 44-district Green River Regional Educational Cooperative, plus a steady enrollment of teachers from the Jefferson County Public Schools and other districts. Our program has been home to a long-standing state-sponsored minority leadership scholarship program. By state regulation, admission to principal preparation requires candidates to hold a Master’s degree, and we recommend students pursue the Master’s in Teacher Leadership from WKU. By arrangement with the WKU Educational Leadership doctoral program, our program graduates are allowed to carry a limited number of elective hours into the EdD. Courses in our program are also offered for the Director of Special Education credential, currently housed in the School of Teacher Education. Finally, Level II principal students are required to take six hours of advisor-approved electives, some of which are drawn from other departments and programs.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

By state mandate, the principal program started requiring a Master’s degree for admission in 2013. We know anecdotally from the number of students we turn away that this requirement has restricted our enrollments and we are hopeful EPSB may waive this requirement in the near future, which could bolster enrollments going forward. Also, our program is one of seven from universities across the U.S. chosen for a Wallace Foundation grant for reimagining principal training for the 21<sup>st</sup> century. We anticipate launching our newly-revised program in Summer 2019, and believe the changes (described below) will motivate additional enrollments.

Because our programs have been combined with the EdD program for purposes of this review, the information regarding time to degree – i.e., 9 + years is a misnomer. Students in our program typically complete their level 1 requirements for certification within 24 months of admission. As the EdD program is NOT part of EALR, we are not clear why their data is conflated with the EDAD programs.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	0	0	0	0	2	100.0%	82.2%
Progression											
150% Graduation Rate											
Time to Degree	5.76 (N=11)		5.29 (N=8)		9.23 (N=13)		9.09 (N=15)		10.29 (N=16)		5.76 (N=11)
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Program objectives in the current program all align to the Interstate School Leaders Licensure Consortium standards and the Kentucky Dimensions and Functions of School Leadership. Students complete anchor assessments for each core course (typically two per semester measuring their progress toward proficiency in these standards). Students must demonstrate proficiency on all anchor assessments to advance in the program.</p> <p>Under the Wallace grant our proposed version of the program beginning in 2019 will be based on the new Professional Standards for Educational Leadership (PSEL) and will be assessed with performance assessments in every course. In the process of collaboratively reviewing our existing program we have considered the structure of current anchor assessments and student performance and used those data to inform both the curriculum of the new program and the structure of new performance assessments.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>The primary opportunities for students graduating from the program are jobs as school principals and district administrators. Anecdotally we know that over the last two years, over 50 of our graduates have been placed in various school administrator roles. State data suggest that on average, 3 years after graduation over 1,200 alumni of education administration programs are employed in the field making a median annual wage of almost \$60,000.</p> <p>Traditionally our program has not systematically tracked graduate accomplishments. However, through the Wallace Foundation grant we have engaged in a comprehensive effort to survey graduates, practicing administrators, and program partners for their feedback on our program structure and outcomes and strategies for program revision and improvement. A key product of the Wallace work is the creation of a Leadership Tracking System (LTS), an online database of program participants and graduates, their skills, dispositions, and growth areas at graduation, and their employment placement and professional impact. The LTS will help inform districts about the pool of potential principal candidates but also provide meaningful feedback data for continuous program improvement.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>Our faculty maintain close partnerships with area schools and districts where we routinely provide consulting services, conduct research, and engage in various initiatives. The dean of the College of Education and Behavioral Sciences serves on the board of directors, along with area superintendents, for the Green River Regional Educational Cooperative (GRREC). Our core principal courses are frequently co-taught by faculty and practicing school administrators. All of these connections provide a steady flow of feedback regarding the skills and dispositions of our program graduates, most of whom serve in area schools, and the emerging needs of practitioners in the field. However, our Wallace grant program redesign effort has created a much more formal structure by which area superintendents, program graduates, practicing administrators, and partners from the Kentucky Department of Education and Professional Standards Board have contributed directly to the</p>											

process of informing program curriculum, design, and assessment structures. The Leader Tracking System will offer a permanent mechanism for continuous feedback on district needs and graduate skills and dispositions relative to those needs.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Some portion of graduates will select not to use their administrative credential, opting not to pursue state certification or not to apply for administrative openings. We have not tracked the percentage of students in this category in the past, but will be able to do so with the new Leader Tracking System. We do not consider it a goal to place every graduate into an administrative role. However, we do aspire to see every graduate who wants an administrative position earn one, and be successful in that role, and the LTS will also facilitate better data on that success metric.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					10	12
Number of NTE Faculty					1	4
Cost per SCH					\$435	\$128
SCHP/FTF by Dept.	96	101	125	133	104	375
% SCH by FTF by Dept.	56.2%	49.8%	70.3%	74.1%	74.3%	75.8%
Median Class Size by Level	14	12	13	9	11	8
% Under-Enrolled Sections by Level	37.9%	31.6%	25.5%	48.1%	46.2%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>Over the last five years a number of external grants essential to the mission of the department have provided buy-out time for faculty and support streams for the education administration program. These include the federal Race-to-the-Top grant, Leading to Learn (L2L) partnership with GRREC, the National Institute for School Leadership (NISL) initiative, and the Wallace Foundation UPPI initiative. Currently only the Wallace grant provides buy-out time. For a number of years a state grant called the Administrative Leadership Institute (ALI) program provided scholarship supports for qualified minority students, but by state mandate that program is currently being phased out. Approximately 10% of cohort admissions have been comprised of ALI recipients, primarily personnel from Jefferson County Public Schools and Fayette County Schools.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>Only 3 tenure-eligible faculty members and one non-tenured track (visiting associate professor) faculty member are associated with the education administration program. Thus, our program faculty are generating more student credit hours per faculty member and at lower cost than the numbers above indicate. Education administration programs are likely to always have small enrollments due to the highly specialized nature of the job for which students are training and the finite pool of potential applicants, but such programs are nevertheless essential to the mission of the university.</p> <p>The information about Cost per SCH, etc., is inaccurate because it includes the EdD program data. The EdD program is NOT part of EALR, and makes all of the data in the Section 4.a., unreliable and not valid.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
The education administration program, especially as it will be configured under the new Wallace Foundation-guided revision, addresses several dimensions of the WKU strategic plan. We believe our rigorous principal preparation program will help advance Goal 2, "enrolling a diverse body of regional graduate students," especially under Strategy 4 of establishing strong conduits for attracting high-quality applicants. We also hope that the new focus on equity in our program will help advance Goal 3, related to diversity, equity, and inclusion. Finally, we believe our program excels in advancing Goal 5, or preparing students for career and life.
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>
Likewise, the education administration program supports key strategies and goals of the statewide strategic postsecondary agenda. Our equity focus will help advance Objective 1, associated with diversity and inclusiveness. But especially in training a high-quality pipeline of effective, equity-driven school principals, we will support the state's goal of strengthening Kentucky's P-12 education system to increase the number of students ready for postsecondary education itself (Objective 2). We also believe our competency-based model under the new principal program, with heavy emphasis on clinical training, aligns with Objective 8 (promoting academic excellence through improvements in teaching and learning). Our continuous improvement efforts reflect Objective 9 (improving career readiness of graduates), and our program's success relies heavily on Objective 11 (regional partnerships, outreach, and public services), especially with K-12 schools, districts, and support agencies.
<b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>
Kentucky does not track workforce demand specifically for education administrators. However, the Kentucky Center for Education and Workforce statistics currently estimates 7,399 education-related job openings statewide, including almost 1,600 in the direct WKU service region. Most of those regional openings are identified as "high skill" positions. We believe our program meets a critical need in supplying educational leaders for the region and state. The new Leader Tracking System will help us thoroughly document job openings in our field, graduate placement, and their professional success.
<b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b>
WKU's education administration program has a long-standing reputation for producing effective school leaders. We survey our students every semester and among the program features they find most valuable are the cohort model (with cohorts offered in Bowling Green and Owensboro), hybrid delivery design (blending online and face-to-face components), district-based mentoring supports, co-teaching model with practicing school leaders, and standards-based system of assessment used in many classes. We believe this particular combination of program components is unique in Kentucky, will be further enhanced with a vastly expanded clinical experience dimension starting in 2019, and will ensure stable, long-term program enrollments.
<b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b>
Given our program is staffed by only 3 full-time faculty members and one visiting professor, and that this report does not reflect our certification only students, we believe our enrollments, median class sizes, conferrals, and student credit hours produced are all stable and strong. The calculations in box 4a above, which include all EALR staff, do not accurately reflect our cost per student credit hour, and we expect those would be consistent with university medians also. The education administration program is essential to the mission of the college and university, and especially in light of our ongoing program revisions, we believe will continue to thrive in the future.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

The program revisions described above, undertaken as a part of WKU's participation in the Wallace UPPI grant, reflect the latest research regarding best practices in school administrator training and development. We believe our graduates will be the best prepared school administrators in Kentucky. However, we do see opportunities to expand the program's role through micro-credentialing and other innovative format delivery models whereby we might expand our partnership with school districts to provide flexible, on-demand, job-embedded, and highly relevant learning experiences leading to stackable credentials for career-long teacher and administrator professional growth and development. Upon the conclusion of our Wallace grant, pursuing new innovative models along these lines will be our next priority.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

National trends reflect flat or declining enrollments in all educator preparation programs. As the demands on school principals have increased in recent years, the pool of teachers interested and willing to pursue formal leadership careers in education has likely dwindled. Give that trend, we are pleased with the relative stability in our enrollments (bolstered by some key partnerships with GRREC and area districts to partially offset student tuition costs). We are hopeful that excitement about our program redesign will further encourage strong, positive enrollment trends.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The most significant program changes have previously been described. We have rebuilt the curriculum in a collaborative process driven largely by research, best practice, and feedback from key stakeholders, developed a whole new sequence of program courses, repackaged the Rank I program, bolstered the clinical dimension, and laid the groundwork for a comprehensive data system that will document program needs and successes for the future.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

Within five years we expect to see the successes of our current program revisions and be able to partner with districts to take full advantage of the Leader Tracking System to better inform district hiring decisions, support practicing school leaders, and make on-going program improvements. Beyond that, within five years we expect to make consider progress toward delivering new models of micro-credentialing, and will build on the existing framework of partnerships established under the Wallace grant to do so.

**e. What recommendation would you put forward for the program (check one)?**

<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

to

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Educational Technology
<b>Reference Number:</b>	#167
<b>CIP Code:</b>	130501
<b>Degree Type (AB, BS, etc.):</b>	CER
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

We are recommending to Suspend this WKU Certificate program in Educational Technology. Although it has 7 students in it, some of these are WKU employees. When they get into the program, they comment that they did not realize that it was for P-12 teachers and most of them do not finish the certificate (as can be seen by the completion rate below). Efforts is made to personalize the courses for non-teachers, but they still do not finish the certificate. Some of the students in the program are actually P-12 teachers who applied for the incorrect program. They really wanted the Instructional Computer Technology Endorsement to add onto their teaching certification. Therefore, the program area recommends Suspension of the program.



**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	1	11	5	3	7	4
Conferrals	1	1	3	0	1	5
SCHP	9	87	51	33	48	44
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						

**3. SUCCESS OF STUDENTS**

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree	5.00 (N=1)				10.00 (N=1)				4.67 (N=1)		
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p></p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p></p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p></p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p></p>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.34	12
Number of NTE Faculty					0	4
Cost per SCH					458	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

**5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

<p><b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b></p>
<p><b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b></p>
<p><b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b></p>
<p><b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b></p>
<p><b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b></p>

## 6. PROSPECTUS

<b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b>	
<b>b. How do program trends align with <u><a href="#">national trends</a></u> over the last 5-10 years? (maximum 200 words)</b>	
<b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b>	
<b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b>	
<b>e. What recommendation would you put forward for the program (check one)?</b>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences 99ED

<b>Program Name:</b>	Education and Behavioral Science Studies, MAE
<b>Reference Number:</b>	042
<b>CIP Code:</b>	130101
<b>Degree Type (AB, BS, etc.):</b>	MAE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	24 hours
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Education and Behavioral Science Studies (EBSS) MAE is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense) or behavioral sciences (in a general sense) but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education or behavioral sciences for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	4	6	1	6	6	19
Conferrals	1	6	0	5	2	6
SCHP						212

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

All courses in this program are provided by other programs, which do lead to state certification or rank change. This program provides an education related master's option for those not needing/wanting state certification. It is also an option for international students who need advanced coursework but cannot be certified in the state of Kentucky. There are no unique courses within this program. All of the courses are taught/included in other programs leading to state certification.

**c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)**

Although this may be considered a low enrollment program, by its very nature it is intended to be a low enrollment program. The EBSS was created to meet the needs of students for whom no other program in the College of Education and Behavioral Sciences is a good fit based on their current employment situations and goals for the future. It allows those in the program to receive a Masters degree but focus solely on their desired area of study. The individualized nature of the program is a definite

strength and the program provides students who may go elsewhere to pursue graduate study a course of study to remain or matriculate within WKU.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	2	100	1	0	0	0	2	50	82.2
Progression											
150% Graduation Rate	0	0	0	0	2	100	1	0	0	0	73.3
Time to Degree	3.00 N=1		2.75 N=4				3.78 N=3		5.33 N=1		2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>At the present time, there is no systematic means of assessment of student learning outcomes at the program level over the review term. This is a weakness identified through the 2018 academic program review which will be remedied moving forward. Specific learning outcomes to be assessed include the goals of the MAE in EBSS. The goals of the MAE in EBSS are upon completion of the program students will: be knowledgeable about philosophy, strategies, and ethical issues in education or behavioral science; be knowledgeable about developmental issues of a specific population; be able to apply their knowledge of development to curriculum design, educational planning, or intervention strategies; develop content knowledge in identified subject areas; be knowledgeable about professional ethics in education or behavioral science fields; and be able to research "best practices" in teaching/working with specific populations. These goals are only currently assessed through student performance in the core courses that all students in the program complete: EDFN 500 - Research Methods; EDU 594 - Practicum in Education and Behavioral Science Studies or another chosen practicum courses; EDU 595 - Directed Study in Education and Behavioral Science; and the chosen professional foundations course, the chosen strategies/methodology course, and the chosen developmental issues course. In 2018 there are currently 8 students actively enrolled and matriculating through the program. The average GPA of the 10 graduates of the program is 3.74. While these data do not speak directly to each goal of the program individually, the overall performance of the students in the program allow us to monitor their success as they move through the program. While challenging to collect data there is potential for students to be identifiable based on the number of students and their chosen programs of study in relation to the program goals and outcomes.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>There has been no systematic assessment system in place to track our graduates of this program. Anecdotally, students discussed how they typically remain in their current positions and seek out this degree to allow them to advance with their employers. Graduates in the past five years have gone back to their positions as pastors, gifted educators, museum educators, youth sports program coordinators, stay at home parents, international educator coordinators, higher education staff and faculty, and mental health providers to name a few. There needs to be a system in place to track our graduates and their employers' satisfaction, but up until now there is none. A systematic plan to collect this data moving forward includes surveying all students exiting the program and following up with graduates at the one year mark and the three year mark after graduation.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, and national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>As with the previous question, no attempts have been made to document our constituents' satisfaction with the program up to this point. A plan is now in place to begin surveying our graduates beginning with those who will graduate in 2018. A</p>											

systematic plan to collect this data moving forward includes surveying all students exiting the program and following up with graduates at the one year mark and the three year mark after graduation.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The majority of students in this program are non-traditional and/or international students. Students are typically working professionals seeking to enhance their knowledge of education and/or behavioral sciences as it relates to their chosen field and career goals. These are not our typical master's level students seeking to complete a mandated masters program to renew their teaching certification. These are students who do not fit in any other box (i.e. major) who are seeking a masters degree. When students inquire about a program to meet their needs and there are no programs that are a good "fit," the EBSS MAE is an option for them. This allows us to attract, enroll and graduate high-quality students who would not otherwise attend our institution.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

No data are available for this section.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

Very important point to make about this program is that the program itself does not cost the university any additional resources. Faculty from various departments allow students who are in the EBSS into their already existing courses; one faculty member in the college advises students in the EBSS and this is part of the faculty member's regular advising load; because only one or two students per semester are taking the capstone courses, the program advisor is the instructor of record and works with this small number of students individually and the capstone courses are above the faculty member's regular load. No faculty or department in the college is solely responsible for the EBSS. Every department participates in accommodating these students on a case by case basis. In addition, the diversity of the faculty across disciplines is a strength of this program. Students are afforded the opportunity to hear from different philosophies and perspectives on a variety of topics. This program also allows an opportunity to be used as a pilot for other potential graduate programs. This degree was the stepping stone for the Adult Education Masters program as well as the College and Career Readiness Certificate along with the Mental Health Addictions Counseling. Because of the uniqueness of the program it allows faculty from various disciplines to try out new things to determine if there is enough need and interest for expansion of offerings

**5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The WKU mission, "prepares students of all backgrounds to be production, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty and other constituents. WKU enriches the quality of life for those within its reach." The Education and Behavioral Science Studies



Master of Arts in Education contributes this mission by providing those who wish to study Education and/or Behavioral Science but for whom there is no other established program that meets their goals and needs. By providing an avenue for these students to have an individualized program that meets their unique needs, the EBSS contributes to the university's mission. In the Strategic Plan, Climbing to Greater Heights, Our Students- A Diverse Body of Students is to "Promote a Dynamic and Diverse University Community." Objective 2.1 is to Enhance the Diversity and International Profile of Faculty, Staff and Student Populations. The EBSS contributes to this mission by being an individualized and flexible program for international students for whom no other program meets their goals. In addition, the EBSS contributes to the Strategic Plan, Challenging the Spirit, Strategic Goal 2, "Improve Quality of Life for our Communities, specifically Objective 2 to Expand WKU's Economic IMPact on the REgion through student, faculty, and staff engagement. Target #3, seeks to increase by 20% percentage of credits completed through distance learning. Because the EBSS is flexible and individualized, students may choose elective courses from distance learning choices.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

HB 1 states that, "contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky's postsecondary institutions. " Many of the students who matriculate through the EBSS MAE are providing educational services to children and adolescents in roles that are not typically associated with teacher certification. For example, one of our current students works in educational programs in museums and seeks to increase her knowledge of best practices in teaching and learning, yet doesn't seek certification. She was able to individualize her program to provide her a path to an MAE and continued education to allow her to excel at her chosen field. Objective One of the statewide postsecondary education strategic agenda is to, "improve the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives." The EBSS has attracted several international students due to its flexibility and individualized curriculum. The EBSS has had graduates from Japan, Saudi Arabia, China, as well as the United States over the past five years. While the EBSS is a graduate level program and most of the HB1 and Statewide Postsecondary Strategic Agenda - Stronger by Degrees - has a focus on undergraduate preparedness and degree completion, the EBSS does contribute to the economic and social welfare goals in the statewide strategic agenda through their Objective #10 of Increasing basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth. Students in the EBSS MAE have the option of choosing to complete a capstone directed study project or a formal thesis. These activities increase basic, applied and translational research to create new knowledge. Theses completed in the past 5 years include one from an Associate Pastor in the region who examined motivation for change in prayer habits of congregants; another focused on the adjustments of international Japanese students who study in the U.S. Capstone projects in the past 5 years have focused on Autism interventions, Early Childhood services, and Gifted Education and Talent Development to name just a few. These theses and capstone projects have definitely contributed to Objective #10 to increase basic, applied, and translational research to create new knowledge and accelerate innovation.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The number of completers in this program are very small and do not represent a measurable impact to the workforce. Although it does have a direct impact on the students who complete the program.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Currently there are no other state institutions in the state offering a similar type of interdisciplinary MAE program for the study of education and/or behavioral sciences. This in itself makes the program unique and able to serve a specific population.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

As stated previously, the majority of students in this program are non-traditional and/or international students. Students are typically working professionals seeking to enhance their knowledge of education and/or behavioral sciences as it relates to their chosen field and career goals. These are not our typical master's level students seeking to complete a mandated masters program to renew their teaching certification. These are students who do not fit in any other box (i.e. major) who are seeking a

masters degree. When students inquire about a program to meet their needs and there are no programs that are a good "fit," the EBSS MAE is an option for them. This allows us to attract, enroll and graduate high-quality students who would not otherwise attend our institution.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Most definitely there are opportunities for growth with our international graduate student population as well as those interested in education and behavioral sciences but not seeking credentials. To realize these opportunities, targeted marketing of the program is a need that has not yet been realized. If we are to increase enrollment in this program, prospective students need to know that the program is available. At the present time, most students find out when inquiring about other programs available and many did not know this program exists as an alternative.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Elementary Education for Teacher Leaders
<b>Reference Number:</b>	#0433
<b>CIP Code:</b>	131202
<b>Degree Type (AB, BS, etc.):</b>	MAE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	31-37
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p> <p>The Master of Arts in Education – MAE Elementary Education for Teacher Leaders (MAE TCHL) is designed to develop teacher leaders who positively impact student learning in P-5 classrooms. It is divided into two instructional components: Professional Education Component (PEC) and the Specialization Component (SC). The PEC provides advanced level pedagogy, teacher leadership, and content related to Kentucky Teacher Standards and requires 16 hours of teacher leader core courses delivered online.</p> <p>The SC directs the student into an individual program concurrent with professional goals and may be obtained online if the courses selected offer online delivery. An endorsement may be part of the SC such as Elementary Mathematics Specialist, English as a Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology</p> <p>Admission to the program requires a current, valid teaching certificate for Elementary Grades P-5 and a GPA of 2.75 OR a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. For program completion students must successfully complete TCHL-Action Research Capstone for Teacher Leaders and present research results in an approved venue. Students must achieve a minimum 3.0 GPA overall and in program course work. Total number of program credit hours: 31-37.</p>
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**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	67	61	70	46	38	19
Conferrals	26	22	24	34	17	6
SCHP	586	500	670	378	248	212

<p><b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b></p>
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This program contributes to other programs through the flexibility and individualization of the Specialization Component (SC). For example, nine hours of education administration courses that are prerequisites for the Principal Certification Program in the Education Administration, Leadership, and Research (EALR) department can be a part of the SC as well as endorsements such as English as Second Language housed in Potter College of Arts and Letters. Other endorsements from departments outside of ELED that can be part of the SC are Environmental Education, Gifted and Talented, and Instructional Computer Technology. With advisor approval, the SC can be comprised of any course that supports the graduate student's professional goals.

Based upon feedback from school district superintendents who are members of the Green River Regional Educational Cooperative (GRREC), program faculty collaborated with the GRREC staff to offer a New Teacher Academy in Fall 2016. The participants could apply projects and participation toward graduate credit for selected MAE TCHL courses. GRREC serves 45 Kentucky school districts located in the heart of Kentucky with the GRREC facility centrally located in Bowling Green, Kentucky. WKU draws students from this geographic region at the Bowling Green campus as well as the WKU Elizabethtown, Glasgow, and Owensboro Regional Campuses.

**c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)**

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	13	69.2	8	62.5	8	50.0	12	33.3	3	100.0	82.2
Progression											
150% Graduation Rate	14	57.1	13	61.5	8	62.5	8	50.0	12	50.0	73.3
Time to Degree	2.55 (N=20)		3.25 (N=21)		3.65 (N=20)		3.37 (N=30)		3.02 (N=15)		2.56

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Student learning outcomes are the Kentucky Teacher Standards and the Teacher Leader Standards and are measured by Key Assessments that demonstrate the student has met a standard, in whole or in part. An average of 3.0 out of a 4.0 grading scale must be achieved or additional coursework may be required.

#### Course Key Assessments

TCHL 500

- Leadership Project
- Teacher Leader Degree Program

TCHL 530

- Lesson Plan
- Personal Philosophy

TCHL 545

- Standards-based Unit

TCHL 555

- Contextual Factors, Reflection, and Assessment Tools with Scoring Guides.

TCHL 559

- Action Research Prospectus

TCHL 560

- Action Research Project

The results of the 2016-2017 and 2015-2016 Key Assessments revealed that 88% and 86%, respectively, of students enrolled in TCHL 560 scored a three or above, which leaves a combined deficit of 26% of students scoring a 2 or below. Therefore, TCHL 559 and 560 were revised and beginning Fall 2019, the TCHL 560 Key Assessment will be a Leadership Project instead of the Action Research Project. The TCHL 559 Key Assessment will be a Leadership Project Prospectus, instead of the course content mostly devoted to developing an IRB proposal for the Action Research Project. Moreover, faculty support deleting the one-hour TCHL 559 course from program requirements, which could reduce the amount of time students spend in the program by one semester as TCHL 559 is a prerequisite for TCHL 560.

Other data relevant to these findings is the increase in the amount of time students are remaining in the program as depicted above on Chart 3a *Time to Degree*. Potential risks for students who take longer to graduate could include: (a) increased cost as tuition and fees tend to increase each year, (b) more possibility for changes in programs and certifications, and (c) delayed salary increases that are dependent on the student holding a Rank II certification.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Most MAE TCHL students are employed as teachers upon entrance to the program.

Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications.

Professional opportunities for MAE TCHL graduates include: (a) gaining eligibility to administration programs that require a master's degree for admission, (b) some states, including Kentucky, award a salary increase upon the completion of a master's degree, and (c) the skills obtained with a master's degree make graduates more marketable in other jobs areas including non-profit organizations, education specialists for parks or museums, instructor for some higher education programs and courses, policy development, and education trainers for textbook or other education related corporations.

According to the Bureau of Labor Statistics (2018), employment in elementary education will jump by seven percent by 2026 to approximately 104,100 new teaching positions as growing student enrollment should increase the need for kindergarten and elementary teachers. Consequently, more teachers will be needed. Although, these statistics do not specially address the need for teachers holding a MAE degree, the likelihood of increased enrollment in the MAE TCHL program is more probable when there are more teachers in the workforce.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The Dean of the College of Education is a member of the GRREC Board and attends the monthly GRREC meetings with the 45 school superintendents whose districts are in the GRREC region. As a result of feedback from recent meetings, program faculty met with GRREC staff and school superintendent representatives to

share the needs of MAE graduates in the classroom. Recommendations included an increased focus on the following: micro credentialing, job-embedded graduate course credit, and the exploration of value-added measures to course content. Faculty are considering ways to integrate these topics into existing course content that will be immediately applicable to the MAE student's classroom teaching practice.

In Spring 2017, STE faculty traveled to 10 Kentucky public school districts in the WKU and GRREC region. The purpose of the visits was to meet with teachers and administrators to gain information about teacher dispositions that contribute to teacher effectiveness as well as to acquire feedback about dispositions of STE graduates teaching in their respective schools. Faculty met with a total of 42 teachers/administrators throughout the on-site visits. The results have informed strategic planning for program improvement and goals.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The MAE TCHL students complete an online survey at the beginning of the program, *WKU MAE Entrance Assessment*, and again at the end of the program, *WKU MAE Exit Assessment*. Qualitative data from the *Exit Assessment* include the following examples of positive student perceptions that highlight program rigor and relevance:

- *Integration into what I am actually teaching. Makes it more relevant to me.*
- *All assignments were relevant and important, no busy work.*
- *It's convenient, rigorous, and applicable to the real-life teaching.*

**4. COSTS, REVENUE AND EFFICIENCY**

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.29	12
Number of NTE Faculty					0	4
Cost per SCH					77	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

The program receives DELO revenue as students pay a higher tuition rate for the online classes. For example, one hour of graduate credit through distance education (i.e., online learning) is \$707. Tuition for one hour of graduate credit that is not offered through distance education is \$607, which is a difference of \$100 per credit hour.

MAE TCHL faculty were awarded an International Activities Grant in 2016 (\$750.00) by the Office of International Programs to explore international educational opportunities for MAE TCHL students. Faculty traveled to the Harlaxton College located in Grantham, England to create international partnerships among graduate teacher education programs and local schools.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount, which is currently \$415 per hour, a substantial discount when compared to the 2018 graduate tuition rate of \$707 per hour for courses offered through distance education.

#### 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The MAE ELED TCHL program addresses Goal 5, Strategy 12 as students develop a professional development plan in their degree program. Students take a core set of courses in this program, but also select courses in the SC based on their professional goals, interests, and needs. In addition, this program aligns with Strategy 13: *Create and maintain the physical and virtual structures that contribute to completion and success for all WKU students*. The TCHL core courses are delivered through online, distance education as most students are employed as full-time teachers. Distance education or online learning contributes to the flexibility and individualized learning that 21<sup>st</sup> century graduate students seek.

For our community and beyond, the MAE TCHL program aligns with the first goal, Strategy 4, and the third goal, Strategy 9, by offering graduate students a variety of opportunities to extend their professional development. The program challenges P-5 educators to think critically as they evaluate assessments, design differentiated lessons, and lead professional development for other teachers. In some Kentucky communities P-5 teachers hold the highest levels of education. These teachers can directly impact all stakeholders as they design and promote educational opportunities.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The MAE degree aligns with Objective 2.2: *Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities*. Through job-embedded tasks, graduate students who are P-5 educators apply innovative, research-based practices to improve teaching practices. These graduate students also lead professional development in their school districts and coach other teachers on ways to improve teaching and learning.

In addition, the MAE program addresses Objective 8.1: *Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review*. Students in the courses evaluate and refine classroom assessments, develop a standards-based unit, and initiate a leadership project.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

There are frequent job openings for teaching positions this region. STE faculty are often contacted and asked to recommend viable candidates. Teachers who hold master's degrees are more likely to possess advanced teaching expertise and often have more classroom experience, which leads school districts to pursue these teachers for employment. According to Kentucky Future Skills, there is a projected demand in South Central Kentucky for 173 Elementary Education job openings in the next five years. As reported by the Kentucky Educator Placement Service, in the last 30 days, there have been the highest number of job postings for Exceptional Child (46), high school (44), elementary (44), and middle school (31).

With teacher retirements and other teachers advancing to administrative positions, there are frequently many teaching positions in the region. In 2018, there were 42,060 full time Kentucky educator job positions according to the Kentucky Department of Education (2018). Warren County Public Schools employ 947 full



time teachers with Bowling Green Independent Schools employing 271 full time teachers. The MAE TCHL program graduates become integral parts of classrooms in the region and help meet student needs through knowledge, skills, and advanced teaching expertise.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Some higher education competitors require a set core curriculum for all students. However, the PEC core courses are grounded in key topics and concepts identified as areas of need by regional school districts.

Within the PEC, students may choose to submit portfolios through the Proficiency Evaluation process and demonstrate proficiency of TCHL 545 and 555 course standards, objectives, and assessments. If proficiency is demonstrated, the student will receive credit for the course. Then, the student will carefully identify course(s) that will replace the credit hours of the course(s) in which the student demonstrated proficiency.

Course assessments require graduate students to perform authentic tasks that improve P-5 student learning. This job-embedded program ensures students exit the program with master's level competencies.

As mentioned above in 4c., WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount Program, which is currently \$415 per hour, a substantial discount.

U.S. News and World Report ranked the WKU Graduate Education Program the 31<sup>st</sup> Best Online Graduate Education Program out of 309 online graduate education programs. The US News and World Report indicated that "students enrolled in online programs at WKU can expect a high level of dedication and assistance from faculty and staff at the university" (US News and World Report, 2018).

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

This program is aligned with Teacher Leader Standards and Kentucky Teacher Standards. Program graduates who demonstrate advanced teacher competencies in practice are more likely to improve student learning outcomes.

In Summer 2018, and for the first time in the history of the MAE program, TCHL 545 and EDU 507 were taught in the United Kingdom through the WKU Study Away Program. *From Local to Global: Community, Place, and Leadership* offered graduate students 3-6 credit hours. The goal is to offer this graduate study away program every other summer as well as increase the number of graduate courses taught in international settings.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In 2018, STE partnered with Warren County Public Schools to develop a New Teacher Academy (NTA). The purpose of the NTA is to support first year teachers through a mentoring program and professional development. STE faculty are leading the professional development trainings to support the mentees. Mentees are required to log their experiences and professional development activity outcomes that could be substituted for MAE TCHL assignments as related to the course objectives. In addition, the WKU College of



Education agreed to waive tuition for one three credit hour course for the NTA mentors. Mentors must collect evidence that demonstrates the use of research-based practices when coaching mentee. This documentation could be submitted as evidence of mastery of the TCHL course standards and objectives. One of the goals of STE participation in the NTA, as well as additional NTAs in the future, is an increase in enrollment in MAE TCHL programs.

Additionally, P-5 teachers who supervise a student teacher can receive a tuition waiver for three hours of graduate credit. When this waiver is combined with the Kentucky Teacher Educator Tuition Discount (referenced in 4c above), graduate students can receive a significant amount of financial savings toward tuition.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to national trends, and since 2010-2011, the number of teachers obtaining a master's degree in education has declined. Fewer states now require teachers to complete a master's degree and as of August 2018 Kentucky joined the ranks of those states that do not require it. As a result of the master's degree in Kentucky becoming an optional requirement for teachers, there is anticipation of a negative impact on the MAE enrollment. Fortunately, school districts still link master's degree completion to salary increases which attracts many teachers to master's programs to increase salary and future pension benefits. Presently, the WKU EALR Principal Program requires a master's degree for admission, which also leads students to obtain this advanced degree. If teachers aspire to apply for school administrative positions, additional training is in order through higher level degree programs.

Similarly, the Bureau of Labor and Statistics (2018) listed Instructional Coordinator positions as having an average median pay of \$63,750 and is projected to rise by 11 percent in job openings by 2026. Teachers seeking this type of upper level position will need advanced degrees and credentials.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

As described in 3a. above, and due to concerns about TCHL 560, the program capstone assessment was revised from an action research project to a leadership project so to provide increased flexibility and address student needs.

In 2015, six, one credit hour courses were collapsed into two, three credit hour courses (TCHL 555 and TCHL 545). To reduce credit hours required in the PE, TCHL 520 (3 credit hours) was eliminated from the PE and substituted with TCHL 559 (one credit hour).

The Proficiency Evaluation process was revised from an objective item, on-demand assessment to a portfolio submission of job-embedded evidence to demonstrate proficiency of the Kentucky Teacher Standards.

To simplify course registration, a course pass is no longer required for all PE courses with the exceptions of TCHL 500 and TCHL 560.

To increase awareness of MAE student learning outcomes, TCHL course objectives were aligned to National Board Certification Core Propositions. The TCHL core courses require Key Assessments that could help prepare teachers who choose to complete requirements for National Board Certification.

With the newly adopted Teacher Leader Standards, faculty reexamined the TCHL Course Key Assessments and

objectives to ensure alignment from the standards to objectives and assessments.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In the next five years the MAE TCHL program must expand involvement with New Teacher Academies to increase enrollment in the graduate programs. Additionally, as more undergraduate students enroll with dual credit hours and seek advanced courses, the graduate enrollment will more than likely increase.

Most graduate students in MAE TCHL program hold undergraduate degrees from WKU. Therefore, to simplify the graduate enrollment process an automatic enrollment in the core courses will be explored. Students who do not wish to be automatically enrolled could request a delay or an opt out.

In the next ten years, program faculty will investigate opportunities for micro credentialing and personalized learning. In addition, faculty envision an expansion of the study abroad course offerings in numerous diverse settings and countries. Strengthening international partnerships throughout the next ten years will elevate program rigor and create a broader and more globalized graduate student perspective.

**e. What recommendation would you put forward for the program (check one)?**

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

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<b>Department/School:</b>	Western Kentucky University
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Elementary Education Teacher Leader
<b>Reference Number:</b>	#0430
<b>CIP Code:</b>	131202
<b>Degree Type (AB, BS, etc.):</b>	R2
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	33-39
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p>
<p>The Non-Degree Planned Fifth-Year/Rank II Elementary Education for Teacher Leaders (Rank II) is designed to develop teacher leaders who can positively impact student learning in P-5 classrooms. It is divided into two instructional components: Professional Education Component (PEC) and the Specialization Component (SC). The PEC provides advanced level pedagogy, teacher leadership, and content related to Kentucky Teacher Standards and requires 16 hours of teacher leader core courses delivered through online learning.</p> <p>The SC directs the student into an individual program concurrent with professional goals and may be obtained online if the courses selected offer online delivery. An endorsement may be part of the SC such as Elementary Mathematics Specialist, English as a Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology.</p> <p>Admission to the program requires a current, valid teaching certificate for Elementary Grades P-5. For program completion students must successfully complete TCHL-Action Research Capstone for Teacher Leaders and present research results in an approved venue. Students must achieve a minimum 3.0 GPA overall and in program course work. Total hours: 33-39.</p> <p>Upon program completion, the graduate will qualify for a Rank II certification and a salary increase if employed as a teacher in a Kentucky public school.</p>

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	1	1	0	0	0	
Conferrals	0	1	0	0	0	

SCHP	9	6	0.0	0.0	0.0	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>The Rank II program requirements are almost identical to the MAE program except for the required number of credit hours for completion of the program. The MAE program requires 31-37 credit hours while the Rank II requires 33-39.</p> <p>However, The Rank II program offers graduate students an option that degree programs do not offer. A graduate degree program requires that students complete the program in six years. Therefore, students who may not be able to finish the MAE degree program in six years could choose to transition to the Rank II Program and make use of the extension of time to complete the program. The completion of the Rank II will result in a certification only, not a degree, as can be earned in the MAE program.</p> <p>This program contributes to other graduate programs through the flexibility and individualization of the Specialization Component (SC). For example, endorsements such as Elementary Education Math Specialist, English as Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology may be part of the SC. With advisor approval, the SC can be comprised of any course that supports the graduate student's professional education goals.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>As depicted by the data in 2a., most students choose enrollment in the MAE TCHL program rather than this Rank II program (the similarities and differences are outlined in 2b. above). It is important, though, for the Rank II to continue as an option for students who need more time to complete an advanced program. Enrollment in the Rank II could be the only option for students who are experiencing hardships such as a low GPA, illness, or financial difficulty. This could prevent students from dropping out of the university and provide a pathway to qualify for the Kentucky teacher salary increase.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student learning outcomes are the Kentucky Teacher Standards and the Teacher Leader Standards and are measured by Key Assessments that demonstrate the student has met a standard, in whole or partially. An average of 3.0 out of a 4.0 grading scale must be achieved or additional coursework may be required.</p> <p><u>Course Key Assessments</u>  TCHL 500</p> <ul style="list-style-type: none"> <li>• Leadership Project</li> <li>• Teacher Leader Degree Program</li> </ul>											

TCHL 530

- Lesson Plan
- Personal Philosophy

TCHL 545

- Standards-based Unit

TCHL 555

- Contextual Factors, Reflection, and Assessment Tools with Scoring Guides.

TCHL 559

- Action Research Prospectus

TCHL 560

- Action Research Project

The results of the 2016-2017 and 2015-2016 Key Assessments revealed that 88% and 86%, respectively, of students enrolled in TCHL 560 scored a three or above, which leaves a combined deficit of 26% of students scoring a 2 or below. Therefore, TCHL 559 and 560 were revised and beginning Fall 2019, the TCHL 560 Key Assessment will be a Leadership Project instead of the Action Research Project. The TCHL 559 Key Assessment will be a Leadership Project Prospectus, instead of the course content mostly devoted to developing an IRB proposal for the Action Research Project. Moreover, faculty support deleting the one credit hour TCHL 559 course from program requirements, which could reduce the amount of time students spend in the program by one semester as TCHL 559 is a prerequisite for TCHL 560.

Other data relevant to these findings is the increase in the amount of time students are remaining in the program as depicted above on Chart 3a *Time to Degree*. Potential risks for students who take longer to graduate could include: (a) increased cost as tuition and fees tend to increase each year, (b) more possibility for changes in programs and certifications, and (c) delayed salary increases that are dependent on the student holding a Rank II.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Most Rank II students are employed as teachers upon entrance to the program.

Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications.

Professional opportunities for Rank II graduates include: (a) some states, including Kentucky, award a salary increase upon the completion of a Rank II certification, and (b) the skills obtained with a Rank II make graduates more marketable in other jobs areas including non-profit organizations, education specialists for parks or museums, policy development, and education trainers for textbook or other education related corporations.

According to the Bureau of Labor Statistics (2018), employment in elementary education will jump by seven percent by 2026 to approximately 104,100 new positions as growing student enrollment should increase the need for kindergarten and elementary teachers. Consequently, more teachers will be needed. Although, these statistics do not specially address the need for teachers with a Rank II, the likelihood of increased enrollment in the Rank II program is more probable when there are more teachers in the workforce.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The Dean of the College of Education is a member of the Green River Regional Education Cooperative (GRREC) Board and attends the monthly GRREC meetings along with the 45 school superintendents whose districts are geographically located in the WKU service region. As a result of feedback from recent meetings, program faculty met with GRREC staff and school superintendent representatives to share the needs of Rank II graduates in the P-5 classroom setting. Recommendations included an increased focus on the following: micro credentialing, job-embedded graduate course credit, and the exploration of value-added measures to course content. Faculty are considering ways to integrate these topics into existing course content that will be immediately applicable to the Rank II student's classroom teaching practice.

In Spring 2017, STE faculty traveled to 10 Kentucky public school districts in the WKU and GRREC region. The purpose of the visits was to meet with teachers and administrators to gain information about teacher dispositions that contribute to teacher effectiveness as well as to acquire feedback about dispositions of STE graduates teaching in their respective schools. Faculty met with a total of 42 teachers/administrators throughout the on-site visits. The results have informed strategic planning for program improvement and goals.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Students in the Rank II program are held to the same high-level achievement standards as students enrolled in the MAE ELED TCHL degree program. Rank II program completers are schooled in the knowledge, skills, and advanced level teaching competencies designed to meet the needs of P-5 learners in today's classrooms.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					n/a	12
Number of NTE Faculty					n/a	4
Cost per SCH					n/a	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

The program receives DELO revenue as students pay a higher tuition rate for the online classes. For example, one hour of graduate credit through distance education (i.e., online learning) is \$707. Tuition for one hour of graduate credit that is not offered through distance education is \$607, which is a difference of \$100 per credit hour.

MAE and Rank II faculty were awarded an International Activities Grant in 2016 (\$750.00) by the Office of International Programs to explore international educational opportunities for MAE students. Faculty traveled to the Harlaxton College located in Grantham, England to create international partnerships among graduate teacher education programs and local schools.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount, which is currently \$415 per hour, a substantial discount when compared to the 2018 graduate tuition rate of \$707 per hour for courses offered through distance education.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The Rank II program addresses Goal 5, Strategy 12 as students develop a professional development plan in their degree program. Students take a core set of courses in this program but also select courses for the SC based on their professional goals, interests, and needs. In addition, this program aligns with Strategy 13: *Create and maintain the physical and virtual structures that contribute to completion and success for all WKU students*. The TCHL core courses delivered through online, distance education as most students are employed as full-time teachers. Distance education or online learning contributes to the flexibility and individualized learning that 21<sup>st</sup> century graduate students seek.

For our community and beyond, the Rank II program aligns with the first goal, Strategy 4, and the third goal, Strategy 9, by offering graduate students a variety of opportunities to extend their professional development. The program challenges P-12 educators to think critically as they evaluate assessments, design differentiated lessons, and lead professional development for other teachers. In some Kentucky communities, P-12 teachers hold the highest levels of education. These teachers can directly impact all stakeholders as they design and promote educational opportunities.

**b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The Rank II certification aligns with Objective 2.2: *Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities*. Through job-embedded tasks, graduate students who are P-5 educators apply innovative, research-based practices to improve teaching practices. These graduate students also lead professional development in their school districts and coach other teachers on ways to improve teaching and learning.

In addition, the Rank II program addresses Objective 8.1: *Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review*. Students in the courses evaluate and refine classroom assessments, develop a standards-based unit, and initiate a leadership project.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

There are frequent job openings for teaching positions in the WKU and GRREC geographic region. The School of Teacher Education (STE) faculty are often contacted and asked to recommend viable candidates. Teachers who hold master's degrees are more likely to possess advanced teaching expertise and often have more classroom experience, which leads school districts to pursue these teachers for employment. According to Kentucky Future Skills, there is a projected demand in South Central Kentucky for 173 Elementary Education job openings in the next five years. As reported by the Kentucky Educator Placement Service, in the last 30



days, there have been the highest number of job postings for Exceptional Child (46), high school (44), elementary (44), and middle school (31).

With teacher retirements there are frequently many teaching positions to fill in the region. In 2018, there were 42,060 full time Kentucky educator job positions according to the Kentucky Department of Education (2018). Warren County Public Schools employs 947 full time teachers with Bowling Green Independent Schools employing 271 full time teachers. The Rank II program graduates become integral parts of classrooms in this region and help meet student needs through advanced teaching expertise that participation in the Rank II graduate program helped to develop.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Some higher education competitors require a set core curriculum for all students with little flexibility. However, the PEC core courses are grounded in key topics and concepts identified as areas of need by regional school districts.

Within the PEC, students may choose to submit portfolios for TCHL 555 and/or 545 through the Proficiency Evaluation process and demonstrate proficiency of course standards, objectives, and assessments. If proficiency is demonstrated, the student will receive credit for the course. Then, the student will carefully identify course(s) that will replace the credit hours of the course(s) in which the student demonstrated proficiency. The replacement course should support the graduate student's interests, aspirations, needs, and professional goals.

Course assessments require graduate students to perform authentic tasks that improve P-5 student learning. This job-embedded program ensures students exit the program with advanced level teaching competencies.

U.S. News and World Report ranked the WKU Graduate Education Program the 31<sup>st</sup> Best Online Graduate Education Program out of 309 similarly structured programs. The US News and World Report (2018) indicated that "students enrolled in online programs at WKU can expect a high level of dedication and assistance from faculty and staff at the university."

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

This program is aligned with Teacher Leader Standards and Kentucky Teacher Standard, which lead to the development of key teacher competencies. Teachers who demonstrate advanced teacher competencies in practice are more likely to improve student learning outcomes.

In Summer 2018, and for the first time in the history of the Rank II program, TCHL 545 and EDU 507 were taught in the United Kingdom through the WKU Study Away Program. The goal is to offer this graduate study away program every other summer as well as increase the number of Rank II courses taught in international settings.

## 6. PROSPECTUS



**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In 2018, STE partnered with Warren County Public Schools to develop a New Teacher Academy (NTA). The purpose of the NTA is to support first year teachers through a mentoring program and professional development. STE faculty are leading the professional development trainings to support the mentees. Mentees are required to log their experiences and professional development activity outcomes that could be substituted for Rank II assignments as related to the course objectives.

In addition, the WKU College of Education agreed to waive tuition for one three credit hour course for the NTA mentors. Mentors must collect evidence that demonstrates the use of research-based practices when coaching mentee. This documentation could be submitted as evidence of mastery of the TCHL course standards and objectives. One of the goals of STE participation in the NTA, as well as additional NTAs in the future, is an increase in enrollment in Rank II programs.

Additionally, P-12 teachers who supervise a student teacher can receive a tuition waiver for three hours of graduate credit.

Rank II graduate students who qualify for the Kentucky Teacher Educator Tuition Discount and the Student Teacher Supervisor Tuition Waiver receive a significant amount of financial savings.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to national trends and since 2010-2011, the number of teachers obtaining an advanced degree in education has declined. Fewer states now require teachers to complete master's degree and as of August 2018 Kentucky joined the ranks of those states that do not require a master's degree. As a result of the MAE in Kentucky becoming an optional requirement for teachers, there is anticipation of a negative impact on the MAE and Rank II enrollment. Fortunately, school districts still link a master's degree and Rank II completion to salary increases which attracts many teachers to these programs for the increase salary and future pension benefits.

Similarly, the Bureau of Labor and Statistics listed Instructional Coordinator positions as having an average median pay of \$63,750 and is projected to rise by 11 percent in job openings by 2026. Teachers seeking this type of upper level position will need advanced degrees and credentials.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The Proficiency Evaluation process was revised from an objective item, on-demand assessment to a portfolio submission of job-embedded evidence to demonstrate proficiency of the Kentucky Teacher Standards. As described in 3a. above, and due to concerns about TCHL 560, the program capstone assessment was revised from an action research project to a leadership project so to provide increased flexibility and address student needs. In 2015, six, one credit hour courses were collapsed into two, three credit hour courses (TCHL 555 and TCHL 545). To reduce credit hours required in the PE, TCHL 520 (3 credit hours) was eliminated from the PE and substituted with TCHL 559 (one credit hour).

To simplify course registration, a course pass is no longer required for all PE courses with the exceptions of TCHL 500 and TCHL 560.

To increase awareness of Rank II student learning outcomes, TCHL course objectives were aligned to National Board Certification Core Propositions. The TCHL core courses require Key Assessments that could help prepare teachers who choose to complete requirements for National Board Certification.

With the newly adopted Teacher Leader Standards, faculty reexamined the TCHL Course Key Assessments and objectives to ensure alignment from the standards to objectives and assessments.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In the next five years the Rank II program must expand involvement with New Teacher Academies to increase enrollment in the graduate programs. Additionally, as more undergraduate students enroll with dual credit hours and seek advanced courses, the graduate enrollment will more than likely increase.

Most graduate students in Rank II program hold undergraduate degrees from WKU. Therefore, to simplify the graduate enrollment process, an automatic enrollment in the core courses will be explored. Students who do not wish to be automatically enrolled could request a delay or an opt-out.

In the next ten years, program faculty will investigate opportunities for micro credentialing and personalized learning. In addition, faculty envision an expansion of the study abroad course offerings in numerous diverse settings and countries. Strengthening international partnerships throughout the next ten years will elevate program rigor and create a broader and more globalized student' perspective.

**e. What recommendation would you put forward for the program (check one)?**

- |  |  |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient)                 | <input type="checkbox"/> Suspend (Teach-out may be required)                           |

**References**

Bureau of Labor Statistics, U.S. Department of Labor (2018). Occupational Outlook Handbook, Kindergarten and Elementary School Teachers. Retrieved from: <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm#tab-6>

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<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Elementary Education
<b>Reference Number:</b>	#084
<b>CIP Code:</b>	131202
<b>Degree Type (AB, BS, etc.):</b>	R1
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30 credit hours
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p>
<p>This Planned Sixth-Year/Rank I program in Elementary Education leads to the Rank I salary change for certified Kentucky teachers. A minimum of either (a) 30 semester hours of approved graduate level credit in addition to the requirements for the Rank II salary classification, or (b) 60 semester hours of approved graduate level credit, including a master's degree, must be completed. Course delivery includes distance education (online learning), face-to-face, and hybrid.</p> <p><b>Program Requirements:</b></p> <p><b>Required Professional Education Component</b> - 9-12 hours      EDU 601 Seminar: Advanced Professional Development Plan (first semester)      ELED 603 Advanced Seminar Elementary Curriculum      EDU 604 Management of the Learning Environment      SPED 516 Exceptional Child: Perspectives and Issues *      EDU 698 Seminar: Advanced Portfolio Project (last semester)</p> <p><b>Related Professional Courses</b> - 6-9 hours  <b>Specialization Courses</b> - 12 hours  <b>Total Hours:</b> 30</p> <p>*An approved elective may be substituted if an introductory Exceptional Education course is on the student's transcript.</p>

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	6	4	2	6	4	
Conferrals	3	2	3	2	2	

SCHP	25	46	37	31	21	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>This program contributes to other graduate programs through the flexibility and individualization of the Related and Specialization Components. For example, endorsements such as Elementary Mathematics Specialist, English as Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology may be part of these components. With advisor approval, any course could be added that supports the graduate student's professional goals.</p> <p>Based upon feedback from school district superintendents who are members of the Green River Regional Educational Cooperative (GRREC), program faculty collaborated with the GRREC staff to offer a New Teacher Academy in Fall 2016. The participants could apply projects and participation toward graduate credit for selected graduate courses. GRREC serves 45 Kentucky school districts located in the heart of Kentucky with the GRREC facility centrally located in Bowling Green, Kentucky. WKU draws students from this geographic region to the Bowling Green campus as well as the WKU Elizabethtown, Glasgow, and Owensboro Regional Campuses.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree	12.67 (N=1)		14.00 (N=1)		5.67 (N=2)		13.84 (N=2)				
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student learning outcomes are the Kentucky Teacher Standards and are measured by Key Assessments in the Required Professional Education Component that demonstrate the student has met a standard, in whole or in part.</p> <p>Other data relevant to these findings is the increase in the amount of time students are remaining in the program as depicted above on Chart 3a <i>Time to Degree</i>. Potential risks for students who take longer to graduate could include: (a) increased cost as tuition and fees tend to increase each year, (b) more possibility for changes in programs and certifications, and (c) delayed salary increases that are dependent on the student holding a Rank I.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
Most Rank I students are employed as teachers upon entrance to the program.											

Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications.

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**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

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**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The Rank I program offers graduate students an option that degree programs do not offer. A graduate degree program requires that students complete the program in six years. Therefore, students who may not be able to finish a degree program in six years could choose to transition to the Rank I Program and make use of the extension of time to complete the program. Completion of the Rank I will result in a certification only, not a degree, as explained in 1a. above. However, Kentucky teachers holding a Rank I certification qualify for a salary increase.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.27	12
Number of NTE Faculty					0	4
Cost per SCH					820	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

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**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount, which is currently \$415 per hour, a substantial discount when compared to the 2018 graduate tuition rate of \$707 per hour for courses offered through distance education.

The Rank I program is the only option in the ELED graduate program for the student to obtain a certification that is 30 hours above the MAE or Rank II programs. The ELED Education Specialist program was recently eliminated from WKU graduate programs, therefore, leaving the ELED Rank I as the only option that is 30 hours above a Rank II.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The Rank I program addresses Goal 5, Strategy 12 as students develop a professional development plan in their degree program. Students take a set of courses in the Professional Education Component, but most of those courses are electives selected to meet students' professional goals, interests, and needs. In addition, the program aligns with Strategy 13: *Create and maintain the physical and virtual structures that contribute to completion and success for all WKU students.* Many core courses as well as courses offered that could be selected for fulfillment of the Related Professional and Specialization Components are online as most students are teachers employed in school districts. Online learning contributes to the flexibility and individualized learning that 21<sup>st</sup> century graduate students seek.

For our community and beyond, the Rank I program aligns with the first goal, Strategy 4, and the third goal, Strategy 9, by offering graduate students a variety of opportunities to extend their professional development. The program challenges P-5 teachers to think critically as they design professional development, compose journal manuscripts, and analyze educational trends. In some Kentucky communities, P-12 teachers hold the highest levels of education. These teachers can directly impact all stakeholders as they design and promote educational opportunities.

**b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The Rank I degree aligns with Objective 2.2: *Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities.* Through job-embedded tasks, graduate students who are P-5

teachers move beyond impacting their own classrooms to leading grade level and schoolwide initiatives. The Rank I students often choose to organize professional development activities for their school or districts when given that option in course assessments and project-based learning.

In addition, the Rank I program addresses Objective 8.1: *Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.* Rank I students analyze their current teaching capacities, identify professional aspirations, develop programs, organize and/or present professional development trainings to positively impact other educators.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

In the WKU service and GRREC region, there are frequent job openings for teaching positions. The School of Teacher Education (STE) faculty are often contacted and requested to recommend viable candidates. Teachers who hold advanced degrees are more likely to possess forward-thinking teaching expertise and often have more classroom experience, which leads school districts to pursue these teachers for employment. According to Kentucky Future Skills, there is a projected demand in South Central Kentucky for 173 Elementary Education job openings in the next five years. As reported by the Kentucky Educator Placement Service, in the last 30 days, there have been the highest number of job posting for Exceptional Child (46), high school (44), elementary (44), and middle school teachers (31).

In 2018, there were 42,060 full time Kentucky educator positions according to the Kentucky Department of Education (2018). Warren County Public Schools employ 947 full time teachers with Bowling Green Independent Schools employing 271 full time teachers. The Rank I program graduates become integral parts of classrooms and schools in this region and help meet student needs through knowledge, skills, and advanced teaching expertise that participation in the Rank I graduate program helped to develop.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Some higher education competitors require a set core curriculum with little flexibility for students. However, the Rank I program has a limited set of required courses with the remainder of the requirements allowing students to identify course electives, including additional content classes and/or endorsements, that will expand the student's skills, abilities, and teacher proficiencies.

Course assessments require graduate students to perform authentic tasks that improve P-5 student learning. This job-embedded program ensures students exit with relevant competencies. Students develop a professional development plan and complete an advanced portfolio project that could include organizing a series of professional developments, writing for a professional publication, launching a website with teaching materials, or producing research-based teaching materials.

As mentioned above in 4c., WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount Program, which is currently \$415 per hour, a substantial discount.

U.S. News and World Report ranked the WKU Graduate Education Program the 31<sup>st</sup> Best Online Graduate Education Program out of 309 online graduate education programs. The US News and World Report indicated that "...students enrolled in online programs at WKU can expect a high level of dedication and assistance from faculty and staff at the university."



**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The Rank I program provides opportunity for students to specialize in various areas to expand their professional abilities. When choosing course electives, many students seek additional content courses ratchet-up content deficiencies or become a content expert. Other students pursue an endorsement such as the Elementary Math Specialist, Environmental Education, Gifted and Talented, or Instructional Computer Technology. The Rank I program can be individualized to meet student needs. Students engage in deeper learning as they master core content, think critically to solve complex problems, work collaboratively, communicate, learn how to learn, and possess an academic mindset (Hewlett Foundation, 2013).

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In 2018, STE partnered with Warren County Public Schools to develop a New Teacher Academy (NTA). The purpose of the NTA is to support first year teachers through a mentoring program and professional development. STE faculty are leading the professional development trainings to support the mentees. The WKU College of Education agreed to waive tuition for one, three credit hour course for the NTA mentors. Mentors must collect evidence that demonstrates the use of research-based practices when coaching mentees. This documentation could be submitted as evidence of job-embedded work for EDU 698. One of the goals of STE participation in the NTA, as well as additional NTAs in the future, is an increase in enrollment in the Rank I and other STE graduate programs.

Additionally, P-12 teachers who supervise a student teacher can receive a tuition waiver for three hours of graduate credit. Hopefully, this benefit will increase enrollment in Rank I courses.

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

According to national trends and since 2010-2011, the number of teachers obtaining advanced degrees in education have declined. Fewer states now require teachers to complete a master's degree and as of August 2018 Kentucky joined the ranks of the states that do not require the master's degree. Because of the master's degree in Kentucky becoming an optional requirement for teachers, there is anticipation of fewer teachers pursuing Rank I degrees. Fortunately, school districts still link Rank I completion to salary increases which attracts many teachers to Rank I programs to boost salary and future pension benefits.

Similarly, the Bureau of Labor and Statistics listed Instructional Coordinator positions as having an average median pay of \$63,750 and is projected to rise by 11 percent in job openings by 2026. Teachers seeking this type of upper level position will need advanced degrees and credentials.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Courses have been revised to promote a variety of job-embedded experiences and provide personalized learning. For example, in EDU 604 students will: (a) identify a problem, (b) analyze the problem, (c) develop an action plan, (d) create an evaluation system, (e) implement action plan, and (f) reflect and evaluate the effectiveness. Students that aspire to be in school leadership often will select a school issue and lead a school initiative.



EDU 601 is a course designed for students to plan a professional project that will allow them to lead peers in their school, district, or state. EDU 601 students could choose to plan and present professional development opportunities, compose an article for publication in a professional journal, or design workshops for an education conference. In EDU 698, students submit documentation and evidence that these projects were completed and make a presentation to the EDU 698 instructor and class members that focuses on the professional project. Students are required to evaluate the quality of their final product and reflect upon their learning.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In the next five years the Rank I program must expand involvement with New Teacher Academies to increase enrollment in the graduate programs. Faculty would like to collaborate with area school districts to design professional development programs tailored to district needs and provide course credit for this highly relevant job-embedded learning.

In the next ten years, program faculty will investigate opportunities for competency-based and personalized learning. Faculty will explore ways to provide more options for demonstrating mastery with stackable series of micro-credentials. With personalized learning, students will have a variety of entry points with residencies, online academies, centers of innovation, WKU conferences, and school tours. In addition, faculty envision an expansion of graduate study abroad course offerings in numerous diverse settings and countries. Strengthening international partnerships throughout the next ten years will elevate program rigor and create a broader and more globalized student perspective.

**e. What recommendation would you put forward for the program (check one)?**

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

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COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET

12 November 2018

Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Elementary Education
Reference Number:	#527
CIP Code:	131202
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	128
List Concentrations (if any):	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The elementary education (ELED) program leads to a BS degree and Kentucky Elementary Certificate (P-5). The program requires Colonnade, related studies, and professional education components. ELED, a supervised clinical-based program, include partnerships between ELED faculty and area elementary schools. The clinical element to the program enables students to link theory to practice under the supervision of program faculty and clinical cooperating teachers, who also serve as mentors.

The courses are offered in a Block format where three ELED courses are “blocked” together to integrate assignments and clinical experiences and allow students matriculate through the program in a cohort. This model fosters retention, as students build strong relationships with faculty, school partners, and peers. The program is delivered face to face, Interactive Video Systems (IVS) and the Internet. Offsite campuses include Glasgow, Owensboro, Ft. Knox, and Elizabethtown. The IVS program allows the ELED program to reach and serve the needs of rural communities and nontraditional students.

Program admission requirements include successful completion of the pre-professional skills assessments of basic knowledge—the Praxis Core Academic Skills for Educators (CASE), which is set by the state’s [Education Professional Standards Board](#) (EPSB). Additional requirements are listed on the [Office of Professional Educator Services](#) website.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	863	766	709	643	585	89
Conferrals	188	123	143	126	125	22
SCHP	8142	7263	7344	6335	5857	991

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

Education is by nature a service profession. Prior to student teaching, students complete over 200 hours of clinical experiences in diverse local elementary schools, working closely with program faculty and assigned classroom teacher. During these experiences, students interact with and teach diverse groups of elementary students and are responsible for a plethora of classroom duties and tasks, Students also engaged in service learning projects in the community as part of required coursework. In addition, students are provided the opportunity to complete part of the student teaching experience abroad. These experiences prepare our graduates to be “productive, engaged, and socially responsible citizen-leaders of a global society.”

ELED majors are generalists - prepared to teach all core subjects. [Required courses](#) for the major include courses offered by other departments (Art, Music, Math, PE, ENG, PSY, LTCY, HIST, and GEOG); this contributes to other programs’ productivity.

The recent drop in SCHP is not attributable to any change in the program or course availability and appears to be consistent with other teacher education programs in the college along with declining enrollment in teacher preparation programs across the nation (American Association of Colleges for Teacher Education, 2018).

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

Numbers listed in 2a do not reflect the students enrolled in the SPED/ELED major (initiated in 20(15-16); these students pursue certification in both special education and elementary education. The table below reflects data for both ELED and SPED/ELED programs since 2015-2016 SPED/ELED numbers in bold):

<b>a. Data Provided by IR</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Enrolled Students	709 + <b>64</b> = 773	643 + <b>131</b> = 774	585 + <b>149</b> = 734
Conferrals	143 + <b>0</b> = 143	126 + <b>9</b> = 135	125 + <b>16</b> =141
SCHP	7344 + <b>789</b> = 8133	6335 + <b>1454</b> = 7789	5857 + <b>2011</b> = 7868

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	149	71.1	130	78.5	124	78.2	103	73.8	95	68.4	
Progression			565	67.3	533	69.8	471	68.6	419	64.4	
150% Graduation Rate	105	61.9	125	60.0	149	49.0	147	60.5	148	52.0	
Time to Degree	4.47 (N=182)		4.09 (N=119)		4.16 (N=138)		3.96 (N=124)		3.76 (N=124)		

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Students are assessed throughout the program via the Continuous Assessment Plan (CAP), which is aligned with the Kentucky Teacher Performance Standards. The CAP includes Key Assessments (KA) collected at three major transition checkpoints; candidates are evaluated on each KA before continuance in the program. The first KA checkpoint is program entry; these data ensure candidates meet university, unit, program, and [EPSB](#) standards. The second checkpoint is completed prior to student teaching, which includes three Key Assessments, completion of 200 clinical hours, 2.75 GPA, and Dispositions. The final checkpoint is completed at program exit: a capstone project completed during student teaching. A complete list of [Program Key Assessments](#) is included on the CEBS website.

KA data inform the program. For example, the program has been striving to “close the loop” by addressing the needs of students passing KA 1 - Praxis Content Exam (EPSB requirement). ELED faculty mentor individual students and work with the Office of Minority Recruitment and the CEBS Literacy Clinic to provide additional support for these students.

According to Table 3a, Time to Degree, from 4.47 to 3.76 has significantly decreased, which saves tuition and fees. Additionally, graduates can enter the workforce earlier, contributing to their financial security.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Data regarding pass rate on the two national exams required for state certification (data includes ELED and SPED/ELED majors):

- PLT: 98% pass rate.
- Praxis II pass rate varies by content area; pass rates range from 86% (Science subtest) to 92% (Mathematics subtest).

Additional follow up data collected. The focus on these surveys is program evaluation Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications:

- WKU Teacher Survey results, which includes student-teacher, first, second, and third year teachers.
- EPSB New Teacher Survey results

According to the Bureau of Labor Statistics (2018), employment in elementary education will jump by 7 percent by 2026 to approximately 104,100 new positions as growing student enrollment should increase the need for kindergarten and elementary teachers. Consequently, more teachers will be needed.

In addition to preparing students to become elementary teachers, the program also provides a foundation for career possibilities in other fields, such as school leadership, curriculum design, publishing, and corporate training.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

According to Kentucky EPSB New Teacher Survey (2015-16), WKU ELED graduates exceeded the state ratings in content and diversity overall; however, since it was lower than other WKU EPP outcomes, it was targeted area for improvement. ELED 355 (Student Diversity) was restructured to competencies in these areas. Spring 2018 survey results reflect principal ratings of WKU graduates exceeded the state average all areas, including the content and diversity.

In Spring 2017, STE faculty traveled to 10 Kentucky public school districts in the WKU and GRREC region. The purpose of the visits was to meet with teachers and administrators to gain information about teacher dispositions that contribute to teacher effectiveness as well as to acquire feedback about dispositions of STE graduates teaching in their respective schools. Faculty met with a total of 42 teachers/administrators throughout the on-site visits. The results have informed strategic planning for program improvement and goals.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The clinical cooperating teacher completes a mid-term evaluation of the ELED Block I student's work in the clinical classroom and then shares the results with the Block I student. The following are examples of the clinical teachers' feedback to the Block I students:

- *Excellent interaction with students.*
- *Self-starter-does not need to be told what to do.*
- *Well organized, prepared, and is always early.*
- *Makes meaningful connections as she thinks through her lessons and makes connections to what students have been learning in the classroom.*
- *Takes initiative; taught two math lessons and students did well at understanding the content.*

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					3.51	12
Number of NTE Faculty					1.95	4
Cost per SCH					56	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	18	17	16	15	17	19
% Under-Enrolled Sections by Level	41.9	45.1	46.2	46.8	38	36.3

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

Faculty work with other departments/colleges, universities and GREC in writing grants. Dr. Tassell’s funded grants totaled over \$2,000,000 (2013-18) with an additional \$1,887,000 in unfunded grants. Dr. Huss’s funded grants (2014-18) totaled over \$350,000.

Students may choose to take online courses as part of their program, two of which are specific to the major (SPED 330 and LME 318). Full-time **undergraduate** students enrolled in any combination of both on campus and distance learning courses will be assessed an additional Distance Learning Course fee per credit hour for each distance learning credit hour in which they are enrolled.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

The program currently has two full-time instructors at Regional campuses – one at Owensboro and one at Glasgow (Elizabethtown vacancy has not been filled). Adjuncts are currently being use to “fill the gap” left, but this impacts program integrity at those campuses.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The program addresses Goal 2 (3), Goal 4 (11), and Goal 5 (12-13) by equipping WKU students from *all backgrounds* to nurture and challenge P-5 students to be *lifelong learners*. Program focus is developing effective 21<sup>st</sup> century practitioners and is offered in full on Main and Regional campuses. The program provides plethora of opportunities for reflective decision-making in instructional settings of diverse learners at all campuses. In keeping with the core belief that highly effective education professionals have strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools, the curriculum and experiences of the program align to enable students to develop these essential competencies. A core of Colonnade, related studies, and professional education components are required. Additionally 200+ clinical hours prior to student teaching is required (EPSB). Students are provided opportunities to interact with diverse learners in multiple settings; they may also choose to complete part of their student teaching experience abroad. ELED prepares students to become productive, engaged, and socially responsible citizens and leaders of a global society. Education is ever-changing; therefore, teacher candidates are prepared to be life-long learners engaging in continuous education, research, and professional development.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The program partners with the Minority Recruitment Coordinator (MRC) to increase retention of underrepresented minority students to offer supports to students struggling to pass Praxis exams (entrance and exit requirements). Recruitment efforts include faculty involvement with Young Male Leadership Academy, a partnership with local schools designed to recruit Hispanic and African American males into Education, and offering EDU 250 as a dual credit course in area high schools. (Objective 1.4)

The dual credit program also addresses Objective 2.5. High school students may take credit hours that apply to their degree program, three hours of which are major-specific (EDU 250) and others fulfill Colonnade or other required courses (e.g. PSY 100). Relating to program affordability, (Objective 5.1), teacher education scholarships and [Teacher Loan Forgiveness program](#) and [Teacher Cancellation Low Income](#) program are available to program candidates.

The program improves access (Objective 3.3) via IVS at Regional campuses (Elizabethtown, Glasgow, and Owensboro). Regional campus students participate in the 2 + 2 program in coordination with their local community and technical colleges. Once students transfer to WKU, they can complete all required courses via IVS from Bowling Green (with certified teacher serving as site instructor on each campus – see 5d).

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

There are frequent job openings for teaching positions in this geographic region. STE faculty are often contacted and asked to recommend viable candidates. According to Kentucky Future Skills, there is a projected demand in South Central Kentucky for 173 Elementary Education job openings in the next five years. According to the Kentucky Educator Placement Service, in the last 30 days, there have been the highest number of job postings for Exceptional Child (46), high school (44), elementary (44), and middle school (31).

With teacher retirements and other teachers advancing to administrative positions, there are frequently many teaching positions to fill in the GRREC region. In 2018, there were 42,060 full time Kentucky educator job positions according to the Kentucky Department of Education (2018). Warren County Public Schools employ 947 full time teachers with Bowling Green Independent Schools employing 271 full time teachers. The ELED program graduates become integral parts of classrooms and schools in this region and help meet student needs through knowledge, skills, and teaching expertise that participation in the program helped to develop.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

ELED program has a “Block” structure (three ELED courses linked together) with integrated clinical component, which is a unique feature of the program. The Block structure allows three professors to share a group of students, allowing the integration of content, personalized mentoring of students, and clinical supervision. Course assessments require students to perform authentic tasks in the clinical setting that impact P-5 student learning. This clinical-embedded program ensures students exit the program with key competencies of effective practitioners.

WKU was established in 1906 as a Normal School (teacher preparation).

Another unique aspect of the program is its connection with WKU Regional campuses (Elizabethtown, Glasgow, and Elizabethtown), allowing rural and nontraditional students’ access to the program; these students would not pursue a degree at WKU without this option, as geographic location and job and family related responsibilities are prohibitive of attending classes in Bowling Green. Each campus is equipped with the IVS learning system as well and connects to WKU Bowling Green Campus, from which the courses are taught. Site instructors work with the Regional Campus students, serving as facilitator as well as clinical supervisor, mentor, and liaison with schools within the Regional Campus community and Main Campus.

**e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)**

ELED program aligns with [Kentucky Teacher Performance Standards](#) and the [Association for Childhood Education International \(ACEI\)](#) to ensure course objectives and assessments lead to the development of key teacher competencies. Program graduates who demonstrate teacher competencies in practice are more likely to be hired and remain in the profession. In addition to the clinical experiences listed in 5d, the program also strategically diversifies student clinical experiences by requiring attendance at school-related agencies and boards including school board, site-based council, Professional Learning community, and Family Resource Center.



## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Going forward, all undergraduate STE programs will share a 15 hour “Core”, allowing students to switch majors more efficiently (beginning Fall 2019). This will allow the implementation of the ELED Plus, which will offer a variety of options for content-specific concentrations (math, science, ELA, social studies, ESL, SPED, music, etc.), based on demand and student goals and interests. This will enhance the program and allow graduates to be more marketable upon graduation. This will address the emerging trend of specialization in elementary schools, in which all grades P-5 are departmentalized, necessitating content expertise.

Additional opportunities moving forward include increasing numbers at regional campuses and investigating alternate delivery models to reach rural areas currently not being served, which would eventually require new hires. Further, faculty will investigate ELED plus and potential interdisciplinary connections [co-teaching courses across disciplines (e.g. math content course co-taught with ELED faculty member and math department)].

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

According to National Center for Education Statistics (2018), the number of Bachelor’s degrees conferred in Education have steadily declined, from 104, 698 (2012-13) to 87, 217 (2016-17). Reflecting this national trend, the number of WKU ELED program conferrals has decreased from 188 (2013-14) to 125 (2017-18). However, the total number does not reflect the SPED/ELED degrees conferred (16); the total conferrals = 141.

Teacher pay could be a factor in this trend. According to the Kentucky Department of Education (2018), the median pay for teachers is \$48,480-54,740; minimum teacher salary for Kentucky start at around \$29,000 ([Kentucky Department of Education](#), 2018).

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

- With the newly revised [Kentucky Teacher Performance Standards](#), faculty reexamined the program KA and objectives to ensure alignment from the standards to objectives, experiences, and assessments.
- The program partners with the Minority Recruitment Coordinator (MRC) to increase retention of underrepresented minority students to offer supports to students struggling to pass Praxis exams (can be cost-prohibitive). Recruitment efforts include faculty involvement with Young Male Leadership Academy, a partnership with local schools designed to recruit Hispanic and African American males into Education, and offering EDU 250 as a dual credit course in area high schools.
- Faculty member directly involved with Living Learn Community for first year students enrolled in the School of Teacher Education.
- SPED/ELED numbers (2c) not reflected in ELED numbers; however, collaborate with SPED faculty to align programs to fully prepare students for certification in both ELED and SPED.
- Four faculty members serve as sponsors for education-related student organizations, which provide students with service & leadership opportunities, connections with P-12 partners, and opportunities to connect with faculty outside classroom.
- Dual Credit opportunities – 9 or more of courses offered in HS that can count toward program (ELED 250, PSY 100, COMM 145, etc.).

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

5 years:

- Increase program flexibility and graduate marketability via ELED+ (6a).
- Increase number of graduates at regional campuses with addition of full-time site instructor at each campus.
- Increase diversity of program candidates via minority recruitment efforts and dual credit offerings.
- Investigate JUMP program to allow completion of graduate hours in undergraduate program.
- Investigate viability of MAT in ELED to reach population of students with an undergraduate degree returning to teach elementary.

10 years:

- Investigate alternate delivery methods to reach areas currently not being served.
- Expand the study abroad course offerings in numerous diverse settings and countries. Strengthening international partnerships throughout the next ten years will elevate program rigor and create a broader and more globalized student perspective.

Impediments

- Regional campus staffing and pay - full time site instructor essential at each regional campus is critical; integrity of the program cannot be maintained with adjuncts, as each campus needs a full-time faculty member who helps recruit, work with P-12 partners in the region, liaison with KCTCS, mentor and support students throughout program.
- Faculty teaching load; adding advising to already overstretched faculty; number of recent and imminent retirements that have not been replaced, necessitating the use of adjuncts for core courses.

**e. What recommendation would you put forward for the program (check one)?**

<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

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<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Elementary Math Specialization, P-5
<b>Reference Number:</b>	#0485
<b>CIP Code:</b>	131311
<b>Degree Type (AB, BS, etc.):</b>	CER
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	15
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p>
<p>The Elementary Mathematics Specialist P-5 Endorsement/Certificate (all online) is designed to give professionals both a deep and practical knowledge of the content and pedagogy of elementary mathematics and skills for working with other professionals to develop their mathematical knowledge for teaching in P-5 settings.</p> <p>Students may include the coursework within the Specialization component of the MAE or Non-Degree Planned Fifth Year Rank II programs in Elementary Education for Teacher Leader, or Non-Degree Planned Sixth Year Rank I program. Required courses are ELED 571, ELED 572, and ELED 573, plus two graduate mathematics courses selected with advisor approval from MATH 411G (required unless MATH 411 was taken as an undergraduate), and either MATH 507 or MATH 508. Both courses are required for students who completed MATH 411 as undergraduates.</p> <p>Applicants for the endorsement for Elementary Mathematics Specialist Endorsement must have or be eligible for a teaching certificate for Elementary Education, Grades P-5.</p> <p>The Elementary Mathematics Specialist Certificate may also be appropriate for:</p> <ul style="list-style-type: none"> <li>• Out-of-state licensed, elementary teachers without reciprocal endorsement programs in their state.</li> <li>• Middle or secondary licensed mathematics teachers or special education licensed teachers.</li> </ul>

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	0	0	0	0	2	
Conferrals						
SCHP	0.0	0.0	0.0	3	12	

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and constituents. WKU enriches the quality of life for those within its reach. Considering the nature of elementary mathematics education, preparing teachers with the EMS endorsement to work in Kentucky schools represents a strong match to WKU’s Mission.

Connections to the Strategic Plan:

- **Quality of Life:** Improve the quality of life regionally and support the regional economic diversification. Through better mathematics education, with embedded real-world problem-solving, higher-level thinking, technology integration with student engagement, teacher participants will be able to “provide opportunities for THEIR STUDENTS of the region to be educated...and inspired ...”
- **Continuing Education:** “offer quality graduate programs to further lifelong learning and retraining.” If we work out our partnership that KCM has requested, we will be meeting a need for Continuing Education also to “provide certificate programs to match job market opportunities” especially in rural areas AND help these individuals do this affordably and mostly grant-funded.

Although we are not yet in place with a JUMP program for EMS, several students have expressed interest in taking the courses in the EMS as undergraduates.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

The numbers above DO NOT reflect the enrollment in our courses since 2012-2013. Please see the following for the enrollment numbers in the courses involved in the EMS Endorsement/Certificate:

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ELED 571	9	5	11	13	13	11
ELED 572	8	7	14	15	12	12
ELED 573	6	4	13	9	15	9
MATH 411G	9	2	12	5	9	13
MATH 507	6		13		11	
MATH 508		5		9		7

This program is “non-degree conferring.” However, the set of courses can serve as a stand-alone certificate OR can be included in the Specialization component in a Master’s degree. The program serves both in-state, out-of-state, and international students.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	n/a		n/a		n/a		n/a		n/a		
Progression	n/a		n/a		n/a		n/a		n/a		
150% Graduation Rate	n/a		n/a		n/a		n/a		n/a		
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>ELED 571: <i>Leadership, Math, and Technology Education</i></p> <ul style="list-style-type: none"> <li>• Through the use of technology integration, interview and collaborate with a colleague/teacher using mathematics coaching tools. (Interview Technology Product)</li> <li>• Develop a professional leadership growth plan in mathematics and technology education. (Key Assessment/CAEP)</li> </ul> <p>ELED 572: <i>Math and Technology Methods for Diverse Learners</i></p> <ul style="list-style-type: none"> <li>• Select and interview a diverse learner and analyze characteristics. (Written Paper)</li> <li>• Learn and apply differentiation techniques and tactics in the classroom. (Written Plan)</li> <li>• Analyze technology for instruction. (Presentation)</li> <li>• Develop a diverse learners growth plan in mathematics and technology education. (Key Assessment/CAEP)</li> </ul> <p>ELED 573: <i>Math and Technology Assessment</i></p> <ul style="list-style-type: none"> <li>• Create a multimedia project for assessment of students in mathematics.</li> <li>• Graduate students will design a CREATE Lesson, teach the lesson, and reflect on the impact, and refinement of the lesson.</li> <li>• Create a Leadership Growth Plan for Assessment (<u>Key Assessment/CAEP</u>)</li> </ul> <p>In the mathematics courses (Math 411G: Problem Solving for Elementary and Middle Teachers; Math 507 Math for Elementary Teachers, Math 508 Number Concepts for Elementary and Middle Grades Teachers):</p> <ul style="list-style-type: none"> <li>• Exams, Class work, group work, individual assignments, homework, quizzes, presentations, participation</li> </ul> <p>An example of how an assessment has been used to improve the course/program:  The ELED 571 course used to have an assessment designed around leadership, but did not involve coaching. After reading the student participants' work and reading more relevant research, we updated the assessment to incorporate a coaching a colleague to enhance the learning.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>For each course, each semester, we incorporate improvements from student feedback from SITE surveys and from email feedback that we both solicit and receive. We also talk with colleagues, recent graduates, prospective students, and recruits to find out what they are interested in and needing for becoming an Elementary Mathematics Specialist. At the end of each pedagogy course, the students complete a growth plan based on the course aligned standards and objectives. At the end of the 15-hour set of courses, they revisit the 3-course growth plan, and update their plans and evidence of growth. Through this, we are</p>											

able to see tremendous data and opportunity for reflecting on their growth from the courses applied to their profession.

The key areas of opportunity for students graduating with an Elementary Math Specialist Endorsement or Certificate is to be an Elementary Curriculum Specialist, Math Coach, or district mathematics curriculum coordinator. Other areas are consulting and writing for textbook companies, working for consulting firms, working in a state department or regional position for math coaching.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

We systematically work with Green River Regional Educational Cooperative (GRREC) to offer professional development to teachers through grants, like the Math and Science Partnership Grant (MSP) over the past 10 years, off and on. We are in constant communication with the needs of teachers, administrators, curriculum coaches, and professional development providers throughout the state which informs us on the changing needs. We listen to the school administrators and take this information and apply it to make improvements to the EMS. The EMS is also unique in that the outreach is local, state, national and international. Therefore, without any travel necessary, the teacher participants can gain this ever evolving an updated curriculum to improve their mathematical practices.

One example of where we gained information from the collaboration with GRREC and the MathPlus grant is through the school visits and cognitive coaching and intercollegial observations that we would facilitate. First and foremost, we have been networking to provide connections to teachers in these schools. We have also seen lessons taught and heard needs first hand from the inservice teachers that showed us how we needed to improve the instruction and assessment courses in the pedagogy courses.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Segment from a promotional letter from a graduate:

“The coursework I experienced through the EMS Endorsement undoubtedly stretched my thinking, but it made my teaching so much better! One aspect of this endorsement that I found so rewarding was the meshing of multiple fields into one. This is not just a math endorsement. This endorsement incorporates math methodology, but also technology, assessment practices, and leadership building. The opportunity to share what I know has always been there for me throughout my years teaching. However, I’ve never been pushed or shown that I was a leader until this endorsement became available.”

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.29	12
Number of NTE Faculty					0	4
Cost per SCH					1562	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

The EMS Endorsement/Certificate was actually borne out of a \$500K grant/gift design through the Toyota Foundation “Math and Technology Leadership Academy” during the Spring 2010-Spring 2013 time period.

The program receives DELO revenue as students pay a higher tuition rate for the online classes. For example, one hour of graduate credit through distance education (i.e., online learning) is \$707. Tuition for one hour of graduate credit that is not offered through distance education is \$607, which is a difference of \$100 per credit hour.

We have an opportunity for partnering with Kentucky Center of Mathematics (KCM). They have a group of individuals that train to become Math Intervention Teachers with many Professional Development Hours. Several of these teachers want to gain their EMS Endorsement as well. We have been working with KCM to design a Memorandum of Understanding to make this a possibility with an “up front” design so that participants would do their professional development work that is pre-aligned to our coursework, then finish their necessary coursework here.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

The EMS Endorsement/Certificate is the only successful program of its kind in Kentucky at this time. WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount, which is currently \$415 per hour, a substantial discount when compared to the 2018 graduate tuition rate of \$707 per hour for courses offered through distance education.



## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The EMS Endorsement/Certificate is in a critical area of mathematics education. At a time when we have teachers struggling to keep up with changing research, we feel that the areas that the program aligns to are:

- Quality of Life: Improve the quality of life regionally and support the regional economic diversification. Through better mathematics education, with embedded real-world problem-solving, higher-level thinking, technology integration with student engagement, teacher participants will be able to “provide opportunities for THEIR STUDENTS of the region to be education...and inspired ...”
- Another belief we have is that the Continuing Education category of the “offer quality graduate programs to further lifelong learning and retraining” really fits with the essence of what needs to be done through the EMS for teachers rethinking how they are teaching mathematics. If we work out our partnership that KCM has requested, we will be meeting a need for Continuing Education also to “provide certificate programs to match job market opportunities” especially in rural areas AND help these individuals do this affordably and mostly grant-funded.
- One of our best opportunities is to continue to be “A Regional Lighthouse” for the EMS in KY.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The EMS Endorsement/Certificate connects to the statewide strategic agenda in the following ways:

- Academic excellence and student success
- Inclusion, equity, and diversity
- As we consider building our EMS program, we need to first consider our undergraduate population and note:
  - “...colleges and universities must make instruction more relevant, rigorous, and engaging. Institutions must accommodate diverse learning styles and involve all students in undergraduate research, hands-on learning, study abroad programs, and other practices that increase quality and engagement. Moving forward, career development, internships, and work study will be a more sustained, integral part of the undergraduate experience. And faculty members will receive ongoing training and development to ensure they are effectively incorporating new technological innovations and the most effective pedagogical practices” (p. 12)
- Consider the partnership with KCM to help those Mathematics Intervention Teachers who are training through Professional Development hours and wishing to complete their endorsement credentials through WKU:
  - In connection with Objective 8: Promote academic excellence through improvements in teaching and learning.
    - 8.2. Provide more pedagogical training and professional development opportunities for faculty members to strengthen learning and improve student success.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The EMS is needed to continue to address teacher’s anxieties as they move into the workforce. With the United States failing to produce students with proficiency in mathematics and science (Atkinson, 2012; Tapping America’s Potential, 2008), many efforts have been made to improve Science, Technology,

Engineering, and Mathematics (STEM) education (National Research Council, 2011; Zollman, 2012). Unfortunately, many of the teachers currently in practice also have inadequate content knowledge in STEM (Kuenzi, 2008) and are unable to improve that deficit as they are busy with the demands of the teaching position. Additionally, past research has shown that pre-service elementary teachers (PSETs) need to improve their self-efficacy in teaching and learning mathematics due to the link between low mathematical self-efficacy and performance and math anxiety (Hackett & Betz, 1989; Skaalvik & Skaalvik, 2006).

Data on WKU's PSETs at the university continue to demonstrate the potential for growth specifically in mathematics as supported by licensure and proficiency exam data. Furthermore, the WKU Praxis II exam data reveals a stark difference between first and repeat test takers in terms of their content performance in mathematics. Specifically, rates reveal that repeat test takers continue to struggle after not succeeding in their first testing. PSETs need tools to overcome the anxieties that come when faced with the challenges of learning and teaching the STEM disciplines, particularly mathematics.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

WKU is one of two approved Education Mathematics Specialist (EMS) Endorsements in Kentucky. WKU has the largest enrollment, and the first to design the endorsement. University of Louisville is approved for an endorsement program trying to grow their numbers. There are no other certificate programs in Kentucky.

The design is a departure from most (or maybe all other) EMS programs in that it incorporates a mathematics AND technology companion to each course. The design is known as refreshing as well. As a student recruiter stated:

“The EMS Endorsement offers a variety of techniques and pedagogy in teaching math in very new and innovative ways. It offers practicing educators a chance to experience and apply these strategies as they learn them. For the most part, this is very different from the undergraduate coursework you experienced in math. In other words, educators pursuing the EMS Endorsement will have a foundation in teaching before being shown these new methods for teaching diverse learners!”

Our web presence is interesting as we have people find our program from afar and marvel that no one around them knows about us – such as a student in Florida, and even Norway.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The Elementary Math Specialist Endorsement is the ONLY successful program of its kind in Kentucky. The program would be incredible with enrollment if we had help figuring out the “magic” to recruitment. We have tried to tackle this with limited knowledge and resources. There are people that know how to do this – we have not had them working with us.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

As mentioned earlier, the KCM partnership would be an incredible opportunity for more EMS educators to be in our schools. They really want to be associated and connected with WKU, which is a true credit to our program and institution.

We are already interdisciplinary in that we are School of Teacher Education and Ogden College Mathematics Department. However, through what we have learned through the foundation of the design with technology incorporation, and with our grant work incorporating mindfulness, the counseling and psychology faculty are also great resources to our growth. This angle would be new and would be refreshing to tap into the mathematics/mental health of teachers and students they are teaching.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

With the United States failing to produce students with proficiency in mathematics and science (Atkinson, 2012; Tapping America's Potential, 2008), many efforts have been made to improve Science, Technology, Engineering, and Mathematics (STEM) education (National Research Council, 2011; Zollman, 2012). Unfortunately, many of the teachers currently in practice also have inadequate content knowledge in STEM (Kuenzi, 2008) and are unable to improve that deficit as they are busy with the demands of the teaching position. Additionally, past research has shown that pre-service elementary teachers (PSETs) need to improve their self-efficacy in teaching and learning mathematics due to the link between low mathematical self-efficacy and performance and math anxiety (Hackett & Betz, 1989; Skaalvik & Skaalvik, 2006).

The WKU EMS Endorsement/Certificate is designed to counter this trend, at least in the mathematics portion of STEM. Through the coaching skills the participants are learning, they are then able to hopefully lead change in their schools.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The EMS Certificate option was added in the fall of 2015 to give those that are not elementary licensed teachers the option to also take the course work for a Certificate versus only being able to take the courses for an Endorsement which would be a change to their license.

Specifically:

Those eligible for the Elementary Mathematics Specialist Endorsement meet the following criteria:

- Elementary education licensed teacher, teaching in Kentucky
- \*Elementary education licensed teacher, in a state that recognizes the EMS Endorsement

If an applicant does not meet the above criteria, he/she should pursue the Elementary Mathematics Specialization certificate if they meet one of the following criteria:

- \*Elementary education licensed teacher, outside of Kentucky, in a state that does not recognize the EMS endorsement
- Middle or secondary licensed mathematics teachers
- Special education licensed teachers

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

With support in recruitment and in the partnership with KCM, we see the enrollment in the EMS increasing steadily. Currently, it has remained at a steady number.

We need help and know-how for designing recruitment that works in-state, nationally, and internationally. Regarding international consideration, we would also like to explore a Study-Away or Study-Abroad design for the EMS for participants to travel and experience the coursework in worldly sites to offer a different aspect to the courses.

We have an opportunity for our new leadership to work on the KCM MOU —to see it through to fruition. This has been in the works for four years, but has still not happened. Regulations and processes may need to be creative in situations for movement to happen, or this opportunity may eventually disappear.

**e. What recommendation would you put forward for the program (check one)?**

- |  |  |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient)                 | <input type="checkbox"/> Suspend (Teach-out may be required)                           |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Gifted Education and Talent Development
<b>Reference Number:</b>	#0490
<b>CIP Code:</b>	131004
<b>Degree Type (AB, BS, etc.):</b>	EDS
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Specialist Degree in Gifted Education and Talent Development is a thirty-hour program planned for individuals who have earned a master's degree and want to specialize in gifted education as they pursue further graduate work. Those who complete this degree program may be eligible for a recommendation for Rank I and may earn eligibility for The Gifted and Talented Education Endorsement through the Kentucky Education Professional Standards Board (KE37) if the practicum is built into the program. The program will prepare candidates for teaching in elementary, middle, or high school settings; teaching in postsecondary settings; continuing graduate work toward a doctorate in gifted education and talent development; and/or other careers that involve a strong background in gifted education and talent development.

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	0	0	0	0	4	19
Conferrals	0	0	0	0	2	6
SCHP	0	0	0	0	16	212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Graduate courses in gifted education and talent development provide elective options for counselors, educational leaders, special educators, regular educators, and gifted educators. The EDS provides a degree along with a Rank I for educators earning 30 hours more than a master’s degree. Those who have completed a master’s degree often do not know that the Rank I option can be reached with a higher degree rather than completing another master’s or accumulating 30 hours for the Rank I. Rank I and Rank II provide incentives for educators as they result in pay increases. Educators in K-12 schools and in higher education may be attracted to the EDS in Gifted Education and Talent Development. Other individuals interested in policy and education in general may choose to pursue the EDS in Gifted Education and Talent Development.</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>It is important to note that the Specialist Degree in Gifted Education and Talent Development is a brand new degree, approved in 2017. Another important consideration is that graduate students pursuing the EdS are almost all full-time educators, so they enroll in one course a semester. Another point to remember is that those who complete the EDS have written a specialist project which provides research experience and launches graduates in careers for which an advanced background in gifted education is important. For some, the EDS will take them for further graduate work, and for others it is the preparation needed to enhance their work in schools and districts as they are now specialists in gifted education and talent development. The EDS focuses on student-centered research and provides opportunities for advancement in the region served by WKU and throughout the Commonwealth of Kentucky – and beyond.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The objectives of the Ed.S. in Gifted Education and Talent Development are to prepare leaders who understand and implement strategies, policies, and procedures that allow children and youth with gifts and talents to achieve their potentials and to provide in-depth learning experiences to develop expertise in gifted education and talent development. Individuals who earn the Ed.S. in Gifted Education and Talent Development will provide evidence of achieving the National Association for Gifted Children (NAGC)/Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted Education: (1) Learning and Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Practice; and (7) Collaboration.</p> <p>Assessment occurs in all classes with all students completing assessments that require high-level thinking and the application of information and strategies important for addressing the social-emotional and cognitive needs of gifted students.</p> <p>An important adjustment that has been made to the EDS is to submit an amendment to the EDS that will allow substitution of other courses if the graduate students has taken GTE 536, GTE 537, PSY 432G, and GTE 540 previously.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>The Kentucky Occupational Outlook to 2020, a statewide analysis of wages, employment, growth and training published by the Kentucky Office of Employment and Training (OET), projects that the number of primary and secondary education school teachers (excluding special education and vocational education) in Kentucky will increase from 39,370 in 2010 to 44,740 in 2020. This projected growth of 13.6% is higher than the total projected growth for all occupations in the state (12.4%). Additionally, it is estimated that there will be approximately 1,480 annual average job openings for primary and secondary education teachers in the state during the 2010-2020 period (530 annual openings due to growth and 950 annual openings due to separations, which include openings created when workers leave an occupation for reasons such as retirement, promotion, or simply transferring to another occupation). Average 2011 wages for these primary and secondary teachers in Kentucky were close to \$30 per hour for all categories, which is significantly higher than the average wage of \$18.64 earned across all Kentucky occupations. The result is that primary and secondary teachers can be classified as high wage and high demand occupations. [<a href="https://kylmi.ky.gov/admin/gsipub/htmlarea/uploads/Outlook.pdf">https://kylmi.ky.gov/admin/gsipub/htmlarea/uploads/Outlook.pdf</a>]</p> <p>Assuming that the percentage of all public school students in Kentucky that are gifted/talented remains constant at 16.1% -- and extrapolating that the percentage of primary and secondary education teachers required to teach</p>											

these gifted/talented students would also be 16.1% of the total number of primary and secondary education teachers – a reasonable estimate for projected number of total annual openings for gifted/talented teachers at the primary and secondary level would be approximately 240 per year ( $1,480 \times 16.1\% = 238$ ).

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

A survey will be sent to candidates who complete the EDS, gathering information about the classes and the program in general. In addition, feedback is collected annually from candidates for the EDS in order to make adjustments to classes and the overall EDS program.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**



**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.03	12
Number of NTE Faculty					0	4
Cost per SCH					107	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>Faculty are involved in research and have submitted proposals for fundings. The Center for Gifted Studies is completing a three-year Javits grant in partnership with the Kentucky Department of Education, the Jefferson County Public Schools, and the University of Louisville. Dr. Roberts and Dr. Szymanski have submitted a proposal for \$4.9 million to create a National Center for Rural Education with a Focus on Academic Excellence. Dr. Tassell and Dr. Szymanski currently have a funded project working with the Bowling Green Independent Schools.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>Graduate courses in gifted education and talent development are taken by those pursuing the MAE and the EDS in Gifted Education. The exception is EDU 699 which is course (6 hours) dedicated to the specialist project. The research course (EDU 500) is shared with graduate students pursuing various degrees. Since the graduate courses for the EDS are currently offered, more faculty resources were not needed to implement the Specialist Degree in Gifted Education and Talent Development.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The WKU strategic plan is “dedicated to scholarly excellence” which certainly could be said to characterize the graduate work in gifted education. The MAE and the EDS in Gifted Education and Talent Development create partnerships with communities surrounding WKU “to be actively engaged in elevating the economies in those communities, and to build the talent pipeline that will fuel the future workforces for the commonwealth.” Coursework in gifted education and talent development prepares educators to challenge K-12 students to be critical and creative thinkers and active producers of information and problem-solvers. Graduates with the EDS are equipped to prepare young people for future leadership roles in all sectors of the economy as well as the government and nonprofit sector. The overall difference this graduate program will have on children and young people in Kentucky and beyond is that it will increase the success these students experience in their work, life, and communities. The end-result will be beneficial for our region of Kentucky as well as the Commonwealth in general. The EDS in Gifted Education and Talent Development is student centered and focuses on applied research.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The first value stated by the statewide strategic agenda is academic excellence and student success. This program seeks to support this value for the most advanced students. The course outcomes and the goals for the program are to graduate students who are equipped to help develop the academic potential of gifted students. The coursework also supports the statewide strategic agenda value of inclusion, equity, and diversity by providing our students with research-based strategies to identify students who come from diverse backgrounds such as English Language Learners, Learners from High Poverty, or those who are twice-exceptional (gifted and have a disability). Such instruction is critical to be sure that programming for advanced learners casts a wide-net to find as many students who will benefit from specific instruction as possible. Only by supporting the needs of the most able students will school districts in KY meet the goal of excellence for all. Our program provides the specific education and training necessary to create the classrooms and schools where the advanced students are enabled to learn and develop.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

Educators receive additional salary when they earn a Rank II (30 graduate hours or a master's degree) and a Rank I (60 hours or 30 hours beyond a master's degree), so there is a financial incentive to pursue graduate degrees. The Kentucky Occupational Outlook to 2020, a statewide analysis of wages, employment, growth and training published by the Kentucky Office of Employment and Training (OET), projects that the number of primary and secondary education school teachers (excluding special education and vocational education) in Kentucky will increase from 39,370 in 2010 to 44,740 in 2020. This projected growth of 13.6% is higher than the total projected growth for all occupations in the state (12.4%). Additionally, it is estimated that there will be approximately 1,480 annual average job openings for primary and secondary education teachers in the state during the 2010-2020 period (530 annual openings due to growth and 950 annual openings due to separations, which include openings created when workers leave an occupation for reasons such as retirement, promotion, or simply transferring to another occupation). Average 2011 wages for these primary and secondary teachers in Kentucky were close to \$30 per hour for all categories, which is significantly higher than the average wage of \$18.64 earned across all Kentucky occupations. The result is that primary and secondary teachers can be classified as high wage and high demand occupations. [<https://kylmi.ky.gov/admin/gsipub/htmlarea/uploads/Outlook.pdf>]

Assuming that the percentage of all public school students in Kentucky that are gifted/talented remains constant at 16.1% -- and extrapolating that the percentage of primary and secondary education teachers required to teach these gifted/talented students would also be 16.1% of the total number of primary and secondary education teachers – a reasonable estimate for projected number of total annual openings for gifted/talented teachers at the primary and secondary level would be approximately 240 per year ( $1,480 \times 16.1\% = 238$ ).

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

- WKU offers more coursework in gifted education than any other university in Kentucky.
- WKU is the only university in Kentucky to offer both the Master of Arts in Education (MAE) degree and the Specialist degree in Gifted Education and Talent Development
- The Center for Gifted Studies is one of the leading centers in the country.
- The Gatton Academy of Mathematics and Science has a national reputation for excellence.
- The Kentucky Association for Gifted Education and the World Council for Gifted and Talented Children have their headquarters at WKU.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

Faculty in Teacher Education (Dr. Julia Roberts, Dr. Antonia Szymanski, and Dr. Janet Tassell) and staff at The Center for Gifted Studies (Dr. Roberts and Dr. Tracy Inman) and The Gatton Academy (Dr. Lynette Breedlove) are actively involved in the World Council for Gifted and Talented Children, the National Association for Gifted Children, The Association for the Gifted, and the Kentucky Association for Gifted Education. They engage in various research projects, and they are authors of many books and articles in national and international publications. They are frequent presenters and keynote speakers at state, national, and international conferences. Together, they create the synergy that makes WKU a special place to earn this advanced degree.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

New markets are in our region, across the state and nation, as well as in other countries. It is the reputation of WKU as a hub of opportunities for advanced and gifted young people and their educators that enhances future opportunities to attract graduate students to programs at WKU.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

The EDS aligns with the national standards in gifted education and talent development. It complements the emphasis on the growth of achievement of all students, including those with gifts and talents, as emphasized in the Every Child Succeeds Act (ESSA). There are two new requirements: (1) On the state report cards: States must include student achievement data at each achievement level that is disaggregated by student subgroup (e.g., low-income, race, English learners, gender, and students with disabilities). Previously, states provided detailed information for students performing at the proficient level and below. Now, states also will have to include information on students achieving at the advanced level. (2) In applying for Title II professional development funds, states must include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students' needs.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The EDS is a brand new program, obtaining final approval in 2017. One of the distinctive qualities of the Specialist Degree in Gifted Education and Talent Development is that it is available and applicable to educators at all grade levels, content areas, and role groups (e.g., teachers, school counselors, school and district leaders, researchers). The EDS allows for specialization in gifted education and talent development beyond the gifted endorsement. The degree highlights the extensive programming for gifted students and educators available on WKU's campus through The Center for Gifted Studies, The Gatton Academy for Mathematics and Science, the international headquarters of the World Council for Gifted and Talented Children, and the state office of the Kentucky Association for Gifted Education.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

Since the EdS is a new program, it will be well established in five years. In ten years, the EdS will have met the enrollment projections in the proposal for the EdS – that there will be ten or more applicants annually.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Gifted Education and Talent Development
Reference Number:	#0482
CIP Code:	131004
Degree Type (AB, BS, etc.):	MAE
STEM+H Degree (Y/N)	N
Minimum Hours Required:	30
List Concentrations (if any):	Two Pathways: Teacher Leader or Research

### 1. PROGRAM SUMMARY

<b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b>
<p>The MAE in Gifted Education and Talent Development programs prepare candidates for teaching in elementary, middle, or high school settings and for leadership at the school, district, and state levels. The program comprises two concentrations. The Advanced Teacher Leader concentration is designed for educators who seek gifted endorsement as they obtain teacher certification beyond the initial level. Those who complete this concentration will be eligible for a recommendation for Rank II and both the Gifted and Talented Education (KE37) and the Advanced Teacher Leader (KTLE) endorsements. The second concentration, Advanced Research Focus, is designed for candidates with a Rank II who are pursuing advanced graduate work in gifted education and talent development or for those interested in policy work beyond the school setting. The program utilizes online learning although courses may be offered face-to-face in cohorts if requested by schools or school districts. Those earning the gifted endorsement as they complete the requirements for the MAE will complete a two-week residency for the practicum experience.</p>

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	0	0	4	23	22	19
Conferrals	0	0	0	2	6	6
SCHP	0	0	49	180	166	212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>The program contributes to the department/college/university mission as it provides services to educators (classroom teachers, special education and gifted resource teachers, and school leaders). Within the Teacher Education pathway in the MAE in Gifted Education and Talent Development degree program, educators earn the endorsement in gifted education required in Kentucky for Gifted Coordinators and gifted resource teachers. Courses in gifted education and talent development can be taken as electives in various education programs as it is important for counselors, principals, district office personnel, special educators, classroom teachers at all levels, and gifted resource teachers to understand the social-emotional and cognitive needs of gifted and talented students as well as strategies to add those needs. Teachers in the Teacher Leadership master's program (not the MAE in Gifted Education and Talent Development) may select to earn the gifted endorsement so these graduate students constitute another pool of educators taking courses in gifted education. Offering a JUMP program will be something to consider strongly.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>The MAE in Gifted Education and Talent Development is new (final approval came in 2015). Graduate students in the program are almost all full-time educators, so they usually take one graduate course per semester. The endorsement in gifted education is a twelve-hour graduate program that the Education Professional Standards Board regulates and that has been required for gifted coordinators, gifted resource teachers, and any educator who teaches gifted studies more than fifty percent of the time since 1984. Some districts (e.g., Warren County) have curriculum coordinators in every middle and elementary school and require each to have earned the gifted endorsement. Many educators who earn the gifted endorsement decide to continue on with the MAE or the EDS in Gifted Education and Talent Development.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	0	0	1	100	3	33.3	82.2
Progression											
150% Graduation Rate	0	0	0	0	0	0	0	0	1	0	73.3
Time to Degree							5.00 (N=2)		2.00 (N=3)		2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The objectives of the MAE in Gifted Education and Talent Development are to prepare leaders who understand and implement strategies, policies, and procedures that allow children and youth with gifts and talents to achieve their potentials and to provide in-depth learning experiences to develop expertise in gifted education and talent development. Individuals who earn the MAE in Gifted Education and Talent Development will provide evidence of achieving the following National Association for Gifted Children (NAGC)/Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted Education: (1) Learning and Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Considerations; and (7) Collaboration.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Almost all graduate students hold positions in schools or school districts. Frequently, they report that having the degree in gifted education enhances opportunities to move into other positions. For example, all elementary and middle schools in Warren County employ a curriculum coordinator who is required to have earned the gifted endorsement.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>We hold meetings of gifted coordinators at least twice a year at which times they are asked about the needs their schools have within the field of gifted and talented education. They are also surveyed about the areas of preparation for their gifted resource teachers and curriculum coordinators. Graduate students in GTE 536 interview the gifted coordinator in the school district and ask about needs that are present for gifted students and for schools regarding gifted education. In GTE 540, graduate students work with the gifted coordinator in regard to needs relating to the identification process.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p>Graduate students in the MAE in Gifted Education and Talent Development are employed in school districts, and they often report that earning the endorsement in gifted education provided opportunities for moving into gifted coordinator positions as well as school leadership positions. Graduates report that knowledge about gifted education as well as strategies they</p>											



gained in the coursework make them more effective teachers and their experiences earning the MAE prepared them to offer professional development in their schools and school district.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					1.44	12
Number of NTE Faculty					0	4
Cost per SCH					559	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

Faculty are involved in research and have submitted proposals for fundings. The Center for Gifted Studies is completing a three-year Javits grant in partnership with the Kentucky Department of Education, the Jefferson County Public Schools, and the University of Louisville. Dr. Roberts and Dr. Szymanski have submitted a proposal for \$4.9 million to create a National Center for Rural Education with a Focus on Academic Excellence. Dr. Tassell and Dr. Szymanski currently have a funded project working with the Bowling Green Independent Schools.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

Faculty teaching classes in the MAE in Gifted Education and Talent Development also teach other teacher education classes and PSY 432G that is offered in the Psychology Department. No new faculty were needed when we implemented the MAE in Gifted Education and Talent Development. There is interest in the coursework in gifted education and talent development. For example, in the Spring of 2018, 38 students took GTE 537, Curriculum, Strategies, and Materials for Gifted Students. Inquiries about graduate programs in gifted education come from teachers in the region, the state, and the nation. A few inquiries come from other countries as well.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The WKU strategic plan is "dedicated to scholarly excellence" which certainly could be said to characterize the graduate work in gifted education. The MAE in Gifted Education and Talent Development creates partnerships with communities surrounding WKU "to be actively engaged in elevating the economies in those communities, and to build the talent pipeline that will fuel the future workforces for the commonwealth." Coursework in gifted education and talent development prepares educators to challenge K-12 students to be critical and creative thinkers and active producers of information and problem-solvers. Graduates with the MAE are equipped to prepare young people for future leadership roles in all sectors of the economy as well as the government and nonprofit sector. The overall difference this MAE program will have on children and young people in Kentucky and beyond is that it will increase the success these students experience in their work, life, and communities. The end-result will be beneficial for our region of Kentucky as well as the Commonwealth in general. The MAE in Gifted Education and Talent Development is student centered and focuses on applied research.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The first value stated by the statewide strategic agenda is academic excellence and student success. This program seeks to support this value for the most advanced students. The course outcomes and the goals for the program are to graduate students who are equipped to help develop the academic potential of gifted students. The coursework also supports the statewide strategic agenda value of inclusion, equity, and diversity by providing our students with research-based strategies to identify students who come from diverse backgrounds such as English Language Learners, Learners from High Poverty, or those who are twice-exceptional (gifted and have a disability). Such instruction is critical to be sure that programming for advanced learners casts a wide-net to find as many students who will benefit from specific instruction as possible. Only by supporting the needs of the most able students will school districts in KY meet the goal of excellence for all. Our program provides the specific education and training necessary to create the classrooms and schools where the advanced students are enabled to learn and develop.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The Kentucky Occupational Outlook to 2020, a statewide analysis of wages, employment, growth and training published by the Kentucky Office of Employment and Training (OET), projects that the number of primary and secondary education school teachers (excluding special education and vocational education) in Kentucky will increase from 39,370 in 2010 to 44,740 in 2020. This projected growth of 13.6% is higher than the total projected growth for all occupations in the state (12.4%). Additionally, it is estimated that there will be approximately 1,480 annual average job openings for primary and secondary education teachers in the state during the 2010-2020 period (530 annual openings due to growth and 950 annual openings due to separations, which include openings created when workers leave an occupation for reasons such as retirement, promotion, or simply transferring to another occupation). Average 2011 wages for these primary and secondary teachers in Kentucky were close to \$30 per hour for all categories, which is significantly higher than the average wage of \$18.64 earned across all Kentucky occupations. [https://kylmi.ky.gov/admin/gsipub/htmlarea/uploads/Outlook.pdf]

Assuming that the percentage of all public school students in Kentucky that are gifted/talented remains constant at 16.1% -- and extrapolating that the percentage of primary and secondary education teachers required to teach these gifted/talented students would also be 16.1% of the total number of primary and secondary education teachers -- a reasonable estimate for projected number of total annual openings for gifted/talented teachers at the primary and secondary level would be approximately 240 per year (1,480 x 16.1% = 238).

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

WKU is the only institution in Kentucky to offer a master's degree in gifted education and one of relatively few institutions to do so in a multi-state region. WKU is in a unique position in regard to gifted education for the following reasons: 1) The Center for Gifted Studies is one of the major centers in the country, 2) The Gatton Academy for Mathematics and Science in Kentucky is a two-year residential program for approximately 200 high school juniors and seniors to take a rigorous STEM program from which students graduate from high school with a minimum of 60 college credits, 3) the World Council for Gifted and Talented Children moved its headquarters to WKU in 2011, and 4) the headquarters of the Kentucky Association for Gifted Education has been located at WKU since 1990. The Center for Gifted Studies has a 37-year history, offering programs for children, young people, parents, and educators throughout the year. Consequently, graduate students at WKU have numerous opportunities to learn about gifted young people of all ages and to participate in various professional learning experiences offered by The Center for Gifted Studies, the College of Education and Behavioral Sciences, and the School of Teacher Education.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

Faculty in Teacher Education (Dr. Julia Roberts, Dr. Antonia Szymanski, and Dr. Janet Tassell) and staff at The Center for Gifted Studies (Dr. Roberts and Dr. Tracy Inman) and The Gatton Academy (Dr. Lynette Breedlove) are actively involved in the World Council for Gifted and Talented Children, the National Association for Gifted Children, The Association for the Gifted (a division of the Council for Exceptional Children), and the Kentucky Association for Gifted Education as well as other professional organizations. They engage in various research projects, and they are authors of many books and articles in national and international publications. They are frequent presenters and keynote speakers at state, national, and international conferences. Together, they create the synergy that makes WKU a unique place to earn a MAE in Gifted Education and Talent Development.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

The MAE in Gifted Education and Talent Development is relatively new (approved in 2015). The courses are offered online so the marketing possibilities are numerous. The graduate opportunities are shared at exhibits The Center for Gifted Studies hosts at state and national meeting. We have also had international inquiries.

The head of the Counseling Department and faculty in Gifted Education and Talent Development have collaborated on developing a 12-hour graduate certificate that could be offered as an elective opportunity for graduate students pursuing degrees in counseling and social services.

Kentucky has required the endorsement in gifted education for gifted coordinators in each district and those teaching gifted students more than half of their load since 1984, so there is a history of gifted education and a strong gifted regulation in the state. Some districts require curriculum coordinators to have earned the gifted endorsement, demonstrating they see the value in a background of gifted education and talent development.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

The Every Child Succeeds Act (ESSA) (2016) includes gifted education strategies which had not been the case with No Child Left Behind. The EDS aligns with the national standards in gifted education and talent development. It complements the emphasis on the growth of achievement of all students, including those with gifts and talents, as emphasized in the Every Child Succeeds Act (ESSA). There are two new requirements: (1) On the state report cards: States must include student achievement data at each achievement level that is disaggregated by student subgroup (e.g., low-income, race, English learners, gender, and students with disabilities). Previously, states provided detailed information for students performing at the proficient level and below. Now, states also will have to include information on students achieving at the advanced level. (2) In applying for Title II professional development funds, states must include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students' needs.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The MAE in Gifted Education and Talent Development was approved in 2015, so it is a relatively new offering. Numbers have been what was anticipated when the program began the approval process. Murray State University eliminated their graduate programs in gifted education in the spring of 2018, highlighting the importance of WKU offering gifted education and talent development graduate programs.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

We anticipate steady growth in the endorsement and degree programs in the next five and ten years. It is anticipated that programming within the School of Teacher Education as well as The Center for Gifted Studies will continue to expand. Graduate work in gifted education and talent development will play an important part in revitalizing teacher education at Western Kentucky University. The number of educators applying for the degree programs in gifted education and talent development have demonstrated a steady increase, and programming by The Center for Gifted Studies continues to expand to address regional and state needs as well as to include additional programming opportunities for children, young people, parents, and educators.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Counseling and Student Affairs
<b>College:</b>	Education and Behavioral Sciences

<b>Program Name:</b>	Graduate Certificate – Career Services
<b>Reference Number:</b>	468
<b>CIP Code:</b>	131102
<b>Degree Type (AB, BS, etc.):</b>	Certificate
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	15
<b>List Concentrations (if any):</b>	N/A

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The certificate provides helping professionals with advanced knowledge and skills needed to better serve students within the context of an ever-changing employment landscape. Graduates are better prepared to assist students to be more engaged in the educational experience through more appropriate career choices, which will lead to higher retention rates and a more successful transition to the workforce. The 15-hour program also complements the master’s degree programs in a wide variety of helping professions. The program requires an internship and may be completed as a stand-alone program, or students admitted to related master’s degree programs may incorporate 12 hours of the certificate program into their program of study (if appropriate). Admission to the CCS program is based on completion of a baccalaureate degree and adequate preparation in this or a related area of study. Admission to the program is based on completion of a baccalaureate degree and adequate preparation in this or a related area of study; applicants also submit a statement to The Graduate School which indicates their reasons for wanting to pursue this certificate program, how their previous life and educational experiences are applicable to this program, and how they plan to use the credential in the future.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	14	11	5	8	7	4
Conferrals	4	3	3	7	5	5
SCHP	39	144	81	33	63	44
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>The program, in addition to being a stand-alone credential for students (and professionals) interested in enhancing their knowledge, skills and competencies in working with students on their career development and concerns associated with this aspect of their lives, also serves as a 'feeder' program for the master's degree program in student affairs in higher education. Approximately 70 percent of students who enroll in the certificate program eventually enroll in the master's degree program. To reiterate, the required courses in the certificate program (CNS 593, CNS 675 and CNS 595) as well as the restricted electives (CNS 556, CNS 572, CNS 574, CNS 577, CNS 610, etc.) have to be offered on an annual basis for the master's degree program.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>VERY IMPORTANT: All of the courses that constitute the graduate certificate program in Career Services are offered as part of the curriculum for the master's degree program in student affairs (either as required courses or as electives). Therefore, the graduate certificate program only enhances enrollments in courses that would be offered anyway. Eliminating the graduate certificate program would result in no savings for the university; in fact, it would have the opposite effect on departmental enrollments.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<p><b>NOTE: This is a 15-hour certificate program; almost all students enrolled in the program complete it and they complete it within one year; therefore, the statistical portion of this section is problematic to construct and essentially irrelevant.</b></p>											
<p><b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b></p>											
<p>Student Learning Outcomes: 1) Students will be able to apply career development theories and decision-making models to college students, 2) Students will be able to demonstrate knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process, 3) Students will be able to research, recommend, administer and interpret commonly used career assessments, 4) Students will be able to demonstrate understanding and use of computers and the Internet in support of career development, 5) Students will be able to design, deliver and evaluate career related programming based on the career development theory and the needs of diverse populations, and 6) Students will be able to demonstrate a functional understanding of career programming administration, including budget and human resource management, procedure and policy development, collaborative relationship building, ethical and legal guidelines, and professional advocacy. As part of this Internship, students are required to develop a program, activity or service designed to meet the educational and career needs of a specific student population. The fact that a majority of students participating in the experience received a rating of 80% or higher on the objective section indicates that they have mastered the specific skills identified as being relevant. Although the overall rating on the objective section of the Student Evaluation met the established criterion for success, the average rating on the “Counseling Skills and Competencies” subsection was less than 80%. After consultation with colleagues in the department, it was determined that the focus of the graduate certificate program was really more on the development and provision of career services as opposed to the direct delivery of counseling services. As a result, the program was changed from “Career Counseling” to “Career Services,” and the program emphasis/curriculum was modified to its current incarnation.</p>											
<p><b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b></p>											
<p>Graduates of the graduate certificate program in career counseling were surveyed in 2015 as to their satisfaction with the program. Thirteen surveys were administered; 12 usable responses were received (92% response rate). Graduates indicated they had a favorable rating of the knowledge and skills they acquired through the program. (Average rating of 4.45 on a 5-point scale). Item: “The graduate certificate program in career counseling enhanced my working knowledge of the basic concepts and skills associated with career and vocational counseling.”</p>											
<p><b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g.,</b></p>											



**employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Employers of program graduates were surveyed in 2015 as to their satisfaction with the program. Ten surveys were administered; 5 usable responses were received (50% response rate). Respondents indicated they had a favorable rating for the knowledge and skills exhibited by graduates. A majority of respondents participating in the experience received a rating of 80% or higher on the objective section of the Student Evaluation completed by their on-site supervisors indicates that they have mastered the specific skills identified as being relevant to develop a program, activity or service designed to meet the educational and career needs of a specific student population. After consultation with colleagues in the department regarding this feedback, it was determined that the focus of the graduate certificate program was really more on the development and provision of career services as opposed to the direct delivery of counseling services. After considerable discussion, it was decided that the focus should be more on the development and provision of career services. As mentioned elsewhere in this report, this also accounts for the name-change of the certificate program from "Career Counseling" to "Career Services." The next survey is scheduled for Spring 2019.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Many graduates of the program stay in touch with the program coordinator, who is frequently asked to serve as a reference as they proceed through their career and job opportunities. They all report their strong satisfaction with the program and include examples of how the program content has helped them facilitate students' career development. Students who have completed the program are tracked and information is available regarding positions they have acquired due in part to their completion of the program. Virtually all students who have completed the program currently work with students on career issues and concerns to some extent.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					2	12
Number of NTE Faculty					0	4
Cost per SCH					230	\$128
SCHP/FTF by Dept.	435	669	675	504	522	375
% SCH by FTF by Dept.	90.7%	94.7%	93.8%	94.8%	86.2%	75.8%
Median Class Size by Level	12	9	12	13	13	8
% Under-Enrolled Sections by Level	36.0%	51.1%	34.9%	35.7%	34.1%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
Students in the program are eligible to join the Student Affairs Graduate Association (SAGA). The program receives considerable financial support from the membership in the form of donations (maintained through a WKU Foundation account that is used for both social as well as educational programming). This past year, for example, an alumnus of the program gave \$1000. The association also conducts several fund-raising events throughout the academic year. The program also receives support from DELO distributions and has been involved in limited grant activity.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
A course fee is assessed for Internship (CNS 595), which is required in the program.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

As noted in Climbing to Greater Heights, WKU's 2018-2028 Strategic Plan: "WKU students will graduate work-ready and fully prepared to pursue meaningful careers and lives...WKU students will graduate work-ready and fully prepared to pursue meaningful careers and lives. WKU already engages with many K-12 students. However, we should assist in the career and life development of every student in our service region and promote a culture of education beyond high school. While much of this engagement should promote WKU, some participants will find a college or career fit elsewhere." This program specifically addresses this aspiration and need by preparing professionals who have the knowledge, skills and dispositions necessary to help students be successful in their academic pursuits, vocational choices, and life in general.

**b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The Kentucky Council of Postsecondary Education's Objective and Strategies: "Objective 9. Improve the career readiness and employability of postsecondary education graduates. Strategy 9.1. Make career development a state and institutional priority and a key strategy for student success. Improve career development through earlier advising efforts, clearly articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training." The graduate certificate program in Career Services is in direct alignment with the statewide postsecondary education strategic implementation plan. As career and vocational concerns form at least a partial basis for numerous choices made and issues expressed by students at the college level and by individuals throughout life, the need for additional training in the area of career counseling and career program management has become more pronounced. Thus, supporting students in making academic and career decisions can have a direct impact on college degree completion, retention and ultimate success. Specifically, the program supports Objective 1.1: "Increase cultural competence among students, staff and other postsecondary professionals so that everyone is welcomed, valued, supported, and accommodated," Objective 6.1: "Improve student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation."

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

According to the Kentucky Department of Education: Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal." (August 29, 2018). According to Indeed.com, there are currently 356 career coaching jobs and 119 additional career services jobs open in Kentucky (as of November 17, 2018), and this is only a fraction of the projected need. There is a growing need for professionals with the knowledge and skills provided by the certificate program.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The curriculum of this program is unique; there are no other certificate programs (that is, we have not been able to find any) that have this configuration of course requirements. The program was developed

and implemented to meet a perceived need in the area of career services for postsecondary students. The program can be completed as a 'stand-alone' program or in conjunction with a master's degree; it is designed to be a focused credential that provides students with knowledge, skills and competencies in the ever-evolving field of career services. Please note what Lisa Cook has to say in Academic Impressions "Many institutions are still letting their career centers define what outcomes they measure," Grimmett notes. Career services professionals can take advantage of this opportunity to educate their institutions about measuring more meaningful outcomes that go beyond simple employment outcomes. The issue is particularly urgent for institutions without many resources and with low student awareness of career services. "Professionals in those circumstances should think critically about how they want their success to be defined, so that they can drive the conversation." (December 2016).

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

This certificate program provides valuable knowledge and skills (and a credential) for students who are interested in working more effectively with students on career concerns. The coursework is already required and/or offered in the master's degree program in Student Affairs. That is, it requires no additional resources beyond those needed for the master's degree program. It also serves as a 'feeder' program for the master's degree as many students who pursue the graduate certificate in international student services eventually apply to the master's program. Students are happy with the education they receive through this program, as are their employers.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

According to the U.S. Department of Labor Statistics: "Employment of school and career counselors is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. Increasing school enrollments is expected to lead to employment growth of these workers." Moreover, "Employment of coaches and scouts is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. Increasing participation in high school and college sports may boost demand for coaches and scouts." With the new emphasis on career and college readiness in Kentucky, the market for this certificate program is expected to significantly increase over the coming decade. In fact, partnerships and other collaborative arrangements with other institutions and school systems across the state are already being pursued - initiated by these institutions and schools.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to Achieve: "By 2020, 65 percent of all jobs, and 92 percent of traditional STEM jobs, will require postsecondary education and training. College- and career-ready (CCR) graduates should be able to enter and succeed in entry-level postsecondary courses without the need for remediation" (November 17, 2018). According to the Courier Journal: "Across Kentucky, 90 percent of high school students are graduating on time. Yet only 60 percent of them are actually considered prepared to enter college or the workforce" (September 27, 2018). Trends, both nationally, regionally and locally, all indicate a tremendous need for more professionals who can help students at all levels (but particularly high school and college) better prepare for a productive future in the workforce. This program aligns perfectly with these trends; in fact, the program was developed eight years ago specifically in response to evolving circumstances at the time. By-the-way, those circumstances have proven to be an ongoing process instead of a temporary occurrence.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The most overt and defensible change implemented within the last few years has been the re-orientation of the program toward "career services" and away from a fairly narrow focus on "career counseling." The name change from "Career Counseling" to "Career Services" reflects the growing realization that although Career services professionals need some exposure to, and proficiency with, basic counseling concepts and applications, their primary emphasis needs to be on a much broader concept of career education, development, implementation and ongoing adjustment. The biggest challenge has been in the area of marketing and advertising. Toward this end, over the last three years, the program coordinator has consulted with the Division of Extended Learning and Outreach concerning opportunities to advertise the program more extensively to a national and international pool of qualified potential students. We are working with the Division of Extended Learning to develop new avenues for advertising the program. They have already provided brochures and cards that we distribute at conferences and professional meetings. We would like to partner with them on the development of more electronically-based strategies for marketing the program (social media, websites, listservs, etc.).

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

Enrollments could be significantly enhanced if more resources were put into marketing it to a wider

audience. The program has a great reputation with regional educators, but it more information about it needs to be disseminated. As noted previously, we are working with the Division of Extended Learning to develop new promotional materials (they have already provided us with brochures and cards that we distribute at conferences and professional meetings). We also plan to market more extensively through social media (by developing a Facebook page specifically for the program, inclusion in online directories of related certificate programs, for example) and we plan to make more focused use of listservs and other electronic means of advertising the program. At this point (the program has been in existence for almost a decade) word-of-mouth also serves as an effective marketing technique; many of our current enrollments are referrals from previous students who completed the program. If another institution were to develop a similar program, this would create competition for students. This has not happened in the eight years that the program has been in existence.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Counseling and Student Affairs
<b>College:</b>	Education and Behavioral Sciences

<b>Program Name:</b>	Graduate Certificate – International Student Services
<b>Reference Number:</b>	415
<b>CIP Code:</b>	13119
<b>Degree Type (AB, BS, etc.):</b>	Certificate
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	15
<b>List Concentrations (if any):</b>	N/A

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The graduate certificate in International Student Services offers graduate-level students preparation to manage educational exchange, lead campus internationalization, and provide international student services. Students pursuing the Certificate in International Student Services may complete the certificate program by itself or embedded in the MAE in Student Affairs. Successful graduates will have earned their certificate through theory-based instruction, application of material through internship, and an international experience. The 15 credit hour certificate program includes 9 credit hours of required core courses and 6 credit hours of restricted electives. The program requires a study abroad course and/or an internship abroad depending on student's international travel experience upon admission. Admission to the ISS program is based on completion of a baccalaureate degree and adequate preparation in this or a related area of study. In addition to their Form A and undergraduate transcript, it is requested that applicants also submit a statement to The Graduate School which indicates their reasons for wanting to pursue this certificate program, how their previous life and educational experiences are applicable to this program, and how they plan to use the credential in the future; the statement should be 3-4 pages in length (double-spaced) and follow APA format.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	5	10	12	3	5	4
Conferrals	4	2	3	4	3	5
SCHP	45	51	102	15	21	44
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>The program, in addition to being a stand-alone credential for students (and professionals) interested in enhancing their knowledge, skills and competencies in working with international students, also serves as a ‘feeder’ program for the master’s degree program in student affairs in higher education. Approximately 55 percent of students who enroll in the certificate program eventually enroll in the master’s degree program. To reiterate, the required courses in the certificate program (CNS 571, CNS 581 and CNS 595) as well as the restricted electives (CNS 572, CNS 574, CNS 670, CNS 555, etc.) have to be offered on an annual basis for the master’s degree program.</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>VERY IMPORTANT: All of the courses that constitute the graduate certificate program in International Student Services are offered as part of the curriculum for the master’s degree program in student affairs (either as required courses or as electives). Therefore, the graduate certificate program only enhanced enrollments in courses that would be offered anyway. Eliminating the graduate certificate program would result in no savings for the university; in fact, it would have the opposite effect on departmental enrollments.</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<p><b>NOTE: This is a 15-hour certificate program; almost all students enrolled in the program complete it and they complete it within one year; therefore, the statistical portion of this section is problematic to construct and essentially irrelevant.</b></p>											
<p><b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b></p>											
<p>Student Learning Outcomes: 1) Students will distinguish characteristics of immigrant, non-immigrant, and international student and implications for student services, 2) Students will explore the needs and interests of international students, 3) Students will examine trends and global issues impacting higher education, 4) Students will analyze the impact of a culture’s norms, values, and beliefs upon international students’ experiences, and 5) Students will apply knowledge of student needs in developing programming to address campus internationalization. All students in the ISS graduate certificate program are required to complete an Internship in a department or other unit dedicated to the provision of international services. Their performance in Internship is evaluated by a site supervisor who is specifically trained by the departmental faculty. Criterion: Ninety percent of the students completing the Internship experience receive a rating of 80% or higher on the objective section of the Student Evaluation completed by their on-site supervisors. Target: 90 percent of the students achieve the stated criterion. Result: 85 percent of students achieved the criterion. Analysis: The fact that a majority of students participating in the experience received a rating of 80% or higher on the objective section of the Student Evaluation completed by their on-site supervisors indicates that they have mastered the specific skills identified as being relevant to success in jobs involving the delivery of international student services. Two items, “Budgeting Skills,” and “Time Management Skills” had an average rating of 3.5 across all students completing Internship; i.e., in order to develop effective programs and services and implement them in a manner that best serves their needs as well as the needs of the institution, a functional understanding of budgeting and time management is considered essential. This was incorporated into the course objectives for CNS 571 (Introduction to Student Affairs), a required course in the program.</p>											
<p><b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b></p>											
<p>Students completing the program are employed in a wide range of institutions, agencies, companies and other organizations in Kentucky (and throughout the nation) in a variety of positions that entail working with international students – or domestic students who engage in study abroad or similar experiences. Every college and university in Kentucky, for example, has a department or unit that works with international students. This certificate program prepares ISS graduates to be successfully employed in these roles. Students who complete the program also work with refugees Graduates of the certificate program in international student services were surveyed in 2016 as to their satisfaction with the</p>											

program. Twenty surveys were administered; 15 usable responses were received (75% response rate). Graduates indicated they had a favorable rating of the knowledge and skills they acquired through the program. (Average rating of 4.21 on a 5-point scale). Item: "The certificate program in international student services enhanced my knowledge of the issues and concerns exhibited by international students and helped me to formulate realistic options for addressing those issues and concerns." The next survey is scheduled for Spring 2019.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Employers of program graduates were surveyed in 2016 as to their satisfaction with the program. Fifteen surveys were administered; 8 usable responses were received (53% response rate). Respondents indicated they had a favorable rating for the knowledge and skills exhibited by graduates. (Average rating of 4.21 on a 5-point scale). Item: "The graduate of the certificate program in international student services has a working knowledge of the issues and concerns exhibited by international students and can formulate realistic options for addressing those issues and concerns." Again, two items, "Budgeting Skills," and "Time Management Skills" were identified by employers of certificate recipients on a recent survey that were seen as having the potential for improvement. These items had an average rating of 3.5 across all students completing Internship; i.e., in order to develop effective programs and services and implement them in a manner that best serves their needs as well as the needs of the institution, a functional understanding of budgeting and time management is considered essential. This was incorporated into the course objectives for CNS 571 (Introduction to Student Affairs), a required course in the program. The next survey is scheduled for Spring 2020.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Students who have completed the program typically stay in touch with the program coordinator, who is frequently asked to serve as a reference as they proceed through their career and pursue various job opportunities. They all report (anecdotally) their strong satisfaction with the program and have provided several examples of how the content covered in the program has helped them deal with challenging situations involving international students. Students who have completed the program are tracked and information is available regarding positions they have acquired as a result, at least in part, of their completion of the program. Virtually all students who have completed the program currently work with international students to some extent.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					2	12
Number of NTE Faculty					0	4
Cost per SCH					230	\$128
SCHP/FTF by Dept.	435	669	675	504	522	375
% SCH by FTF by Dept.	90.7%	94.7%	93.8%	94.8%	86.2%	75.8%
Median Class Size by Level	12	9	12	13	13	8
% Under-Enrolled Sections by Level	36.0%	51.1%	34.9%	35.7%	34.1%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
Students in the program are eligible to join the Student Affairs Graduate Association (SAGA). The program receives considerable financial support from the membership in the form of donations (maintained through a WKU Foundation account that is used for both social as well as educational programming). This past year, for example, an alumnus of the program gave \$1000. The association also conducts several fund-raising events throughout the academic year. The program also receives support from DELO distributions and has been involved in limited grant activity.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
A course fee is assessed for Internship (CNS 595), which is required in the program.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

As noted in Climbing to Greater Heights, WKU's 2018-2028 Strategic Plan: "International and experiential education will continue to be core to the WKU Experience, and we will enhance educational opportunities on and away from campus to expand student horizons and cultural awareness." Specifically, a key goal is to "Enroll a diverse body of regional and global undergraduate, graduate, and nontraditional students who are fully prepared for a rigorous, fulfilling college experience at WKU: Establish regional, national, and international conduits for attracting undergraduate and graduate students." This program specifically addresses this aspiration and need by preparing professionals who have the knowledge, skills and dispositions necessary to help international students be successful at domestic institutions in general and WKU in particular.

**b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The Kentucky Council of Postsecondary Education's Objective and Strategies: "Objective 9. Improve the career readiness and employability of postsecondary education graduates. Strategy 9.1. Make career development a state and institutional priority and a key strategy for student success. Improve career development through earlier advising efforts, clearly articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training." The graduate certificate program in international student services is in direct alignment with the statewide postsecondary education strategic implementation plan. Specifically, Objective 9.1: "Make career development a state and institutional priority and a key strategy for student success. Improve career development through earlier advising efforts, clearly articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training." This certificate program provides the skills needed for recruiting, retaining to graduation, and helping international students obtain jobs related to their majors after graduation. This contributes directly to the economic and social welfare of everyone in the Commonwealth, individually and collectively; i.e., Objective 1: "Improve the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives, and specifically Objective 1.1: "Increase cultural competence among students, staff and other postsecondary professionals so that everyone is welcomed, valued, supported, and accommodated."

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

As the international (and immigrant) student population continues to increase in the Commonwealth, so does the need to have professionals who can effectively and efficiently meet their needs. According to the American Immigration Council: "Kentucky has a small but growing immigrant community. While nearly 4 percent of the state's population was born in another country, foreign-born residents make up a vital, educated share of the labor force. Over a third of immigrants in Kentucky possess a college or higher degree, and 73 percent report speaking English well. The state benefits from the various ways immigrants participate in the economy—from working in arts, design, entertainment, sports, and media professions to accounting for nearly 30 percent of Kentucky's fishing, farming, and forestry employees. As workers, business owners, taxpayers, and neighbors, immigrants are an integral part of Kentucky's diverse and thriving communities and make extensive contributions that benefit all." (October 13, 2017).

So it's not just international students that have a need that can only be met by professionals who have acquired the knowledge and skills covered in the program, immigrant and immigrant students have similar needs that certificate holders are capable of meeting.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

This certificate program is unique; i.e., there are no other graduate certificate programs offered anywhere (locally, regionally, nationally, and internationally) with a specific focus on the development and delivery of student services with an international population. There are several programs that focus on international education or some aspects of study abroad, etc., but we are the only one with this particular focus. Again, this certificate program is unique; i.e., there are no other graduate certificate programs offered anywhere (locally, regionally, nationally, and internationally) with a specific focus on the development and delivery of student services with an international population. There are several programs that focus on international education or some aspects of study abroad, etc., but we are the only one with this particular focus.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

This certificate program provides valuable knowledge and skills (and a credential) for students who are interested in working more effectively with international students. The coursework is already required and/or offered in the master's degree program in Student Affairs. That is, it requires no additional resources beyond those needed for the master's degree program. It also serves as a 'feeder' program for the master's degree as many students who pursue the graduate certificate in international student services eventually apply to the master's program. Students are happy with the education they receive through this program, as are their employers.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

According to the Institute of International Education, “The number of international students in the United States surpassed one million for the third consecutive year, increasing by 1.5 percent to reach a new high of 1,094,792, according to the 2018 Open Doors Report on International Educational Exchange.” (November 13, 2018). Over 600 of those are currently at WKU (International Student Enrollment Management, 2018), with thousands more located at campuses throughout the state. Preparing professionals who can work effectively with this population is a need and a priority.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to the Migration Policy Institute, “The United States has historically been the top destination for international students owing to its quality higher education system, welcoming culture, and relatively open labor market. Today, the United States remains the country of choice for the largest number of international students, hosting about 1.1 million of the 4.6 million enrolled worldwide in 2017. The next two destinations, the United Kingdom and China, hosted 11 percent and 10 percent, respectively. However, the U.S. share of globally mobile students dropped from 28 percent in 2001 to 24 percent in 2017, while the overall number of international students more than doubled in the same period.” (May 9, 2018). Again, preparing professionals who can work effectively with this population is a need and a priority.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The efficacy of the program has been demonstrated conclusively over the last ten years since it was implemented. On the curricular front, the content is continually updated to make sure the information presented represents current realities. For example, as the immigration debate has raged in our country over the last 5 years, the course has mirrored that greater societal discourse though revised assignments and course components. The biggest challenge has been in the area of marketing and advertising. Toward this end, over the last three years, the program coordinator has consulted with the Division of Extended Learning and Outreach concerning opportunities to advertise the program more extensively to a national and international pool of qualified potential students. We are working with the Division of Extended Learning to develop new avenues for advertising the program. They have already provided brochures and cards that we distribute at conferences and professional meetings. We would like to partner with them on the development of more electronically-based strategies for marketing the program (social media, websites, listservs, etc.).

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

Enrollments could be significantly enhanced if more resources were put into marketing it to a wider audience. The program has a great reputation within the student affairs profession, but it more information about it needs to be disseminated. As noted previously, we are working with the Division of Extended Learning to develop new promotional materials (they have already provided us with brochures and cards that we distribute at conferences and professional meetings). We also plan to market more extensively through social media (by developing a Facebook page specifically for the program, inclusion in online directories of related certificate programs, for example) and we plan to make more focused

use of listservs and other electronic means of advertising the program. At this point (the program has been in existence for a decade) word-of-mouth also serves as an effective marketing technique; many of our current enrollments are referrals from previous students who completed the program. If another institution were to develop a similar program, this would create competition for students. This has not happened in the 10 years that the program has been in existence.

**e. What recommendation would you put forward for the program (check one)?**

<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	School of Professional Studies
<b>College:</b>	CEBS

<b>Program Name:</b>	Information systems
<b>Reference Number:</b>	1714
<b>CIP Code:</b>	111006
<b>Degree Type (AB, BS, etc.):</b>	Certificate
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	18
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b>
See recommendations-



**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											

**4. COSTS, REVENUE AND EFFICIENCY**

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

**5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

<p><b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b></p>
<p><b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b></p>
<p><b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b></p>
<p><b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b></p>
<p><b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b></p>

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p> </p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p> </p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p> </p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p> </p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input checked="" type="checkbox"/> Suspend (Teach-out may be required)</p>



Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Instructional Design
Reference Number:	#0418
CIP Code:	130301
Degree Type (AB, BS, etc.):	CER
STEM+H Degree (Y/N)	N
Minimum Hours Required:	12
List Concentrations (if any):	

### 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Instructional Design (ID) graduate certificate program is a fully online program that requires 12 credit hours, including two required courses (6 hours) and two electives (6 hours). The minimum requirements for acceptance into the program are as follows:

- A bachelor's degree from a college or university of recognized standing.
- Adequate preparation in the field of study.

Program graduates are equipped with basic knowledge and skills to design and develop instructional elements such as instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, professional development curricula for teachers, multimedia instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula.

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	5	9	10	12	7	4
Conferrals	2	3	6	10	6	5
SCHP	48	69	90	78	57	44
<p><b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b></p>						
<p>The ID courses do support other major programs, such as Organizational Leadership, Adult Education, and Educational Technology. We have students in those major programs taking an ID course as an elective or completing the ID certificate (12 credit hours). Also, we have ID students who take coursework from those other areas.</p>						
<p><b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b></p>						
<p>The program has only one full-time faculty member teaching all ten ID courses.</p> <p>We emphasize acquisition of ID skills/competencies that meet the needs of the market in various settings, including K-16, government agencies, and corporations. We also emphasize that ID involves analyzing learning/performance needs and designing, developing, implementing, evaluating, and managing instructional and non-instructional solutions to improve performance in various settings. The only similar program in Kentucky is the Instructional Systems Design program at UK.</p> <p>We have many students from other universities, supporting the teaching force at KCTCS, UK, ECU, UoL, and other community colleges. We also have students from business settings and the military.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0.0%	2	0.0%	2	50.0%	3	33.3%	0	0.0%	73.7
Progression											
150% Graduation Rate											
Time to Degree	6.67 (N=1)		13.00 (N=1)		2.00 (N=1)		6.50 (N=2)		4.67 (N=3)		

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Student learning outcomes of the program include:

Required:

- Develop adequate knowledge of the ID field, the systematic approach to ID, the contexts of application of this approach, and the roles of professionals in this field to be able to adapt and apply the process in a flexible and innovative manner.
- Design a unit of instruction by using systematic instructional design procedures.

Electives:

- Make training and development recommendations that would improve human performance within an organization by using Performance Systems Analysis methodology to systematically identify performance issues, identify and analyze causes, and determine appropriate interventions to improve human performance.
- Develop a project plan in response to an instructional design problem, carry out the project processes, and deliver the performance improvement solution.
- Identify critical concepts, issues, technologies, and models of distance education and utilize technologies of quality interactive education at a distance.
- Identify the field's history, its current status, and the trends and issues likely to have an impact on the field.
- Develop learning activities and experiences using interactive multimedia courseware tools with an emphasis on delivery via the Internet.
- Apply instructional design competencies, concepts and principles within an authentic work setting related to the professional goals of each student.
- Demonstrate professional competency in the application of instructional design concepts and principles critical reflection for completion of the master's program.

The program includes a variety of assessment strategies, such as student group discussions on course topics and issues, case studies, quizzes, reflections, essays, group projects, online presentations, observations, and peer reviews.

We constantly use student feedback and performance information to improve the courses. For example, in ID 560 ID Foundations, we added videos introducing the topic of visual aid and tools available to help students produce better quality assignments using visual aid such as infographics.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Students in the program are mostly full-time working adults who intend to enhance their knowledge and skills in the field or look for opportunities to transition to the field. For example, some students have been promoted after completing the program; some others have secured a position in a different workplace; and there are still others who simply want to learn



more about instructional design and technology to help them do a better job in their current position. In our first ID 560 course, students are asked to share their current positions and career goals. In each following course, students are asked to update information on their current positions and career goals. By so doing, the program gathers data about how students are progressing. In addition, we have an ID [Facebook page](#) where we share job opportunities and encourage our students to share openings at their workplaces, and many have done so.

Students graduating from the program can be employed in a variety of settings, such as higher education, K-12 schools, corporations, consulting firms, health care organizations, and government agencies including the military. Bureau of Labor Statistics data predict an 11% (faster than average) growth in employment from 2016 to 2026 for Instructional Coordinators.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The program had an Advisory Committee at the beginning of its establishment in 2012. The committee had senior faculty within and outside CEBS as well as experts in training and consultations. We met many times and discussed target populations of the program and how we can design or redesign the courses to meet the needs of the students. As a result, we created several new courses, removed a few of them, and redesigned the others to make sure that the curriculum is aligned with the expectations of the job markets. For example, a recurring theme was more practical field experiences within the program where students can integrate varied application with ID theory and content. We then added the Special Topics and Practicum courses as electives. In addition, we embed in our courses ID standards and competencies identified by major organizations in the field and ask students to do a self-evaluation comparing their knowledge and skills against these standards and competencies and describe what actions to take to bridge the gap.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Many students have used the program to advance their careers. For example, we have students hired by corporations such as Fazoli's and Google and universities such as Ohio State for positions that required instructional design skills. We also have students who used this program to keep their jobs with more important assignments. Here is a [Student testimonials](https://www.wku.edu/id/student_testimony.php) page [https://www.wku.edu/id/student\\_testimony.php](https://www.wku.edu/id/student_testimony.php) with specific examples of how the program helped students advance their careers.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.38	12
Number of NTE Faculty					0	4
Cost per SCH					385	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

DELO funded an additional faculty member for three years (2012-2015). However, the position was not continued since numbers did not increase as much.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

The national average salary for an Instructional Designer is \$61,000. The highest paid Instructional Designers are in San Francisco (a 23% wage premium), Washington (22%), Los Angeles (18%) and Seattle (16%). The most senior Instructional Designers, those with 10 to 20 years of experience, have average salaries between \$70,000 and \$80,000. On IHE there are 2,258 Instructional Designer jobs listed. LinkedIn has 4,688 listings.

There is a great potential to grow the program if we have the necessary resources and support. There is a great demand for instructional designers in various settings, including higher education, businesses, health care organizations, and government agencies including the military.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The program directly addresses the following goals in WKU's strategic plan:

*Goal 3: Ensure student completion and success*

The program is designed to help students gain competency and confidence in instructional design and technology. The curriculum starts with a foundational course introducing students to the field and the ID process and models, to courses exploring the current trends and issues, then to in-depth examination and application of specific models or tools, then to the practicum and internship where students need to apply the knowledge and skills they have learned to a real-life setting. In addition, the program allows for flexibility to meet the needs of the students. For example, students may get credits for prior Learning/experience if they submit previously completed projects that meet our requirements.

*Goal 5: Prepare students for career and life in a global context.*

The program is designed to prepare students for career and life success. We build a learning community through courses and other platforms (e.g., Facebook) where students have sharing understanding of the courses and are encouraged to support each other during the learning process.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The program addresses the following aspects of the statewide strategic agenda:

*4. Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education.*

The majority of the students in the program are full-time working adults, and many of them are from Kentucky at various workplaces, such as instructors or instructional support staff at KCTCS and universities as well as trainers and instructional designers in business settings. The program enhances their skills in instructional design and technology and prepare them for careers. In addition, some students enrolled in a doctoral program in education after graduating from the program.

*8. Promote academic excellence through improvements in teaching and learning.*

*8.1. Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.*

The program emphasizes the use of authentic assessments. The final project of the majority of the courses ask students to apply the knowledge and skills learned in an authentic setting they identify, whether it is K-16 schools, corporations, government agencies, etc. The connection of what they have learned to a real setting they are interested in working with is important to motivate them and promote academic excellence.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

We have many students who are from Kentucky at various workplaces, such as instructors or instructional support staff at KCTCS and universities (e.g., WKU, UK, UoL, ECU) as well as trainers and instructional designers in business settings. The program enhances their skills in instructional design and technology and help them advance in their careers. Students graduated from the program are armed with knowledge and skills to design instruction or training in face-to-face, online, or blended learning environments.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The program is fully online, giving students the flexibility to complete the courses in their own time and at their own pace following a general timeline. The program also offers a variety of courses that are designed to accommodate student needs. In our first ID course, ID 560, we ask students how they have learned of our program and decided to enroll, and the data indicate that the program has become known through words of mouth (e.g., recommendation of a previous student) and online presence of the program (e.g., ID Website through Google). For example, one student mentioned "I researched a few ID/ISD programs from various universities across the nation. This program struck me as interesting because it allows me to choose my classes. Many online degrees force you to take the exam same classes as everyone enrolled in the program which doesn't allow students to dip into their areas of interest except in the elective classes. I was looking for a program that wasn't a "cookie cutter" program that would set me apart and allow me to take more classes of interest."

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The field of instructional design and technology is classified under Science, Technology, Engineering, and Mathematics (STEM). For example, international students graduated from such programs is eligible to receive a STEM Optional Practical Training (OPT) Extension, i.e., a total of a 3-year instead of a 1-year OPT when they could use this amount of time to stay in the U.S. legally looking for a job or working without a H1B sponsored by a particular employer.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

We plan to refine the program and continue to promote the program. We will continue to work closely with other programs such as Adult Education, Organizational Leadership, and Educational Technology for students to take courses across these programs. We will continue to revise our courses based on student performance and the feedback they provide. We will also keep updating course content to keep up with the current trends in the field. This is especially important considering the constant advancement of technology use in education and online teaching and learning.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to National Center for Education Statistics, Master's degrees in Education conferred by postsecondary institutions have declined over the past 5-10 years. This declining trend is aligned with the program trends over the last year. We are not able to find data on program trends specifically concerning the field of instructional design and technology. However, the program is needed considering the promising career outlook for the graduates. For example, CNNMoney (2013) lists top 100 careers with big growth, great pay and satisfying work, and Instructional Designer is ranked #76. Consistent with this positive outlook, the ID program has been contacted by some corporations in Kentucky and Tennessee (e.g., Fruit of the Loom, Fazoli's at Lexington, Link-Belt Cranes, Wirtgen America) seeking ID graduates or students for their job opportunities. Instructional designers are also needed in higher education, and some of our ID graduates have successfully transitioned to such positions in Kentucky and other states. Considering the program is fully online, there is also the potential to market the program in other countries so students can complete the program from their home.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

For the past three years, courses revisions are done each semester to accommodate student engagement and mastery. For example, we have included emerging topics such as Design of Massive Open Online Courses (MOOCs), Learning Analytics, and Informal Learning. In addition, we have rescheduled some courses due to the change that only one full-time faculty member is teaching in the program to increase productivity and at the same time ensure student success.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

We hope to increase the program to 40-50 students in five years. We can work with other programs, such as Organizational Leadership, Adult Learning, and Educational Technology, more closely to combine resources. We would like to have marketing support to reach more students within and outside Kentucky.

One impediment we see is that tuition rates are high. If Kentucky discontinues the tuition waiver for employees taking courses at other KY institutions, it may hurt this program.

We would like WKU assistance to market the program to reach more potential students due to the unique make-up of the students associated with this program. While DELO can assist with recruitment, broader efforts may help to further grow the program. There are hundreds of jobs, but we are struggling to reach the students to prepare them for those jobs.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Instructional Design
<b>Reference Number:</b>	#0428
<b>CIP Code:</b>	130501
<b>Degree Type (AB, BS, etc.):</b>	MS
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Master of Science in Instructional Design (ID) program is a fully online program requiring a total of 30 credit hours, including 15 hours of Required Core, 12 hours of Professional Emphasis, and 3 hours of Research Foundations. Credit for prior learning/experiences is considered: Students may submit previously completed projects for a module within a course. The instructor will assess the project using that module's evaluation rubric.

Students may qualify for admission to the MS in Instructional Design program in three ways: 1) Admission based on a previously completed master degree; 2) GRE or GMAT Scores: Admission based on scored for the GRE or GMAT (GAP score of 550); and 3) No GRE or GMAT: Students with a baccalaureate degree (GPA 3.0 and other submitted documents).

The program prepares practitioners to assume leadership roles in public or private organizations. Program graduates are equipped to design and develop instructional elements such as instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, professional development curricula for teachers, multimedia instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	11	19	22	19	9	19
Conferrals	0	3	6	10	4	6
SCHP	78	154	168	150	57	212

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

The ID courses do support other major programs, such as Organizational Leadership, Adult Education, and Educational Technology. We have students in those major programs taking an ID course as an elective or completing the ID certificate (12 credit hours). Also, we have ID students who take coursework from those other areas.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

The program has only one full-time faculty member teaching all ten ID courses.

We emphasize acquisition of ID skills/competencies that meet the needs of the market in various settings, including K-16, government agencies, and corporations. We also emphasize that ID involves analyzing learning/performance needs and designing, developing, implementing, evaluating, and managing instructional and non-instructional solutions to improve performance in various settings. The only similar program in Kentucky is the Instructional Systems Design program at UK.

We have many students from other universities, supporting the teaching force at KCTCS, UK, ECU, UoL, and other community colleges. We also have students from business settings and the military.



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0.0	3	100.0	2	50.0	2	0.0	0	0.0	82.2
Progression											
150% Graduation Rate	3	0.0	0	0.0	3	100.0	2	0.0	2	0.0	73.3
Time to Degree			1.67 (N=2)		4.93 (N=5)		5.78 (N=6)		4.84 (N=2)		2.56

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Student learning outcomes of the program include:

- Develop adequate knowledge of the ID field, the systematic approach to ID, the contexts of application of this approach, and the roles of professionals in this field to be able to adapt and apply the process in a flexible and innovative manner.
- Identify the field's history, its current status, and the trends and issues likely to have an impact on the field.
- Design a unit of instruction by using systematic instructional design procedures.
- Make training and development recommendations that would improve human performance within an organization by using Performance Systems Analysis methodology to systematically identify performance issues, identify and analyze causes, and determine appropriate interventions to improve human performance.
- Develop a project plan in response to an instructional design problem, carry out the project processes, and deliver the performance improvement solution.
- Identify critical concepts, issues, technologies, and models of distance education and utilize technologies of quality interactive education at a distance.
- Develop learning activities and experiences using interactive multimedia courseware tools with an emphasis on delivery via the Internet.
- Apply instructional design competencies, concepts and principles within an authentic work setting related to the professional goals of each student.
- Demonstrate professional competency in the application of instructional design concepts and principles critical reflection for completion of the master's program.

The program includes a variety of assessment strategies, such as group discussions, case studies, quizzes, reflections, essays, group projects, online presentations, observations, and peer reviews.

We constantly use student feedback and performance information to improve the courses. For example, in ID 560 ID Foundations, we added videos introducing the topic of visual aid and tools available to help students produce better quality assignments using visual aid such as infographics.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Students in the program are mostly full-time working adults who intend to enhance their knowledge and skills in the field or look for opportunities to transition to the field. For example, some students have been promoted after completing the program; some others have secured a position in a different workplace; and there are still others who simply want to learn more about instructional design and technology to help them do a better job in their current position. In our first ID 560 course, students are asked to share their current positions and career goals. In each following course, students are asked to update information on their current positions and career goals. By so doing, the program gathers data about how student are progressing. In addition, we have an ID [Facebook page](#) where we share job opportunities and encourage our students to share openings at their workplaces, and many have done so.

Students graduating from the program can be employed in a variety of settings, such as higher education, K-12 schools, corporations, consulting firms, health care organizations, and government agencies including the military. Bureau of Labor Statistics data predict an 11% (faster than average) growth in employment from 2016 to 2026 for Instructional Coordinators.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The program had an Advisory Committee at the beginning of its establishment in 2012. The committee had senior faculty within and outside CEBS as well as experts in training and consultations. We met many times and discussed target populations of the program and how we can design or redesign the courses to meet the needs of the students. As a result, we created several new courses, removed a few of them, and redesigned the others to make sure that the curriculum is aligned with the expectations of the job markets. For example, a recurring theme was more practical field experiences within the program where students can integrate varied application with ID theory and content. We then added the Special Topics and Practicum courses with variable hours such as 1-6 hours. In addition, we embed in our courses ID standards and competencies identified by major organizations in the field and ask students to do a self-evaluation comparing their knowledge and skills against these standards and competencies and describe what actions to take to bridge the gap.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Many students have used the program to advance their careers. For example, we have students hired by corporations such as Fazoli's and Google and universities such as Ohio State for positions that required instructional design skills. We also have students who used this program to keep their jobs with more important assignments. Here is a [Student testimonials](https://www.wku.edu/id/student_testimony.php) page [https://www.wku.edu/id/student\\_testimony.php](https://www.wku.edu/id/student_testimony.php) with specific examples of how the program helped students advance their careers.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.63	12
Number of NTE Faculty					0	4
Cost per SCH					709	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>DELO funded an additional faculty member for three years (2012-2015). However, the position was not continued since numbers did not increase as much.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p></p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The program directly addresses the following goals in WKU's strategic plan:

*Goal 3: Ensure student completion and success*

The program is designed to help students gain competency and confidence in instructional design and technology. The curriculum starts with a foundational course introducing students to the field and the ID process and models, to courses exploring the current trends and issues, then to in-depth examination and application of specific models or tools, then to the practicum and internship where students need to apply the knowledge and skills they have learned to a real-life setting. In addition, the program allows for flexibility to meet the needs of the students. For example, students may get credits for prior Learning/experience if they submit previously completed projects that meet our requirements.

*Goal 5: Prepare students for career and life in a global context.*

The program is designed to prepare students for career and life success. We build a learning community through courses and other platforms (e.g., Facebook) where students have shared understanding of the courses and are encouraged to support each other during the learning process.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The program addresses the following aspects of the statewide strategic agenda:

*4. Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education.*

The majority of the students in the program are full-time working adults, and many of them are from Kentucky at various workplaces, such as instructors or instructional support staff at KCTCS and universities as well as trainers and instructional designers in business settings. The program enhances their skills in instructional design and technology and prepare them for careers. In addition, some students enrolled in a doctoral program in education after graduating from the program.

*8. Promote academic excellence through improvements in teaching and learning.*

*8.1. Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.*

The program emphasizes the use of authentic assessments. The final project of the majority of the courses ask students to apply the knowledge and skills learned in an authentic setting they identify, whether it is K-16 schools, corporations, government agencies, etc. The connection of what they have learned to a real setting they are interested in working with is important to motivate them and promote academic excellence.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

We have many students who are from Kentucky at various workplaces, such as instructors or instructional support staff at KCTCS and universities (e.g., WKU, UK, UoL, EKU) as well as trainers and instructional designers in business settings. The program enhances their skills in instructional design and technology and help them advance in their careers. Students graduated from the program are armed with knowledge and skills to design instruction or training in face-to-face, online, or blended learning environments.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The program is fully online, giving students the flexibility to complete the courses in their own time and at their own pace following a general timeline. The program also offers a variety of courses that are designed to accommodate student needs. In our first ID course, ID 560, we ask students how they have learned of our program and decided to enroll, and the data indicate that the program has become known through words of mouth (e.g., recommendation of a previous student) and online presence of the program (e.g., ID Website through Google). For example, one student mentioned "I researched a few ID/ISD programs from various universities across the nation. This program struck me as interesting because it allows me to choose my classes. Many online degrees force you to take the exam same classes as everyone enrolled in the program which doesn't allow students to dip into their areas of interest except in the elective classes. I was looking for a program that wasn't a "cookie cutter" program that would set me apart and allow me to take more classes of interest."

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The field of instructional design and technology is classified under Science, Technology, Engineering, and Mathematics (STEM). For example, international students graduated from such programs is eligible to receive a STEM (Science, Technology, Engineering, and Mathematics) Optional Practical Training (OPT) Extension, i.e., a total of a 3-year instead of a 1-year OPT when they could use this amount of time to stay in the U.S. legally looking for a job or working without a H1B sponsored by a particular employer.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

We plan to refine the program and continue to promote the program. We will continue to work closely with other programs such as Adult Education, Organizational Leadership, and Educational Technology for students to take courses across these programs. We will continue to revise our courses based on student performance and the feedback they provide. We will also keep updating course content to keep up with the current trends in the field. This is especially important considering the constant advancement of technology use in education and online teaching and learning.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to National Center for Education Statistics, Master's degrees in Education conferred by postsecondary institutions have declined over the past 5-10 years. This declining trend is aligned with the program trends over the last year. We are not able to find data on program trends specifically concerning the field of instructional design and technology.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

For the past three years, courses revisions are done each semester to accommodate student engagement and mastery. For example, we have included emerging topics such as Design of Massive Open Online Courses (MOOCs), Learning Analytics, and Informal Learning. In addition, we have rescheduled some courses due to the change that only one full-time faculty member is teaching in the program to increase productivity and at the same time ensure student success.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

We hope to increase the program to 40-50 students in five years. We can work with other programs, such as Organizational Leadership, Adult Learning, and Educational Technology, more closely to combine resources. We would like to have marketing support to reach more students within and outside Kentucky.

One impediment we see is that tuition rates are high. If Kentucky discontinues the tuition waiver for employees taking courses at other KY institutions, it may hurt this program.

We would like WKU assistance to market the program to reach more potential students. There are hundreds of jobs but we are struggling to reach the students to prepare them for those jobs.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)





COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018

Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders
Reference Number:	0461
CIP Code:	131210
Degree Type (AB, BS, etc.):	MAE
STEM+H Degree (Y/N)	N
Minimum Hours Required:	36
List Concentrations (if any):	

## 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The program is designed to prepare early childhood educators to provide leadership in working with children with and without special needs, ages birth-kindergarten and their families. Courses/experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss/work on real world challenges they encounter in schools and other settings with early childhood programs. IECE program graduates are qualified to work with children from birth to entry into the primary program, including teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public/private agencies. Graduates serve in leadership roles, such as preschool consultant, professional development provider, child evaluation specialist, etc. This degree program is designed for individuals who have prior teaching certification in IECE. The 36-hour program of study consists of 15 semester hours of professional education coursework, 12 semester hours of required specialization courses, and 9 semester hours of specialization electives.

To be considered for admission, applicants must:

WKU Graduate: Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility\* with the application.

Graduate of a Kentucky Higher Education Institution Other Than WKU: Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA\* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility\*\*.

Graduate of an Out-of-State Institution of Higher Education: Applicants who completed their initial certification



program at an out-of state institution must have earned at least a 2.75\* GPA for all previous coursework and hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility\*\*.

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	4	5	4	5	4	19
Conferrals	0	0	4	1	2	6
SCHP	27	33	39	45	30	212
<p><b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b></p>						
<p>The IECE TCHL program contributes to the WKU mission to develop <i>productive, engaged, and socially responsible citizen-leaders of a global society</i> by addressing the needs of early childhood educators. IECE program is designed to prepare its graduates for a global society and to provide services for children and families from diverse backgrounds and with diverse needs. Progress in early childhood requires developing teacher education programs that prepare leaders using professional standards as guidelines for advanced degree programs. DEC, CEC, and NAEYC provide advanced professional standards (Cousea &amp; Russo, 2006). The IECE philosophy’s adherence to current research and recommended practices, as well as the emphasis on evidence-based knowledge, skills, and dispositions, addresses the aspiration of providing research, service and lifelong learning opportunities for its students, faculty, and other constituents and enriching the quality of life for those within its reach.</p>						
<p><b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b></p>						
<p>The program is designed for individuals who already hold IECE certification and was designed to meet the previous planned 5th year or Master’s degree requirement recently suspended by state. Many student who hold IECE certification pursue another credential area, for example special education. Several of the courses in the MAE program are also required in the IECE MAT program.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	1	100.0	1	100.0	0	0	1	100.0	1	100.0	82.2
Progression											
150% Graduation Rate	0	0	1	100.0	1	100.0	0	0	1	100.0	73.3
Time to Degree					3.83 (N=4)				2.00 (N=2)		2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>For our program, we rely on Critical Performance Indicators (CPI) to assess student learning. Each course has an individualized CPI that targets the content taught in the course and aligns with the Kentucky Advanced Teacher Standards and Kentucky Framework for Teaching. The CPI is in place to ensure that students are held accountable to an identified set of standards and can produce the same culminating project regardless of the instructor of the course. The CPI is measured on a Likert-type scale of 1-4, with 1 being unacceptable and 4 being exemplary. Passing the CPI for each designated course is a requirement. Program quality and rigor is judged in part with student performance on the culminating CPI. If students score below the minimum, each faculty member requires a remediating to close that gap of knowledge before the student moves forward in his/her coursework. Students are not asked to “redo” but are required to have specific instruction to address the weak area. For example, students presenting a paper with weak writing skills are required to take their paper to the WKU Writing Center for direct and specific instruction in the writing skills lacking. Students then re-submit the paper with an addendum outlining the specific skills they learned to correct the weak area. If the student’s weak area is in content, the course instructor and the student will meet and develop a plan for the student to master the content and remediate the CPI. This type of remediation is noted in the CPI scoring system.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Through exit surveys of all graduates in teacher education programs, the college gathers and incorporates feedback on the success of graduates. Anecdotal records are kept on graduates based on where they are teaching and whether they remain in the profession. According to the Bureau of Labor Statistics Occupational Outlook, “the overall employment of preschool special education teachers is projected to grow 11 percent from 2016 to 2026, about as fast as the average for all occupations. School enrollment and the demand for preschool special education services should drive employment growth” (<a href="https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm">https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm</a>).</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>Data are unavailable for this report period; however, the Dean’s Office is working in partnership with the Education Professional Standards Board and the Kentucky Center for Education and Workforce Statistics to provide employment data on the near future.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											



**4. COSTS, REVENUE AND EFFICIENCY**

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.1	12
Number of NTE Faculty					0	4
Cost per SCH					21.54	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

At this juncture, there are no grants or external revenue streams affiliated with the program. Historically, IECE faculty have successfully secured external funds. I am including information pulled from our most recent Academic Program Review Report (2015) showing past grants to highlight potential and opportunity to compete for funding for the program.

Selected Grants:

**Dietrich, S.L., & Zippay, C.F.** (April 2015 – 2017). *Hilltopper Teacher Preparatory Academy (TopPrep)*. KY Council on Postsecondary Education (CPE) – Funded \$150,000.00.

Petty, P., Super, D., Zippay, C., & **Dietrich, S.L.** (April 2013 - 2015). *Clinical Experiences and Practices in Teaching (CEPT)*. KY Council on Postsecondary Education (CPE) – Funded \$500,000.00.

**Dietrich, S.L., Stayton, V.D., Smith, C., & Porter, B.** (July 2009 – December 2009). *Early Childhood Literacy Teacher Academy*. Collaborative Center for Literacy Development (CCLD) and the Kentucky State Department of Education – Funded \$35,000.00

**Dietrich, S.L., & Stayton, V.D.,** Co Directors. (July 2007 – June 2012). *Project CHILDD: Communities Honoring Individuals of Cultural and Linguistic Diversity with Disabilities*. U.S. Department of Education, Office of Special Education Programs (Grant #H325K070111, \$800,000).

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

The program has suffered from a lack of assigned full time faculty to attend to programmatic needs and student needs which has negatively impacted enrollment in the program. There is a significant need across our region for highly qualified early childhood educators and this need will continue to rise. Legislation is moving the state toward a universal preschool program which will significantly increase demand for highly qualified early childhood teachers.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The IECE M.A.E. for Teacher Leaders is aligned with WKU's strategic plan to engage our community and beyond in leading efforts to develop and grow the communities we serve using data, research, and forward-thinking policies; and through partnerships with PK-12 education, business, industry, community partners and government leaders, we will work together to provide a talent pipeline for the future.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

### Legislative Mandates

HB 1 (1997) states that "contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky Postsecondary institutions." Goal 1 envisions a "seamless, integrated" educational system. The IECE program has clinical partnerships with several school systems and community agencies where services are delivered to young children birth through age 5 and their families. Curriculum is designed to ensure readiness of IECE candidates to enter these various setting ready to meet the instructional and diverse needs of our youngest citizens. WKU has a high quality teacher preparation program and students before graduating are required to meet established scores for PRAXIS II tests prior to being recommended for certification. the test evaluates students in their specific content area. For IECE students they are prepared to become early childhood educators and their role is to establish a learning foundation for young children, especially during the critical period from birth through 5 years of age. based on longitudinal EC/ECSE research such as the Perry Preschool project, children who receive early childhood education have longOterm outcomes of a social (e.g., reduced teen pregnancies, reduced welfare dependency, lower rates of crime and delinquency) and economic nature (e.g., increased employment, lifetime earnings, reduced Special Education placements).

### Other State Level Considerations

Governor Beshear established an Early Childhood Task Force comprised of community members, university faculty, practitioners and community service providers in 2009 to "promote greater collaboration among providers of services to young children and reliance on accepted early learning standards and assessment, to bring a renewed emphasis to quality at all levels and to determine a common understanding and definition of school readiness". Recommendations from this Task Force have shaped several initiatives across the state and specifically from a curricular perspective in the IECE program at WKU. Recommendations from the task force shaped the development of the established statewide initiative, KIDS (Kentucky Invests in Developing Success) NOW is overseen by the Commonwealth of Kentucky Governor's Office of Early Childhood and has the following goals: 1). To support and strengthen families, 2). Assure that all children grow and develop to their full potential, 3) provide high quality, accessible, affordable early care and education options, and 4) promote public awareness of the importance of the first years for the well-being of all Kentucky's citizens. The initiative was established in House Bill 706 (2000) and reauthorized in 2011 at which time the Governor created the Early Childhood Advisory Council and the Governor's Office of Early Childhood. The IECE program not only develops and trains teachers and early childhood professionals to fill roles in a variety of early childhood settings, faculty have historically worked in partnership with various early childhood entities to deliver ongoing professional development, training, curriculum development, grant initiatives among other professional collaborations to positively impact young children and their families, so these young people enter our local public schools ready to learn.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

See State Level Considerations above.

In both the 2015 – 2016 and 2016 – 2017 Teacher Shortage Areas Report published by the US Department of Education, Early Childhood Education was identified. The demand for highly qualified early childhood teachers remains steady with currently 71 open positions for preschool teachers posted in the Kentucky Educator Placement Service (KEPS) maintained by the Kentucky Department of Education. Of those 71 positions 26 preschool classroom vacancies are in the WKU service region. Additionally, Developmental Interventionists with Kentucky First Steps, the Early Intervention System that serves children between the ages of 0 and 3 years of age with delays and their families actively seeks ongoing applicants.

According to the Kentucky Future Skills Report there will be a need for 14, 350 new teachers between the years from 2017 - 2021. Of these 14,350, 870 teachers will be needed specifically in the South Central Region of Kentucky.

According to the Bureau of Labor Statistics Occupational Outlook, “the overall employment of preschool special education teachers is projected to grow 11 percent from 2016 to 2026, about as fast as the average for all occupations. School enrollment and the demand for special education services should drive employment growth” (<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>).

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The online content of this program is a strength. In Kentucky, many students pursue their Master’s degree while working in the school system and by providing opportunities for distance learning, we are able to recruit teachers from across the state. Another strength of our program is that the courses are only taught by terminally degreed professionals. The activities to meet course objectives have been developed to promote critical thinking and bridge the research-to-practice gap. Our faculty focuses on using evidence-based practices and research to guide instruction. Our culminating TCHL 560 is a research project with real-life application, which allows our teacher candidates to evaluate their practices.

**e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)**

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>The program currently is a 36 hour program, with the removal of the Teacher Leader requirement in Kentucky this is a prime opportunity to streamline and revamp the program to meet current demands of the field. IECE and SPED faculty are working to designing a collaborative MAE in Special Education and IECE. Discussions are just beginning and will unfold over the next several weeks.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>Enrollment trends align with national trends in educator preparation programs. According to the American Association of Colleges for Teacher Education <i>Colleges of Education: A National Portrait</i> (2018) there continues to be a mismatch majors students choose and personnel needs of PK-12 schools. The Department of Education identifies high need areas as bilingual education and English language acquisition, math, reading, science, special education including <u>preschool special education</u>. In an attempt to improve PK-12 outcomes and promote teacher longevity stronger emphasis is placed on clinical experiences. Nationally there is a decline in enrollment in graduate education programs. In 1975, 40% of all master's degrees were in education. Today, the range of Master's degree fields is larger, and education is the second most popular field at 19% of all degrees, following business at 24%. The number of women earning graduate degrees in education has increased over the long term even as the number earning bachelor's degrees in education has dropped.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>Until now, the faculty have been unable to make desired changes due to state regulations which impact this program's ability to reduce the number of credit hours in order to be more competitive with colleges and universities throughout the Commonwealth. With recent and pending changes at the state EPSB level, we hope to explore to combining programs and reducing the number of credit hours that drive our potential applicants elsewhere.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>With the appropriate infrastructure and support the program could be poised to grow and sustain healthy enrollment into the future. Faculty resources and marketing and recruitment plan and implementation are of immediate need.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>





COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018

Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Interdisciplinary Early Childhood Education
Reference Number:	#526
CIP Code:	131210
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	71 - 76
List Concentrations (if any):	Teacher Certification and Non Certification

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Interdisciplinary Early Childhood Education (IECE) program is a 120 hour undergraduate program designed to prepare graduates to work with young children birth through 5 years of age, both with and without disabilities, and their families in a variety of state, public school and other community agencies. Students choose either a certification or non-certification concentration. Certification concentration leads to a statement of eligibility for Interdisciplinary Early Childhood Education B-5 certification and prepares graduates to teach children between birth and 5 years of age both with and without disabilities. Candidates are prepared to teach in public preschools, kindergarten and serve as developmental interventionists, family service coordinators and primary level evaluators with the state level early intervention system. The non-certification option results in a degree and prepares individuals to work in settings where a teaching certificate is not require. Curriculum across the concentrations is the same except for the culminating experience. Students seeking certification complete a student teaching experience and those not seeking certification complete a culminating practicum experience.

Coursework and clinical classroom experiences provide candidates with a deep understanding of *skills, knowledge, and dispositional components* needed to become effective early childhood professionals. Candidates have an excess of 200 clinical hours in diverse, real-world classrooms due to established partnerships with local school systems. This program combines the strengths of developmentally appropriate practices, clinical experiences, data-driven instructional decisions, behavior analysis, and purposeful use of research-based strategies resulting in a rigorous program. Candidates must maintain a GPA of 2.75 and pass state mandated entrance tests prior to admission.

Federal law mandates appropriate intervention services for children Birth through 21 with an identified disability. First Steps is Kentucky's Early Intervention System designed to provide services for children B - 3 years of age. At age 3 children with disabilities are eligible for services in public preschools (affiliated with local public schools). Additionally, in the state of Kentucky, regulations stipulate that public preschools serve 4 year olds considered at risk, which is identified as low socioeconomic status. The IECE program prepares individuals to work in each of these settings.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	61	55	47	38	38	89
Conferrals	7	13	8	5	4	22
SCHP	668	604	428	279	375	991
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>The IECE program contributes to the WKU mission to develop <i>productive, engaged, and socially responsible citizen-leaders of a global society</i> and the mission of the College of Education and Behavioral Sciences <i>empowering individuals to lead and serve our dynamic world</i> by preparing high quality early childhood educators. These educators are prepared to meet the needs of young children, birth through 5 years of age, with and without disabilities and their families. The IECE program (a) provides high quality personnel preparation based on recommended practices, state and national personnel standards for individuals who are interested in working with children ages birth through 5 years of age, both with and without disabilities, and their families; (b) ensures community programs have available well-prepared professionals in the field; and (c) collaborates with community programs. The IECE program alignment with current research, recommended practices and emphasis on evidence-based knowledge, skills, and dispositions, addresses the University’s aspiration of <i>providing research, service and lifelong learning opportunities for its students, faculty, and other constituents</i>. The IECE program is designed to prepare graduates for a global society and to provide services to children and families from diverse backgrounds and with diverse needs. The IECE program is designed to be delivered via IVS to the Regional campuses.</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>The IECE program has been impacted by a variety of personnel related matters including retirement, faculty movement to administrative positions, non-continuance of faculty and reallocation of salary lines to support other program areas across the college. Unfortunately without full time personnel assigned to the program, the program has been negatively impacted and cannot meet current market demand.</p> <p>In both the 2015-16 and 2016-17 <i>Teacher Shortage Areas</i> Report published by the U.S. Department of Education, the area of Early Childhood Education was an identified need. In July of 2017, 71 open early childhood positions were listed in the <i>Kentucky Educator Placement Service (KEPS)</i> online application system maintained by the Kentucky Department of Education. of those 71 positions, 26 preschool classroom vacancies were in the WKU service region. Additionally, Developmental Interventionists with the Kentucky First Steps, Early Intervention System that serves children between the ages of 0 and 3 years of age with delays and their families actively seeks ongoing applicants.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	%	N	%	N	%	N	%	N	%		
First-Year Retention Rate	20.0	4	75.0	5	80.0	5	60.0	7	42.9	69.4	
Progression		50	64.0	39	66.7	30	40.0	37	56.8	61.3	
150% Graduation Rate	45.5	3	100.0	12	33.3	8	37.5	3	0.0	54.1	
Time to Degree	4.07 (N=5)		5.93 (N=13)		5.09 (N=8)		4.14 (N=5)		4.17 (N=4)	4.39	

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Program outcomes

Learning outcomes are aligned with Kentucky Teaching Standards, Council for Exceptional Children, Division for Early Childhood, NAEYC and InTASC standards for education. At the program level, outcomes are measured by key program assessments (see below). Individual learning outcomes are listed at the course level and aligned with standards.

KEY Assessments			
AREA		NAME	COLLECTED
1	Content Assessment	Praxis II	Praxis Report
2	Other Content Assessment	Major GPA	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	IECE 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	IECE 422
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction Portfolio	EDU 489
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample Portfolio	EDU 489
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	LTCY 310
9	Dispositions	Dispositions Form	IECE 321, IECE 422, IECE 490

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)**

KTS Exit survey, First-year Teacher Academy, and direct relationship with our candidates. Students completing the IECE program have a 100% pass rate for the IECE certification exam. All candidates seeking employment were successful in employment.

All graduates seeking employment received job offers and we consistently receive requests for additional position vacancies that we cannot provide candidates because all our graduates are employed. According to data provided by WKU IR between 2013 and 2018 37 candidates matriculated from the IECE B.S. program. According to statistics from the KCEWS 32 of IECE grads were employed in Kentucky 3 years after graduation.

The majority of the graduates from the IECE program are employed as 1) teachers in public preschool classrooms with children both with and without disabilities; 2) kindergarten teachers; 3) developmental interventionists, family service coordinators or primary level evaluators with the Kentucky First Steps System. First Steps is the statewide early intervention system designed to provide services to children from birth through 2 years of age who are experiencing developmental delays or have a diagnosed disability; 4) other community agencies designed to provide services to young children and families.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The IECE program engages recent graduates and community members approximately every 2 years in a focus group to discuss issues related to the IECE program at WKU. Data from these focus group discussions helps to guide and shape necessary curricular changes and facilitates deepening partnerships with various community agencies that provide services to young children and families. At the state level *The Teaching Empowering Leading and Learning (TELL)* survey is a biennial survey where certified educators in Kentucky provide input on teaching conditions that can be used to inform state improvements.

IECE faculty serve as University Educators for recent graduates, allowing first hand access to first year graduates and provides the opportunity to deepen partnerships. Recent budget constraints have eliminated funding for the KTIP program. This year began the First-year Teacher Academy and this provides opportunities to network with our teachers and learn of areas they wish they had greater skill. Both KTIP and the New Teacher Academy provide information that strengthens the IECE program.

IECE focus group feedback, tell survey data impacted curricular changes to the IECE program that were implemented with the class of 2021. These changes included a stronger focus on the assessment of young children's needs and the design and implementation of interventions based on best practices.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The strong IECE curriculum and opportunity for rich clinical experiences across a variety of setting with young children and families allows our candidates to exit the program ready to design and implement research based practices with young children and facilitates the establishment of a strong foundation so children can enter kindergarten ready to learn and achieve. Graduates are sought after across the state and region and go on to become leaders within their districts and places of employment. The Division for Early Childhood is the leading national organization for early childhood professionals and several Western IECE graduates have been honored with the *The Rose C. Engel Award for Excellence in Professional Practice*.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.94	12
Number of NTE Faculty					0	4
Cost per SCH					162.48	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	18	17	16	15	17	19
% Under-Enrolled Sections by Level	41.9	45.1	46.2	46.8	38	36.3
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>At this juncture, there are no grants or external revenue streams affiliated with the program. Historically, IECE faculty have successfully secured external funds. I am including information pulled from our most recent Academic Program Review Report (2015) showing past grants to highlight potential and opportunity to compete for funding for the program.</p> <p>Selected Grants:</p> <p><b>Dietrich, S.L., &amp; Zippay, C.F.</b> (April 2015 – 2017). <i>Hilltopper Teacher Preparatory Academy (TopPrep)</i>. KY Council on Postsecondary Education (CPE) – Funded \$150,000.00.</p> <p>Petty, P., Super, D., Zippay, C., &amp; <b>Dietrich, S.L.</b> (April 2013 - 2015). <i>Clinical Experiences and Practices in Teaching (CEPT)</i>. KY Council on Postsecondary Education (CPE) – Funded \$500,000.00.</p> <p><b>Dietrich, S.L., Stayton, V.D., Smith, C., &amp; Porter, B.</b> (July 2009 – December 2009). <i>Early Childhood Literacy Teacher Academy</i>. Collaborative Center for Literacy Development (CCLD) and the Kentucky State Department of Education – Funded \$35,000.00</p> <p><b>Dietrich, S.L., &amp; Stayton, V.D.,</b> Co Directors. (July 2007 – June 2012). <i>Project CHILDD: Communities Honoring Individuals of Cultural and Linguistic Diversity with Disabilities</i>. U.S. Department of Education, Office of Special Education Programs (Grant #H325K070111, \$800,000).</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The program has suffered from a lack of assigned full time faculty to attend to programmatic needs and student needs which has negatively impacted enrollment in the program. There is a significant need across our region for highly qualified early childhood educators and this need will continue to rise. Legislation is moving the state toward a universal preschool program which will significantly increase demand for highly qualified early childhood teachers.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Goal 1: Ensure the WKU Experience remains affordable and accessible to every qualified student. The IECE program is available to be delivered to our regional campuses via IVS and distance learning.

Goal 2: Enroll a diverse body of regional and global undergraduate, graduate, and nontraditional students who are fully prepared for a rigorous, fulfilling college experience at WKU. Several of our IECE candidates are nontraditional students and currently working in an early childhood classroom as an instructional aide or paraprofessional. These student matriculate from the program, earn a teaching certificate and become employed in the same districts in which they served as paraprofessionals as a certified teacher.

The IECE Undergraduate program aligns with WKU's strategic plan to engage our community and beyond in leading efforts to develop/grow the communities we serve using data, research, and forward-thinking policies; and through partnerships with K-12 education, business, industry, and government leaders, we will work together to provide a talent pipeline for the future.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

### Legislative Mandates

HB 1 (1997) states that "contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky Postsecondary institutions." Goal 1 envisions a "seamless, integrated" educational system. The IECE program has clinical partnerships with several school systems and community agencies where services are delivered to young children birth through age 5 and their families. Curriculum is designed to ensure readiness of IECE candidates to enter these various setting ready to meet the instructional and diverse needs of our youngest citizens. WKU has a high quality teacher preparation program and students before graduating are required to meet established scores for PRAXIS II tests prior to being recommended for certification. the test evaluates students in their specific content area. For IECE students they are prepared to become early childhood educators and their role is to establish a learning foundation for young children, especially during the critical period from birth through 5 years of age. Based on longitudinal EC/ECSE research such as the Perry Preschool project, children who receive early childhood education have long-term outcomes of a social (e.g., reduced teen pregnancies, reduced welfare dependency, lower rates of crime and delinquency) and economic nature (e.g., increased employment, lifetime earnings, reduced Special Education placements).

### Other State Level Considerations

Governor Beshear established an Early Childhood Task Force comprised of community members, university faculty, practitioners and community service providers in 2009 to "promote greater collaboration among providers of services to young children and reliance on accepted early learning standards and assessment, to bring a renewed emphasis to quality at all levels and to determine a common understanding and definition of school readiness". Recommendations from this Task Force have shaped several initiatives across the state and specifically from a curricular perspective in the IECE program at WKU. Recommendations from the task force shaped the development of the established statewide initiative, KIDS (Kentucky Invests in Developing Success) NOW is overseen by the Commonwealth of Kentucky Governor's Office of Early Childhood and has the following goals: 1). To support and strengthen families, 2). Assure that all children grow and develop to their full potential, 3) provide high quality, accessible, affordable early care and education options, and 4) promote public awareness of the importance of the first years for the well-being of all Kentucky's citizens. The initiative was established in House Bill 706 (2000) and reauthorized in 2011 at which time the Governor created the Early Childhood Advisory Council and the Governor's Office of Early Childhood. The IECE program not only develops and trains teachers and early childhood professionals to fill roles in a variety of early childhood settings, faculty have historically worked in partnership with various early childhood entities to deliver ongoing professional development, training, curriculum development, grant initiatives among other professional collaborations to positively impact young children and their families, so these young people enter our local public schools ready to learn.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

See State Level considerations above.

In both the 2015 – 2016 and 2016 – 2017 Teacher Shortage Areas Report published by the US Department of Education, Early Childhood Education was identified. The demand for highly qualified early childhood teachers remains steady with currently 71 open positions for preschool teachers posted in the Kentucky Educator Placement Service (KEPS) maintained by the Kentucky Department of Education. Of those 71 positions 26 preschool classroom vacancies are in the WKU service region. Additionally, Developmental Interventionists with Kentucky First Steps, the Early Intervention System that serves children between the ages of 0 and 3 years of age with delays and their families actively seeks ongoing applicants.

According to the Kentucky Future Skills Report there will be a need for 14, 350 new teachers between the years from 2017 - 2021. Of these 14,350, 870 teachers will be needed specifically in the South Central Region of Kentucky.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The IECE program is designed to be delivered to the Regional campuses.

See State Level considerations above.

Candidates are consistently recruited and mid-year graduates are hired and consistently begin teaching in area schools in January following December graduation.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>Going forward, all STE programs will share a 15 hour “Core”, allowing students to switch majors more efficiently (beginning Fall 2019). The IECE program will benefit tremendously from the newly developed education core. The new core will allow opportunity for revision of the program, looking at the program across a 4 year trajectory and reducing redundancies. The streamlining of courses will allow us to consider concentrations within the program including addressing needs of young English Language Learners, Play Based Interventions, Policy and Advocacy and Supporting Challenging Behaviors. Not only will the core initiative positively impact the IECE program and curriculum, but IECE faculty are excited about the opportunity to teach students from outside of the IECE program.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>Enrollment trends align with national trends in educator preparation programs. According to the American Association of Colleges for Teacher Education <i>Colleges of Education: A National Portrait</i> (2018) there continues to be a mismatch majors students choose and personnel needs of PK-12 schools. The Department of Education identifies high need areas as bilingual education and English language acquisition, math, reading, science, special education including <u>preschool special education</u>. In an attempt to improve PK-12 outcomes and promote teacher longevity stronger emphasis is placed on clinical experiences. Nationally there is a decline in enrollment in education programs. enrollment peaked at almost 200,000 in 1970 and is less than 100,000 today. Expanded opportunities in undergraduate education has contributed to enrollment decline in education programs. in 1970-71 36% of all bachelor’s degrees awarded to women were in education and in 2014-15 only 7% of bachelor’s degrees awarded to women were in education. Recruiting and retaining diverse teacher candidates proves challenging. in 2018, 52% of students in public schools are projected to be non-White, but on 25% of those earning undergraduate degrees and teaching certificates are people of color.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>Curriculum changes and resulting course sequencing to ensure 4 year completion for students. Consideration was given not only to course content, but amount of time required in clinical settings to ensure consistent ongoing time in clinical settings paired with meaningful activities and tasks completed within the clinical settings to provide repeated opportunities for candidates to engage in the craft of teaching and practice critical skills. A core group of adjunct faculty have been recruited to teach in the program and support to adjuncts provided by full time faculty.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>In the immediate future the program will be redesigned to address the core education courses as outlined in section a above creating opportunities for creation of new concentrations based to address the needs representative in the field of IECE. The program is structured to be accessible via the regional campuses, allowing for potential growth. With the appropriate infrastructure and support the program could be poised to grow and sustain healthy enrollment into the future. Faculty resources and marketing and recruitment plan and implementation are of immediate need.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>



X  Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018

Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Interdisciplinary Early childhood Education, Birth to Primary, Initial Certification
Reference Number:	#0460
CIP Code:	131210
Degree Type (AB, BS, etc.):	MAT
STEM+H Degree (Y/N)	N
Minimum Hours Required:	34
List Concentrations (if any):	

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p> <p>The Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification program is a 34 hour graduate level certification program designed to prepare graduates to work with <u>young children birth through 5 years of age, both with and without disabilities, and their families</u> in a variety of state, public school and other community agencies. The program leads to a statement of eligibility for <u>Interdisciplinary Early Childhood Education B-5</u>. certification and prepares graduates to teach children between birth and 5 years with and without disabilities. Candidates are prepared to teach in public preschools, kindergarten and as developmental interventionists, family service coordinators and primary level evaluators with the state level early intervention system.</p> <p>Coursework and clinical classroom experiences provide candidates with a deep understanding of <i>skills, knowledge, and dispositional components</i> needed to become effective early childhood professionals. Candidates have over 200 clinical hours in diverse, real-world classrooms due to established partnerships with local preschools and community agencies. Mentoring from practicing teachers and embedded clinical placements are integral to the program. This program combines the strengths of developmentally appropriate practices, clinical experiences, data-driven instructional decisions, behavior analysis, and purposeful use of research-based strategies resulting in a rigorous program.</p> <p>Federal law mandates appropriate intervention services for children Birth through 21 with an identified disability. First Steps is Kentucky's Early Intervention System designed to provide services for children B - 3 years of age. At age 3 children with disabilities are eligible for services in public preschools (affiliated with local public schools). Additionally, in the state of Kentucky, regulations stipulate that public preschools serve 4 year olds considered at risk (low SES).</p>
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**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	9	11	6	6	10	19
Conferrals	1	1	7	4	0	6
SCHP	63	90	52	36	74	212

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

The IECE program contributes to the WKU mission to develop *productive, engaged, and socially responsible citizen-leaders of a global society* and the mission of the College of Education and Behavioral Sciences *empowering individuals to lead and serve our dynamic world* by preparing high quality early childhood educators. These educators are prepared to meet the needs of young children, birth through 5 years of age, with and without disabilities and their families. The IECE program (a) provides high quality personnel preparation based on recommended practices, state and national personnel standards for individuals who are interested in working with children ages birth through 5 years of age, both with and without disabilities, and their families; (b) ensures community programs have available well-prepared professionals in the field; and (c) collaborates with community programs. The IECE program alignment with current research, recommended practices and emphasis on evidence-based knowledge, skills, and dispositions, addresses the University’s aspiration of *providing research, service and lifelong learning opportunities for its students, faculty, and other constituents*. The IECE program is designed to prepare graduates for a global society and to provide services to children and families from diverse backgrounds and with diverse needs.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

The IECE program has been impacted by a variety of personnel related matters including retirement, faculty movement to administrative positions, non-continuance of faculty and reallocation of salary lines to support other program areas across the college. Unfortunately, without full time personnel assigned to the program, the program has been negatively impacted and cannot meet current market demand.

In both the 2015-16 and 2016-17 *Teacher Shortage Areas* Report published by the U.S. Department of Education, the area of Early Childhood Education was an identified need. In July of 2017, 71 open early childhood positions were listed in the *Kentucky Educator Placement Service (KEPS)* online application system maintained by the Kentucky Department of Education. of those 71 positions, 26 preschool classroom vacancies were in the WKU service region. Additionally, Developmental Interventionists with the Kentucky First Steps, Early Intervention System that serves children between the ages of 0 and 3 years of age with delays and their families actively seeks ongoing applicants.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	5	80.0	1	100.0	0	0	0	0	82.2
Progression											
150% Graduation Rate	0	0	0	0	5	80.0	1	100.0	0	0	73.3
Time to Degree	2.33 (N=1)		5.67 (N=1)		2.10 (N=7)		3.00 (N=4)				2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Program outcomes</p> <p>Learning outcomes are aligned with Kentucky Teaching Standards, Council for Exceptional Children, Division for Early Childhood, NAEYC and InTASC standards for education. At the program level, outcomes are measured by key program assessments (see below). Individual learning outcomes at listed at the course level and aligned with standards.</p>											
<b>KEY Assessments</b>											
<b>AREA</b>		<b>NAME</b>				<b>COLLECTED</b>					
1	Content Assessment	Praxis II				Praxis Report					
2	Other Content Assessment	Major GPA				Prior to Student Teaching					
3	Assessment of Professional Capabilities	Praxis PLT				Praxis Report					
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation				IECE 524					
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning				SPED 523					
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction Portfolio				SPED 523					
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample Portfolio				IECE 524					
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies				SLP 517					
9	Dispositions	Dispositions Form				IECE 520, IECE 523, IECE 524, SPED 523					
10	KTS Exit Survey	KTS Exit Survey				IECE 524					

In preparation for our recent CAEP review for accreditation of our education programs, faculty determined that candidates were not demonstrating proficiency on all components of the TWS. As a result, Key assessment pieces from the TWS were divided among various classes. Data collection has commenced this fall and data are not yet available for analysis.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

KTS Exit survey, First-year Teacher Academy, and direct relationship with our candidates. Students completing the IECE program have a 100% pass rate for the IECE certification exam. All candidates seeking employment (i.e. not seeking employment due to pregnancy, death in family, or moving overseas) were successful in employment. Some secured employment in other states. All graduates seeking employment received job offers and we consistently receive requests for additional position vacancies that we cannot provide candidates because all our graduates are employed.

The majority of the graduates from the IECE program are employed as 1) teachers in public preschool classrooms with children both with and without disabilities; 2) kindergarten teachers; 3) developmental interventionists, family service coordinators or primary level evaluators with the Kentucky First Steps System. First Steps is the statewide early intervention system designed to provide services to children from birth through 2 years of age who are experiencing developmental delays or have a diagnosed disability; 4) other community agencies designed to provide services to young children and families.

According to the Bureau of Labor Statistics Occupational Outlook, “the overall employment of preschool special education teachers is projected to grow 11 percent from 2016 to 2026, about as fast as the average for all occupations. School enrollment and the demand for special education services should drive employment growth” (<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>).

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Currently, the Kentucky Teacher Internship Program (KTIP) is suspended until June 30, 2020. No data are being collected by the EPSB. However, WKU has partnered this year 2018-2019 with Warren County Schools to pilot the New Teacher Academy, a support using Mentor teachers and faculty from the School of Teacher Education to support first-year teachers in an ongoing basis. Since this is a pilot, no data are yet available.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The strong IECE curriculum and opportunity for rich clinical experiences across a variety of setting with young children and families allows our candidates to exit the program ready to design and implement research based practices with young children and facilitates the establishment of a strong foundation so children can enter kindergarten ready to learn and achieve. Graduates are sought after across the state and region and go on to become leaders within their districts and places of employment. The Division for Early Childhood is the leading national organization for early childhood professionals and several Western IECE graduates have been honored with the *The Rose C. Engel Award for Excellence in Professional Practice*.

**4. COSTS, REVENUE AND EFFICIENCY**

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					n/a	12
Number of NTE Faculty					n/a	8
Cost per SCH					n/a	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

At this juncture, there are no grants or external revenue streams affiliated with the program. Historically, IECE faculty have successfully secured external funds. I am including information pulled from our most recent Academic Program Review Report (2015) showing past grants to highlight potential and opportunity to compete for funding for the program.

Selected Grants:

**Dietrich, S.L., & Zippay, C.F.** (April 2015 – 2017). *Hilltopper Teacher Preparatory Academy (TopPrep)*. KY Council on Postsecondary Education (CPE) – Funded \$150,000.00.

Petty, P., Super, D., Zippay, C., & **Dietrich, S.L.** (April 2013 - 2015). *Clinical Experiences and Practices in Teaching (CEPT)*. KY Council on Postsecondary Education (CPE) – Funded \$500,000.00.

**Dietrich, S.L., Stayton, V.D., Smith, C., & Porter, B.** (July 2009 – December 2009). *Early Childhood Literacy Teacher Academy*. Collaborative Center for Literacy Development (CCLD) and the Kentucky State Department of Education – Funded \$35,000.00

**Dietrich, S.L., & Stayton, V.D.,** Co Directors. (July 2007 – June 2012). *Project CHILDD: Communities Honoring Individuals of Cultural and Linguistic Diversity with Disabilities*. U.S. Department of Education, Office of Special Education Programs (Grant #H325K070111, \$800,000).

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

The program has suffered from a lack of assigned full-time faculty to attend to programmatic needs and student needs which has negatively impacted enrollment in the program. There is a significant need across our region for highly qualified early childhood educators and this need will continue to rise. Legislation is moving the state toward a universal preschool program which will significantly increase demand for highly qualified early childhood teachers.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Goal 1: Ensure the WKU Experience remains affordable and accessible to every qualified student.

The IECE program is available to be delivered to our regional campuses via IVS and distance learning.

Goal 2: Enroll a diverse body of regional and global undergraduate, graduate, and nontraditional students who are fully prepared for a rigorous, fulfilling college experience at WKU. Several of our IECE candidates are nontraditional students and currently working in an early childhood classroom as an instructional aide or paraprofessional. These student matriculate from the program, earn a teaching certificate and become employed in the same districts in which they served as paraprofessionals as a certified teacher.

The IECE M.A.T. program aligns with WKU's strategic plan to engage our community and beyond in leading efforts to develop and grow the communities we serve using data, research, and forward-thinking policies; and through partnerships with K-12 education, business, industry, and government leaders, we will work together to provide a talent pipeline for the future.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

### Legislative Mandates

HB 1 (1997) states that "contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky Postsecondary institutions." Goal 1 envisions a "seamless, integrated" educational system. The IECE program has clinical partnerships with several school systems and community agencies where services are delivered to young children birth through age 5 and their families. Curriculum is designed to ensure readiness of IECE candidates to enter these various setting ready to meet the instructional and diverse needs of our youngest citizens. WKU has a high quality teacher preparation program and students before graduating are required to meet established scores for PRAXIS II tests prior to being recommended for certification. the test evaluates students in their specific content area. For IECE students they are prepared to become early childhood educators and their role is to establish a learning foundation for young children, especially during the critical period from birth through 5 years of age. Based on longitudinal EC/ECSE research such as the Perry Preschool project, children who receive early childhood education have long-term outcomes of a social (e.g., reduced teen pregnancies, reduced welfare dependency, lower rates of crime and delinquency) and economic nature (e.g., increased employment, lifetime earnings, reduced Special Education placements).

### Other State Level Considerations

Governor Beshear established an Early Childhood Task Force comprised of community members, university faculty, practitioners and community service providers in 2009 to "promote greater collaboration among providers of services to young children and reliance on accepted early learning standards and assessment, to bring a renewed emphasis to quality at all levels and to determine a common understanding and definition of school readiness." Recommendations from this Task Force have shaped several initiatives across the state and specifically from a curricular perspective in the IECE program at WKU. Recommendations from the task force shaped the development of the established statewide initiative, KIDS (Kentucky Invests in Developing Success) NOW is overseen by the Commonwealth of Kentucky Governor's Office of Early Childhood and has the following goals: 1). To support and strengthen families, 2). Assure that all children grow and develop to their full potential, 3) provide high quality, accessible, affordable early care and education options, and 4) promote public awareness of the importance of the first years for the well-being of all Kentucky's citizens. The initiative was established in House Bill 706 (2000) and reauthorized in 2011 at which time the Governor created the Early Childhood Advisory Council and the Governor's Office of Early Childhood. The IECE program not only develops and trains teachers and early childhood professionals to fill roles in a variety of early childhood settings, faculty have historically worked in partnership with various early childhood entities to deliver ongoing professional development, training, curriculum development, and grant initiatives am to positively impact young children and their families, so these young people enter our local public schools ready to learn.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

See State Level Considerations above in 5b.

In both the 2015 – 2016 and 2016 – 2017 Teacher Shortage Areas Report published by the US Department of Education, Early Childhood Education was identified. The demand for highly qualified early childhood teachers remains steady with currently 71 open positions for preschool teachers posted in the Kentucky Educator Placement Service (KEPS) maintained by the Kentucky Department of Education. Of those 71 positions 26 preschool classroom vacancies are in the WKU service region. Additionally, Developmental Interventionists with Kentucky First Steps, the Early Intervention System that serves children between the ages of 0 and 3 years of age with delays and their families actively seeks ongoing applicants.

According to the Kentucky Future Skills Report there will be a need for 14, 350 new teachers between the years from 2017 - 2021. Of these 14,350, 870 teachers will be needed specifically in the South Central Region of Kentucky.

According to the Bureau of Labor Statistics Occupational Outlook, “the overall employment of preschool special education teachers is projected to grow 11 percent from 2016 to 2026, about as fast as the average for all occupations. School enrollment and the demand for special education services should drive employment growth”

(<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>).

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The activities to meet course objectives have been developed to promote critical thinking and bridge the research-to-practice gap. Our faculty focuses on using evidence-based practices and research to guide instruction. The New Teacher Academy, if candidates are hired in Warren County, continues mentoring support and timed professional development throughout the first-year teacher experience.

**e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)**



**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>Given the demand nationally and regionally for highly qualified preschool special educators, there is tremendous opportunity for this program. Up until this point, the program has been delivered in a hybrid model with mandatory courses delivered face to face in Bowling Green, prohibiting us to reach students outside of our region as well as outside of the Commonwealth. Discussions have begun and the program is moving to an online delivery format. Revisions will include addressing needs of young English Language Learners, Play Based Interventions, Policy and Advocacy and Supporting Challenging Behaviors. Additionally the program will be reduced from 34 to 33 and include redesigned clinical experiences.</p>	
<p><b>b. How do program trends align with <u><a href="#">national trends</a></u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>Enrollment trends align with national trends in educator preparation programs. According to the American Association of Colleges for Teacher Education <i>Colleges of Education: A National Portrait</i> (2018) there continues to be a mismatch majors students choose and personnel needs of PK-12 schools. The Department of Education identifies high need areas as bilingual education and English language acquisition, math, reading, science, special education including <u>preschool special education</u>. In an attempt to improve PK-12 outcomes and promote teacher longevity stronger emphasis is placed on clinical experiences. Nationally there is a decline in enrollment in graduate education programs. In 1975, 40% of all master's degrees were in education. Today, the range of Master's degree fields is larger, and education is the second most popular field at 19% of all degrees, following business at 24%. The number of women earning graduate degrees in education has increased over the long term even as the number earning bachelor's degrees in education has dropped.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>Began offering numerous courses via online delivery to meet learner demand and needs. Revamped the sequence of courses to promote connection with clinical experiences, moving internship experience from the summer session to during the academic year.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>Repeated requests for this program delivered online are received by faculty and the School of Teacher Education staff, moving the program to online delivery should significantly impact enrollment in the program allowing us to meet demand across the state and region. With the appropriate infrastructure and support the program could be poised to grow and sustain healthy enrollment into the future. Faculty resources and marketing and recruitment plan and implementation are of immediate need.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>





**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	School of Professional Studies
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Interdisciplinary Studies (AIS)
<b>Reference Number:</b>	246
<b>CIP Code:</b>	240102
<b>Degree Type (AB, BS, etc.):</b>	AIS
<b>STEM+H Degree (Y/N)</b>	No
<b>Minimum Hours Required:</b>	60
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

WKU's Associates of Interdisciplinary Studies program offers students the opportunity to earn a credential for work completed when the need to stop-out arises. AIS students take 60 hours made up of general education and courses drawn from two areas of emphasis. Most AIS students initially started in a bachelor's program, but were unable to finish the requirements. The AIS is often a viable degree option for these students if they have 2+ years of college work.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	66	67	45	59	47	26
Conferrals	91	78	66	72	80	9
SCHP	159	231	172	155	153	225
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>AIS Students typically major in one of WKU's bachelor programs. The courses taken as part of this degree were originally part of the initial degree plan. When the student is unable to complete the bachelor's degree these credits are applied to the AIS. When the student graduates, they become WKU alumni and are part of that network. Many return at a later date to complete their four-year degree.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	4	75%	1	0%	0	0%	0	0%	2	100%	33.3%
Progression	NA	NA	103	37.9%	82	24.4%	75	34.7%	75	18.7%	64.3%
150% Graduation Rate	6	0	4	25	1	0	0	0	0	0	10.4%
Time to Degree	8.24		7.27		7.68		7.62		8.65		6.13
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>AIS students are unique in that each takes a different program of study. Courses are drawn from two areas of emphasis – usually taken as part of their bachelor’s degree program/Colonnade. No single set of learning objectives would serve the diverse needs of this student population. AIS measures success in terms of the number of students it is able to serve. Often, for the student, the alternative would be to drop out of college altogether.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>AIS students have typically ceased taking courses at WKU when they pursue this degree option. Most are already gainfully employed. The degree itself does not offer focused training in a particular discipline or area, but does offer graduates some recognition of college work completed. The office receives lots of anecdotal feedback that the degree was necessary to pursue a promotion or advancement at their places of employment.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>The AIS does not work with area employers to align curriculum or incorporate specific skills.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p>The data suggest that AIS students take a long time to graduate – longer than the average bachelor’s student. These data don’t accurately represent actual time spent completing the degree. As many AIS students stop out and return to finish this credential, often years later, the number of years between start and finish are uncharacteristically long.</p>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					6	12
Number of NTE Faculty					4	4
Cost per SCH					\$35	\$128
SCHP/FTF by Dept.	279	366	392	411	464	375
% SCH by FTF by Dept.	45.9%	41.7%	38%	33.3%	32.6%	75.8%
Median Class Size by Level	10	18	20	23	26	19
% Under-Enrolled Sections by Level	61.1%	44.4%	41.7%	33%	29.7%	36.3%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
Not Applicable						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The AIS program is delivered at very low cost. The numbers in the table above represent department averages. AIS is one of six degree programs in the School of Professional Studies. There are no faculty in the AIS program. The AIS degree requires no unique courses. All advising and degree program administration is managed by the School of Professional Studies' staff. The AIS was created as a retention/graduation effort. It accomplishes this mission very efficiently and effectively.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

- Ensure WKU student completion and success.

The AIS program provides students and opportunity to complete an associates degree if their original plans were somehow sidetracked. Students are unable to finish their bachelors degree for different reasons: Health, Economics, Work, Family, etc., but many have often completed several years of course work. The AIS recognizes this achievement and creates WKU alumni out of what could have been dropouts.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

- Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.

The AIS serves to aid persistence and completion for students who would otherwise have dropped out of college without completing any sort of degree. Many of the students who take advantage of the AIS program are low-income and under-represented minority students.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The AIS does not focus on particular occupational areas, trades, or skill sets. However, our graduates report that by earning their associates degree from WKU they find themselves eligible for new positions, promotions, and opportunities they otherwise may not have been offered. The AIS is also foundational for later completion of a bachelors degree. AIS students complete their general education and are approximately halfway (or more) towards this next accomplishment. Success is built on success and these students are more likely to return for continuing education later than those that simply drop out of college.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The AIS is unique in design as it is a degree that is almost always completed as an alternative to a student's initial program of study. Almost all AIS graduates file for their degree after they have ceased attending WKU (often many years later). Its design is also unique in that all the courses taken to satisfy the AIS degree are taught by different departments from all over campus. There is no AIS faculty and there are no AIS-specific courses.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

## 6. PROSPECTUS

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>The nature of the AIS degree is such that it is successful when fewer students need to take advantage of it. Almost 100% of WKU's AIS graduates started their academic career on a different path. However, for various reasons they were unable to continue on that pathway. The AIS program has long served this student population and will continue to do so well into the future. However, it is not in the interests of most students for the program to actively work to grow its population. It does its best work when it draws little attention.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>Over the past 5 years, the number of students graduating in the AIS program has increased. The direction of this trend line contrasts the national trend of a decreasing number of traditional-aged undergraduate students.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p><b>Not Applicable</b></p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>The AIS program does not aspire to grow for reasons articulated in questions above. However, it serves a very real need at WKU. It also does this at an extremely low cost to the institution. It is recommended that the AIS program continue to provide the services it does to those students whose academic plans have changed somewhere midcourse. The AIS program does not need additional human resources, operating budget increases, or other investments.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>





**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Library Media Education
<b>Reference Number:</b>	#0429
<b>CIP Code:</b>	250101
<b>Degree Type (AB, BS, etc.):</b>	R1
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

We are recommending to Suspend this Rank I certification program. This program only accepts teachers who either hold School Librarian certification or an educational technology endorsement (or other educational technology credential). With only one or two students per year, we recommend Suspension of this program.

## 2. PROGRAM PRODUCTIVITY

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	1	4	5	2	1	4
Conferrals	0	1	1	3	1	5
SCHP	12	21	37	16	3	44
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						

**3. SUCCESS OF STUDENTS**

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree							7.11 (N=3)		10.00 (N=1)		
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p></p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p></p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p></p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p></p>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.16	12
Number of NTE Faculty					0	4
Cost per SCH					3447	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

**5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

<p><b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b></p>
<p><b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b></p>
<p><b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b></p>
<p><b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b></p>
<p><b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b></p>

**6. PROSPECTUS**

<b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b>	
<b>b. How do program trends align with <u><a href="#">national trends</a></u> over the last 5-10 years? (maximum 200 words)</b>	
<b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b>	
<b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b>	
<b>e. What recommendation would you put forward for the program (check one)?</b>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Library Media Education
<b>Reference Number:</b>	#038 (becoming #0497)
<b>CIP Code:</b>	250101
<b>Degree Type (AB, BS, etc.):</b>	MS
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Library Media Education (LME) program was revised and approved through the WKU curriculum process in the spring of 2018. The new program, Libraries, Informatics, and Technology in Education (LITE; program code 0497) began fall 2018 semester. This #083 Program Reference Number will fade out over the next two years.

This LITE program offers a Master of Science degree program for certified teachers in the areas of school library services, informatics, and educational technology. This 30-hour online program can earn students a master's degree, teacher certification rank change (Rank II or I depending upon their rank when entering the program), and teacher certification as a School Librarian and Instructional Computer Technology Endorsement. A 27-hour core of courses and one restricted elective are required.

Admission to the LITE program requires the following:

- A minimum 2.75 GPA in their last 30 hours of coursework or an earned master's degree
- Official transcripts of all college coursework completed
- Copy of teaching certificate
- Submission of an application portfolio that includes:
  - A letter of application with information about the applicant's academic and career background.
  - A current resume/vitae
  - Two letters of recommendation
  - Minimum 3-page original writing sample

The research project in LITE 508 Informatics serves as the research component for the program and the professional portfolio in LITE 590 Practicum serves as the professional practice component.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	89	62	73	78	67	19
Conferrals	48	23	28	37	30	6
SCHP	822	702	759	741	618	212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Graduate</p> <ul style="list-style-type: none"> <li>• LITE 535 Survey of Educational Technology Applications required in MAT program</li> <li>• Instructional Computer Technology Endorsement (ICTE); popular in the MAE Teacher Leader program; about half of students in the educational technology courses are MAE students</li> <li>• The LITE faculty consult with other STE faculty and their classes on educational technology topics and modules.</li> </ul> <p>Undergraduate</p> <p>The LME Minor program was suspended Fall 2018; however, the following courses are offered to support other undergraduate education courses.</p> <ul style="list-style-type: none"> <li>• LME 318 Children’s Literature, required for Elementary Education program, other students from other majors take this course as an elective</li> <li>• LME 407 Young Adult Literature; elective course by other undergraduate programs across campus</li> <li>• LME 448 Technology Applications in Education; elective for Elementary Education and other education programs; few are currently working on this course as a proposed Colonnade course in the Local to Global section.</li> <li>• LME 410/G Storytelling; elective course by other undergraduate programs across campus; there is a graduate component for this course</li> </ul>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<ul style="list-style-type: none"> <li>• WKU’s program for school librarians is one of three programs (UK and ECU) in the state and graduates more students than the other two.</li> <li>• The WKU LME program is recognized by the American Association of School Librarians. WKU’s program is the only program in Kentucky with this distinctive recognition.</li> <li>• Our program has always strived to be ahead of the curve. Our LME program began the 100% online delivery method in 2001, giving us a spike in enrollment (which we enjoyed 10-12 years). Some of those students completed our program because they wanted to become school librarians while some completed our program because they liked the convenience of the online delivery method. Inevitably, as other STE programs also began 100% online delivery, our numbers declined.</li> <li>• We have now settled into the 65-75 enrollment range and our students indicate that they want to be school librarians. To better meet their needs, in 2018 we reduced the required hours from 33 to 30 hours and students can earn two teacher certifications.</li> </ul>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	7	71.4	7	100.0	6	66.7	5	80.8	7	71.4	82.2
Progression											
150% Graduation Rate	11	54.5	7	57.1	7	57.1	6	50.0	5	80.0	73.3
Time to Degree	3.69 (N=37)		2.97 (N=18)		3.17 (N=18)		2.97 (N=22)		2.57 (N=18)		2.56

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

- Graduate students will design and plan a diversity project where they analyze the profile of the community, school, and the media center (or educational technology center); create goals and objectives for the project; and create an annotated bibliography of appropriate resources needed to address the diverse populations in the school.
  - Means of Assessment:** LME faculty members will review and score the projects using the scoring rubric for the project. Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher. The Target was 90% of students and 100% was attained.
- Graduate students will review and discuss different "advocacy toolkits" provided by professional education associations. LME graduate students will use these toolkits to develop an effective message related to a global educational issue and successfully communicate needs to persons of influence in their communities, and on the state, national and international levels.
  - Means of Assessment:** Using an online discussion board format, students will collaborate on developing their messages, discuss their experiences with this kind of engagement activity, and assess the usefulness of the "advocacy toolkits" provided by education professions. Students will be required to develop a message related to the identified issue and communicate that message to a person or organization of influence. Students will send the message and share their responses. LME faculty members will review and score the discussion board postings using the scoring rubric. Students must score 3 or higher on the scoring rubric. The Target was 90% of students and 98% was attained.
- Graduate students will design and conduct a small research project and give an in-class presentation.
  - Means of Assessment:** When evaluated by members of the LME faculty in a review using the LME Standardized Scoring Rubric for the Mini Research Project, ninety percent of graduate students who complete the project will score 3 (Proficient) or higher on the rubric. The Target was 90% of students and 95% was attained.

Another new project includes the research project for which we will have data next year:

LITE 508 has an Informatics research project where students use analytical tools such as descriptive statistics or content analysis software to explore existing data such as websites or publicly available datasets to make recommendations for their schools and libraries.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)**

A graduate level Library Media degree is considered a terminal degree for this field. Our graduates indicate that they either have a school librarian position waiting for them at their school or they are seeking one in the near future. In 2013 Kentucky had 685,167 students enrolled in a total of 1,568 schools in [194 school districts](#).

Key professional opportunities for graduates: School librarian positions or teaching positions related to educational technology.

Most of our graduates are employed in school libraries, however, some are employed in small public libraries.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

When the LME program was revised into the LITE program, we reviewed the literature on 21<sup>st</sup> century school libraries and we spoke with local school librarians. We hosted an LME Advisory Board meeting to review the proposed revisions. We also discussed the proposed program revisions with teachers and school librarians at the local Teach Meet 2017. We used feedback gathered during these sessions to update the program.

The 590 LITE Practicum, is focused on building hands-on practical job embedded skills and professional learning community connections. A currently practicing cooperating LM specialist with three or more years of experience monitors participant progress and provides evaluation of success based on SPA standards. The resulting evaluation feedback about the performance of our graduates according to AASL standards informs our instruction and emphasis for future practicum participants. Approximately 99% of our graduates have met these standards over the last ten years.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

From exit surveys conducted through the LITE 590 LITE Practicum, we know that approximately 95% of our students are employed upon graduation and certification with this program. Of course, some are already employed and some move into school librarian positions.

The table below indicates the LITE program student passing rates on the School Librarian Praxis II exam.

Variables	Passing Score	Testing Year	# Exams Taken	# Individuals	Mean Score	# Passing % Passing	Median Score
Total	156	2013-2014	42	40	166.25	37	92.5
Total	156	2014-2015	31	29	166	26.8	9.66
Total	156	2015-2016	37	36	167.44	33	91.67
Total	156	2016-2017	27	24	168.38	24	100
Total	156	2017-2018	20	19	166.89	19	100
Total	156	2018-2019	3	3	*	2	*

#### 4. COSTS, REVENUE AND EFFICIENCY

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					1.33	12
Number of NTE Faculty					0	4
Cost per SCH					139	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The LITE program offers the opportunity to apply for two scholarships devoted to our program participants.</p> <ul style="list-style-type: none"> <li>• The Sarah Tyler Scholarship supported 3 students in the total amount of \$3,600 in the 2017-2018 academic year.</li> <li>• The Sarah Gilbert Garris Scholarship supported 8 students in the total amount of \$9,600 in the 2017-2018 academic year.</li> </ul> <p>Our scholarship recipients comment that the financial support is invaluable toward the attainment of their degree and certification.</p> <p>LITE graduate students are also eligible for the Educator Tuition Discount offered by WKU of \$415/credit hour.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The only institutional resource used by the LITE program is Blackboard. Since this is an online program, we do not use room resources, electricity, water, etc.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
<p>Diversity, Equity, Inclusion (p.7 of plan); global service learning project in LITE 545, Diversity Purchasing Project (LITE 501); IDP (LITE 535 and 537); Universal Design for Learning Lesson Plan (518)</p> <p>Culture of Innovation (p 11); revision of LME to LITE; revising LME 448 to be a Local to Global Colonnade course;</p> <p>Research &amp; Creative Innovative; research project in LITE 508 Informatics has an Informatics research project where students use analytical tools such as descriptive statistics or content analysis software to explore existing data such as websites or publicly available datasets to make recommendations for their schools and libraries.</p> <p>A Regional Lighthouse; participate with GRREC, ISTE, CASL</p> <p>Alumni Ambassadors; alumni go into field and work, two went on to doctoral program and teach courses for us now, one participated in international programs, one in doctoral educational technology program</p>
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>
<p>Informatics, focus toward information leveraging to support student, faculty, staff, and stakeholder, school and community engagement; looking at efficiency of school documents, student data looking for areas for improvement, role of SLM forwarding the process for the school</p> <p>From the strategic agenda from CP 2016-2021; <a href="https://www.wku.edu/academicaffairs/documents/2016-21_strategic_agenda-stronger_by_degrees.pdf">https://www.wku.edu/academicaffairs/documents/2016-21_strategic_agenda-stronger_by_degrees.pdf</a>, HB 1 (1997) states that “contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky’s postsecondary institutions.” Goal 1 envisions a “seamless, integrated” educational system. Along with our other education programs, the primary purpose of the LITE program is to support P-12 education and school librarians.</p> <p>SB 1 (2009) directs the elementary, secondary, and postsecondary systems to align revised K-12 academic standards with college readiness requirements and expectations. SB 1 declares that “schools shall expect a high level of achievement of all students.”</p>
<b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>
<p>1 and 2 hour 590 for Recruitment plan and alternative certification. The Recruitment Plan directly addresses the needs of Kentucky schools certifying currently practicing educators while meeting the staffing needs.</p>
<b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b>
<p>We have earned and maintain American Association of School Libraries (AASL) recognition.</p>
<b>e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)</b>

- This program has history dating back to the 1970s. We have been educating school librarians for Kentucky for forty years.
- We are self-contained, efficient, and effective in our preparation. Our three faculty members work with students through high-touch advising from the beginning to the end of their program. We go out into the schools to see them and give the personal touch that could be missed in the online format. The students enjoy getting to know their professors in both formats.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

- We are a niche program that prepares P-12 school librarians.
- We also support other education programs at WKU with the Instructional Computer Technology Endorsement.
- We revised the program last year with full implementation this fall 2018 semester to the LITE program.
- With the current revisions of the undergraduate education programs, we are working with other undergraduate programs to offer and integrate educational technology into their programs.

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

The national trend for school libraries over the past five to ten years has been small decline. This decline is owned by the economic downturn being felt in educational institutions throughout the US. Recently a modest improvement has been felt.

- “There was a modest increase in the number of library/media centers that have at least one full-time state-certified librarian/media specialist, increasing the percentage to 66.4. In addition, 12.6 percent of library/media centers do not have a full-time librarian/media specialist but do have at least one part-time librarian/media specialist.”

As our economic prospects improve so will the opportunities for school library media specialists.

<https://www.nea.org/assets/docs/Trends%20in%20School%20Library%20Media%20Centers%20Executive%20Summary.pdf>

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

As explained in question 1 above, we revised our program from LME to LITE and we are implementing it this fall 2018 semester. We have had 24 students change from the old LME to the new LITE program and we have had 19 new applications to the new LITE program.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

Since we have such a well-known (statewide) niche program that prepares school librarians, our program numbers should remain stable.

Overall librarian jobs in KY in 2018 are 84 (17<sup>th</sup> highest number of openings in the state). As of 2016, there are 173 school districts, 1220 schools, 42,146 teachers, 656,588 students. We do not have specific number of school librarians in the state and we do know that a few librarians are assigned to 2-3 elementary schools. We can estimate that there are around 1000 school librarians. If you estimate that there is a turn-over of 10% of the school librarians per year, we are graduating approximately 1/3 of credentialed school librarians each year at WKU. This LITE program is definitely contributing to supply school librarians for P-12 schools in our WKU region.

**e. What recommendation would you put forward for the program (check one)?**

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Literacy Education
<b>Reference Number:</b>	#044
<b>CIP Code:</b>	131315
<b>Degree Type (AB, BS, etc.):</b>	MAE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

Literacy MAE is a 30-hour online program for individuals who have a teaching license. In Fall 2018, we have the largest group this program has had in 8 years due to the move to a cohort model, decrease in required hours, the Topper Educator Scholarship, and relationships built with community educators. We encourage students to take six hours each semester and three each summer to complete program in two years. The first year includes LTCY 519: Foundations of Literacy Instruction, LTCY 527: Literacy Learning/Cultural Differences, LTCY 524: Content Area/Disciplinary Literacy, LTCY 528: Literacy Research Methods/Evaluation, a specialization elective and a restricted elective. In year two, students participate in the Literacy Clinic (LTCY 520 and 521) at the WKU Literacy Clinic or an off-campus site if they live beyond an hour away. These are the only synchronous courses in the program; students meet virtually Monday nights following tutoring sessions. Students meet with a struggling reader most Monday nights in the Fall/Spring semesters to evaluate needs/provide intervention. LTCY MAE students also take LTCY 522 and 624 in year two, creating their culminating project. Upon degree completion, students are eligible to take Praxis 5204: Teaching Reading, adding the Reading endorsement to their degree.



**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	15	17	16	13	11	19
Conferrals	5	5	4	3	3	6
SCHP	126	120	99	114	85	212

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

Courses in the LTCY MAE are taken by students in other program areas, including Special Education, Teacher Leader, Educational Leadership, as electives and as literacy components of their programs. A state mandate requires that teachers receive literacy coursework in their initial certification programs. Courses are offered online, so they are accessible to all students.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

The numbers in Table 2a do not accurately reflect the number of students we currently have enrolled in our LTCY MAE (044). Currently, we have 7 students who will graduate in Spring 2019 and 16 students who will graduate in Spring 2020, and they are all currently enrolled in coursework. That is a total of 23 students, not 11 (as the table says).

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	1	100.0	0	0	2	0.0	0	0	82.2
Progression											
150% Graduation Rate	1	0.0	0	0.0	1	0.0	0	0	2	0.0	73.3%
Time to Degree	5.20 (N=5)		3.42 (N=4)		5.50 (N=4)		5.50 (N=2)		4.11 (N=3)		2.56

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

	Student Learning Outcome	Means of Assessment
1	Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction	Reading responses Research paper Comprehensive Literacy Project (culminating project)
2	Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support students learning in reading and writing	Intervention report Comprehensive Literacy Project (culminating project)
3	Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction	Assessment report Comprehensive Literacy Project (culminating project)
4	Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society	Strategic Plan to address a Literacy Issue Comprehensive Literacy Project (culminating project)
5	Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments	Lesson plans Intervention report Assessment report Comprehensive Literacy Project (culminating project)
6	Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility	Comprehensive Literacy Project (culminating project)

In the past, the comprehensive literacy project has been an action research project dealing with a literacy-related issue. While it served to increase some students' awareness and skills over the years, the literacy faculty found it is more of an impediment that may hinder some students' development rather than improve/enhance it. Thus, the new cohort of the Literacy MAE will complete a Comprehensive Literacy Project that will require more of an analysis of the student learning outcomes, a reflection of the impact that the coursework and assessments have had on the student and his/her teaching and practice. This will be done through portfolio and with the guidance of a literacy professor in the second year of the Literacy MAE.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Graduates complete a post-graduate survey. Results indicate graduates of this program feel that upon completion, they are better able to “differentiate instruction to better meet the literacy needs of the most struggling readers”. In addition, graduates responded that they feel more aware of the importance of data to inform instruction and the need to differentiate to respond to the variety of literacy skill levels and needs in the classroom. Graduates suggested that program faculty continue to assign readings that are relevant to the classroom, and asked that the “big names” in literacy be focused upon. In addition, graduates asked that upon completion of their Comprehensive Literacy Projects they be able to share with their peers in the program. Graduates of the Literacy MAE are prepared to improve instruction in their own classrooms and to provide support as literacy leaders in their schools. Our graduates have gone on to continue at the classroom level, move into literacy coach or specialist positions, and have moved into the private sector. The degree does not specifically lead to a new profession, but can be used to hone one’s skills and marketability toward employment in areas of literacy coaching in schools and districts. Program faculty are frequently in area schools and have positive relationships with area administrators. Through these relationships and meetings with area administrators, we are able to determine additional needs of the area.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The program faculty use data from the TELL survey, an annual survey of Kentucky teachers, to provide insight into the needs of our state’s teachers. In addition, we ask for feedback from students during our coursework and upon entrance into the program. For instance, in an online Meet and Greet session with the new cohort in the fall of 2018, students shared that they were interested in learning more ways to address the needs of dyslexic students and students who struggle with reading for a variety of reasons. While this is always a topic in our program, this information helps us to understand the level of knowledge our students enter the program with, and allows us to adjust accordingly. Reflective of that, also, is the new mandate that all teacher preparation programs address dyslexia in coursework. While this was already addressed, in response to this mandate the topic will be addressed more fully and with practical applications for use in the classroom.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Our graduates have gone on to serve as literacy coaches, district literacy leaders, reading interventionists; they have gone on to pursue terminal degrees in education and other fields here and at other institutions. Our reputation is strong among educators.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					1	12
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% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

A grant funded professional development program (The Kentucky Reading Project-KRP) pays for students’ tuition and materials in LTCY 624, a year-long course. This is not required, but is one of the specialization component electives that students can choose. Funding comes from the Kentucky State Legislature and the KY Lottery and is dispersed through the Collaborative Center for Literacy Development. In the past, this grant has supplied buy-outs for the professor who teaches the course. Each spring KRP brings 50-60 teachers from the region to campus to host a Literacy Teacher Education conference, attended by practicing teachers and current CEBS students. It has been well attended and praised for the cross-pollination of ideas between preservice and practicing teachers.

The WKU Literacy Clinic serves the surrounding community. For a year of weekly tutoring services clients are charged \$50, which can be waived if it poses a financial burden. The funds have been used to purchase testing instruments, teaching tools, postage to send assessment instruments to MAE students who are off-site, and other needed items for the Literacy Clinic operations. Those funds were taken by the former Dean to buttress the budget deficit, resulting in 0 funds in this line.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

In the past, the Literacy Clinic has generated a minimal, but useful, amount of funds to sustain itself with assessments and instructional tools. In the academic year of 2017-2018, the total of those funds was taken by the previous Dean to offset a small part of the deficit. While this was just over \$1000, those funds were generated by the tutors in the clinic who took LTCY 520 and LTCY 521, and were paid by parents who intended those funds to be used to serve students in the clinic (\$50 fee for a year of services).

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The Literacy MAE addresses Goal 1 of ensuring the affordability and accessibility to every qualified student by offering two required courses per semester so that students can qualify for the Topper Educator Scholarship. In addition, coursework is offered online, which allows students from a wide geographical area to access content. Students can submit a portfolio in lieu of the GRE for potential admission, which also makes the program more affordable and accessible. The majority of courses are offered asynchronously to allow for flexibility to working professionals. Goal 3 is addressed through our advising. Each program faculty member stays in contact with advisees to answer questions, provide support to individuals as they progress through the program. The two-year timeline of the program also helps insure that students can complete within a short time period. All students are part of a cohort, which builds a sense of community and another layer of support through the program, which can also help to ensure completion and success. This program prepares students to build capacity within their schools, which can impact their careers and career potential, which addresses Goal 5.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The Literacy MAE addresses Objective 2.2: *to increase the diversity and effectiveness of P-12 educators... and provide high-quality professional development opportunities*. Coursework is intentionally created and taught to prepare teachers in the elementary through secondary levels to create, instruct, and reflect upon literacy instruction for struggling, on grade level, and advanced students. Coursework requires students to develop lessons, assess students' reading skills, and plan interventions for elementary through secondary students. This program addresses Objective 3: *Increase participation in postsecondary education* through online coursework. Individuals can participate in class regardless of location or workload because our coursework is online. Objective 6: *Increase persistence and timely completion for all students at all levels...* is addressed through with a cohort model, in which students stay with the same classmates throughout the program and can complete the Literacy MAE in two years. This program *promotes academic excellence* (Objective 8) through the teaching and use of authentic assessments to evaluate students learning and by providing pedagogical training and professional development opportunities throughout our coursework, with the clear goal of improving literacy attainment for Kentucky students.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

Our program addresses the workforce needs in Kentucky by developing teachers in the elementary through secondary level to create, instruct, and reflect upon literacy instruction for struggling, on grade level, and advanced students. Coursework requires students to develop instruction and interventions to address student needs, which ultimately will help to create college-ready and workforce-ready students. Literacy MAE students teach in classrooms all around Kentucky and have an impact on student growth and academic and work attainment through the impact they have on their students.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

This program is distinctive in delivery, as it is entirely online. In addition, it requires more clinic involvement than competing institutions. Our students work individually with a struggling student for two semesters and are provided feedback on each lesson. Observations are conducted in real time, which is another difference from competing institutions, which can improve practice and student outcomes. Students in the past five years who have participated in the clinic have demonstrated between 2 and 4 grade levels of improvement on their reading scores, as assessed by the Analytical Reading Inventory. Currently our graduates can take the Praxis 5204 upon completion of the program to earn their Endorsement in Reading. As will be evident in future sections, we intend to add the option to pursue the Literacy Specialist endorsement to this program, which would also make us competitive with other universities, and which would require the completion and passing of a different Praxis exam.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In 2017, the International Literacy Association updated the Standards for Literacy Professionals. We have realigned our coursework to address the new standards. With the release of these new standards, there are more clear requirements for Literacy Specialists. Thus, we will apply to the EPSB to begin offering a Literacy Specialist Endorsement, which would require the addition of a coaching course to our program, and which is already making its way through the curricular process. We have received feedback from our current students and graduates that they would like the opportunity to have that added endorsement of Literacy Specialist.

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

Fewer individuals than in the past are going into education in general. However, we see an increase in the number of students who are currently enrolled in the Literacy MAE, even after the requirement for the Masters for educators was removed. Over the past several years we have had between 2 and 9 graduates in any given year. This year we welcomed 16 new students into our Literacy MAE.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

In recent years our program has decreased our number of required hours. We have also moved from allowing students to apply at any time toward a cohort model, where students begin/complete the program in the same semesters. We have revised the sequencing of courses to fit within a 2-year completion time, allowing students to be more efficient and save funds.

Program faculty also met with DELO to edit their website and information about our program. In addition to updating their online information, they created promotional materials for dissemination regarding the Literacy MAE.

Because of limited faculty, the cohort model has also required that we can only offer enrollment every two years. We do not have sufficient faculty to offer first and second year coursework at the same time while still meeting the demands of our undergraduate literacy course. That means that the literacy clinic is only available every two years, so we have had to turn away or provide alternative solutions to several concerned parents of struggling readers.

Over the past three years, the Literacy faculty has lost four faculty members, which has made it difficult to provide course offerings to meet the needs of our student population.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In five years, we would like to see our program at a healthy number of students each year. We would like to be able to offer entry to the program each fall, which would require additional faculty in Literacy. Also, we would like to be able to provide services to the community through the Literacy Clinic each year, which would also require additional faculty in Literacy. In five years, our program will result in the Literacy Specialist endorsement, which is also going to draw additional students to

our institution. The impediments that exist currently relate to the limited number of Literacy program faculty. We currently only have two full time Literacy professors who are designated to the Literacy program (information in Table 4A is not accurate), and who teach both undergraduate and graduate Literacy coursework.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)





**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Educational Administration, Leadership, and Research
<b>College:</b>	College of Education and Behavioral Science

<b>Program Name:</b>	MAE in Adult Education
<b>Reference Number:</b>	047
<b>CIP Code:</b>	131201
<b>Degree Type (AB, BS, etc.):</b>	Masters
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	General, Higher Education, Community & Technical College, and Training & Development.

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The MAE in Adult Education is an online, 30- to 39-hour program designed to help learners understand how adult learning takes place and how to facilitate it in a variety of settings. The program currently has a rolling admission with a minimum GPA of a 2.75 and a portfolio. The portfolio asks applicants to provide reasons why they are interested in the program, what they hope to accomplish in the program, and what they will accomplish with the degree upon completion. Applicants are also asked to provide a philosophy of education and a sample writing piece. The program is designed to take as little as a year and a half or as long as six years. The program has four concentrations that allows it to be tailored to students in a variety of employment settings: General, Higher Education, Community/Technical College, Training and Development. Many of the students come from Kentucky's Cooperative Education System, higher education settings, corporate or military settings, adult basic education, and nonprofit settings. Electives include courses from across the university and are chosen based on the student's intended career. Students report high satisfaction with the program and success in the connection of the program to their jobs.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	49	42	26	17	18	19
Conferrals	10	13	16	4	4	6
SCHP	348	300	174	108	126	352
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>While the MAE in Adult Education is a standalone programs, many of the courses in the program are taken as electives for other program. Most notably, ADED courses are taken by students in the Organizational Leadership, Educational Leadership, Psychology Doctorate, Student Affairs, Teacher Preparation, Communication, and other programs. Currently, half of my advisees are made up of students pursuing the MA in Organizational Leadership and taking the Adult Education certificate for their twelve electives. Each semester, approximately 15 to 20 students are from the MA in Organizational Leadership and other programs.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>The program has engaged the services of six national experts to examine each course in the program and update it to meet the changing needs of adult educators in the field. The revised version of the program, to come online in Summer 2019, will focus on the reasons people pursue adult education, namely for change. People want to learn more for the sake of changing individually, as part of an organization, or within their community/society. The proposed changes to the program and its courses focuses on this change process and how to facilitate change through adult learning and adult education.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	7	71.4%	6	33.3%	7	57.1%	3	66.7%	1	100%	82.2%
Progression											
150% Graduation Rate	10	10%	7	42.9%	6	33.3%	7	28.6%	3	66.7%	73.3%
Time to Degree	3.83 (N=8)		2.82 (N=13)		3.97 (N=11)		4.56 (N=3)		2.67 (N=3)		2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The five SLOs for the program are:</p> <ol style="list-style-type: none"> <li>1. Define adult education, its participants, and why they participate.</li> <li>2. Describe models of adult development.</li> <li>3. Describe how adults learn.</li> <li>4. Identify methods for facilitating adult learning.</li> <li>5. Describe models for teaching adults.</li> </ol> <p>The program-level outcomes are assessed using the course level outcomes, the program's comprehensive exam, and the practicum. The final project of the practicum asks students to reflect on the program's five student learning outcomes and identify how they have or have not met them and to provide supporting documentation (in the form of assignments or other information) to support their claims. In each case, the student examines his or her work and documents how they met the student learning outcomes of the program. A recent examination of outcomes from the comprehensive exam showed that students taking the Methods for Teaching Adults (ADED 520) course were not as well versed in adult learning principles. As a result, the program developed a curriculum proposal to require students to take Adult Development and Learning (ADED 611) as a prerequisite to the methods course. A subsequent analysis showed that students who had completed ADED 611 prior to taking ADED 520 were much better prepared.</p> <p>Each course is developed with a set of student learning outcomes that feeds into the program level outcomes and we use a curriculum map to show how course level outcomes feed into program level outcomes. Assessment of course level outcomes occur throughout the course and a summative assessment takes place with each course's final project using a rubric. This information is used on a regular basis to assess the success of students as they work to master the course level outcomes. Information from the course-level outcomes assessment is used to delete, modify, or update assignments within the course.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Currently, the program gathers data regarding employment through surveys of students after they graduate. Results have shown that 100% of the students are employed and about five percent go on to doctoral-level programs. Questions on surveys indicate that students find that approximately 82.1% of the respondents were Satisfied or Extremely Satisfied with how well the program led to employment or career advancement. Approximately 93.1% of respondents were Satisfied or Extremely Satisfied with how well the program prepared them for further education. The survey results showed that 96.6% of respondents found that the program was Moderately Relevant or Very Relevant to their current employment position. Anecdotal comments from graduates indicate that the skills and knowledge they acquired while in the program has led them to greater leadership opportunities and improvements within their workplace.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>We recently developed a survey for employers but have not finalized it and, therefore, have not disseminated it. We anticipate completing and piloting the survey in the next couple of months in preparation for the Spring, 2019 graduation. However, anecdotally, the program coordinator has gathered comments and spoken to employers from across the state and implemented changes to the program based on those comments. In speaking with KCTCS campuses and Chief Academic</p>											

Officers, the program coordinator has learned that they are wanting their instructors to have a strong foundation of adult learning and higher education courses. As a result, the Community and Technical College Concentration was developed to include 21 hours in adult and higher education and 18 hours in a discipline. The feedback the program received from this addition was positive and several campuses began sending potential instructors to our program.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

In addition to the previously mentioned satisfaction surveys, the program coordinator reaches out and speaks with students to gauge their success in the workplace. Anecdotal findings indicate that students find the program helps them succeed in their workplace and the skills they have learned have allowed them to improve their teaching and expand their duties. Many speak of the assignments they completed for the program and how they are able to use those assignments directly in their jobs.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.5	12
Number of NTE Faculty					0	4
Cost per SCH					\$284	\$128
SCHP/FTF by Dept.	96	101	125	133	104	375
% SCH by FTF by Dept.	56.2%	49.8%	70.3%	74.1%	74.3%	75.8%
Median Class Size by Level	14	12	13	9	11	8
% Under-Enrolled Sections by Level	37.0%	32.1%	25.0%	52.0%	46.2%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
Two streams of revenue are associated with this program. First, the coordinator of this program has been awarded grants in excess of \$350,000, much of which have included course buyouts over the years. The second stream of revenue for the university is a result of this being an online program. Each of the courses are charged to the students at the online graduate student rate per credit hour. This is normally higher than the in-state rate and a portion of the tuition goes directly to DELO. At least three courses are offered during the summer/winter terms and these have been successful over the past several years bringing in higher revenue for the university through DELO.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
Currently, the program relies on one full-time faculty member to teach all courses, only adding adjuncts when load demands it. Therefore, the costs of the program are relatively low compared to other programs that have similar number of students and many more faculty.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
One of the first goals of the new Strategic Plan (2018-2028) is to "Prepare students for career and life in a global context." The adult education program supports WKU's mission by preparing graduate students to work with individuals who engage in lifelong learning. The graduates of this program go on to work as cooperative extension agents, adult basic education instructors, community/technical college instructors, military trainers, and corporate trainers. In each of these professions, facilitating instruction and encouraging lifelong learning are key parts of their jobs. A primary goal of the strategic plan seeks to "Enroll a diverse body of regional and global undergraduate, graduate, and nontraditional students who are fully prepared for a rigorous, fulfilling college experience at WKU." Students in the program engage with problem-based learning in the communities and are asked to explore global perspectives to develop a viable solution for their communities. Research and literature related to a variety of global perspectives are standard fare in each course. Participants in the program provide education services in adult basic education, career centers, community/technical colleges, institutions of higher education, military settings, and corporations. Each graduate focuses on improving the career readiness and economic impact of their learners and trainees.
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>
According to the 2016-2021 Strategic Agenda for Kentucky, Objective Four is to "Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education." This program aligns with the statewide postsecondary education strategic agenda by preparing educators who will work with learners on college readiness, increasing the number of GED graduates and students getting ready to enter college. Many of the graduates of this program work in adult basic education and help their students earn their GED and prepare for the next step of entering and matriculating through college. A second way this program is aligned with the Strategic Agenda is to increase student success. Objective Six seeks to "Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students." Using the techniques and skills learned in this program, adult educators are able to help their students master the material they are learning, earn a degree or credential, and close achievement gaps. Using the assignments throughout this course, our graduates are able to implement a variety of techniques to improve the learning environment of their learners and help them apply those skills in their respective settings.
<b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>
This program directly addresses workforce needs in Kentucky by helping the Commonwealth be more productive. The second goal of the Strategic Agenda is to ensure "that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens." Approximately 20% of our graduates go on to work at the Cooperative Extension Agency, while approximately 15% work in community and technical colleges, and 5% as a trainer in a corporate setting. Much of their efforts are to help the farmer or employee understand better how to apply a new technique, approach difficulty problems, or learn better management skills. A qualified adult educator can help a farmer, employee, or learner be more productive in their field. A qualified adult educator can help employees be more efficient in their jobs or learn the latest technology. Each of these helps residents of the commonwealth be more efficient and bring more resources to their community.
<b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b>
This program is unique in its approach to creating learning spaces within an online environment. While other programs rely on examinations, papers, and quizzes, this program is structured around problem-based learning and community engagement. In each class, students are asked to work with the community to identify and solve problems related to adult learning. In some assignments, students are asked to interview experts in the field while others ask that they become the expert and carry out learning activities and programs suited to the needs of the community. Then, they are asked to gain feedback from the community on their projects so they may make improvements. There is a lot of reading and writing involved in this master's program but these activities are focused on the activities they carry out for each of the assignments. When graduates enter the field, they have successfully completed many of the activities they are normally asked to complete under the guidance of professionals in the field. College Choice just ranked our program 14 <sup>th</sup> in the nation for online programs leading to a master's degree in adult learning/adult education, comparing us to Penn State University, Kansas State University, and Troy University.
<b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b>
Another trend that has had an impact on admissions lately is the development of graduate programs within Kentucky and the bordering states, several of which have recently gone online. The following are programs in surrounding states: UT-Knoxville,

The Ohio State University, Cleveland State University, IUPUI, Northern Illinois University, University of Missouri – St. Louis, and Virginia Commonwealth University. In Kentucky, Morehead State University, a longtime program of adult and higher education, has recently created an online program. Recent efforts have been on collaborating with other programs and each program using the other's courses as electives, resulting in higher enrollments for both.

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>Currently, the program is in the process of gaining approval for a revision of its curriculum. Recent national trends have shown that students want programs with compressed courses, fewer concentrations, and shorter time to degree. As a result, the department and college have provided funding to recruit and engage experts from the adult education and faculty development fields to aid the program coordinator in examining and updating the program's curriculum. As a result, a revised and more responsive curriculum has been developed that will focus on the role adult learning plays in our changing environment. The proposed curriculum recognizes that individuals, organizations, and society are changing more rapidly than ever before and, in order for the adult educator to be successful, they need to recognize how the process of change takes place and be ready to embrace it and shape it. In addition to theories of adult learning, methods for teaching adults, and program planning, the proposed curriculum will focus on change, change agency, and change theory and the role of the adult educator in shaping and directing that change. The new program model includes a cohort model, compressed courses, and graduation within 1.5 years.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>Program trends are consistent with national trends of declining enrollment in higher education. Anecdotally, programs in adult education have seen a mix of increasing enrollments, stagnant enrollments, or declining enrollments. Some programs have been closed in the past 5 to 10 years due to declining enrollments while other programs have exploded. Nationally, conversations about how programs should change are anecdotal with little research to back it up. A deep dive into the data for the MAE in Adult Education has indicated that its students and graduates regard the program as a strong program with an excellent foundation that has provided them success in the workforce. Much of what is problematic, common among other online programs in adult education, is the lack of awareness due to poor marketing.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>Upon completion of the deep dive into the reasons enrollment has been declining, it was discovered that marketing was being poorly conducted and missing its mark. Few people were aware of the program or how it could impact their lives. When this was discovered, the program coordinator began working with DELO to revitalize their marketing efforts, updating the language and landing pages. Further efforts have been to work with a social media expert to draw more attention to the program. The result has been a stronger marketing campaign, use of paid ads (Adwords, Facebook, LinkedIn), greater recruitment efforts to Kentucky's Cooperative Extension Agency and KCTCS, and stepped up retention efforts with current students. Additional efforts have been to reach out to various program to encourage them to utilize the adult education courses as electives in their program. The result has been an uptick in enrollment, higher applications, and national recognition for the innovative nature of the program and its affordability.</p> <p>The other major push is the efforts to update and improve the curriculum as described previously. Five courses and the program proposals have been developed and are set to be approved through the curriculum structure early in 2019.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>Given the above described efforts, it is expected that the program will continue to grow and gain prominence in the state and nation. The revised courses and program should be seen as attractive for many professionals working to create change with individuals, organizations, and communities/society. Currently, the program needs support in marketing, recruitment, and funding for additional faculty. With existing structures at the university, it is difficult to find experts in the field of academic program marketing who has the time to work one-on-one with program faculty to shape and implement effective marketing strategies. The department has been strategic in their approach and hired a graduate assistant who can help but her efforts are split among three programs. If the program continues to grow, it is important that the program have faculty to be able to handle the additional students and the subsequent advising and teaching that will be needed. It will be difficult to continue to oversee the marketing, recruitment, advising, teaching, program development, reporting, etc. that is needed in order for a program to be successful given a one-person shop. Additional faculty will improve the program's efforts and increase the diversity of thought shared with students.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>



Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Educational Administration, Leadership and Research
<b>College:</b>	CEBS

<b>Program Name:</b>	Measurement, Evaluation, and Research Certificate
<b>Reference Number:</b>	0488
<b>CIP Code:</b>	130607
<b>Degree Type (AB, BS, etc.):</b>	Certificate
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	18
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

This program is delivered mostly face-to-face, though an occasional course is offered online or hybrid. The program works with the EdD program in that a student can use EdD elective credit to receive the Measurement, Evaluation, and Research (MER) certificate. In addition, it is intended to feed the doctoral program as students can begin in the smaller commitment of the MER certificate and use coursework towards their EdD if they apply to that program later. In addition, it is a useful followup to the EdD graduates who would like additional training in research methods.

This new program is still building and was launched during the 2016-17 academic year.

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students					7	
Conferrals					2	
SCHP				18	57	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>As described above, the program is supportive of the doctoral program. So far, all enrollees have been either current or former EdD students. As the program was originally conceived as a post-master’s certificate, we are reconsidering a change that would revise the program to be a post-baccalaureate certificate to broaden the pool of potential students.</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>So far the program has not been highly productive. This is largely due to it being a new program with few resources for marketing beyond the EdD students at WKU.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Students who successfully complete the certificate program will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concepts, methods and issues in educational measurement and assessment, program evaluation, and research methodology;</li> <li>• Apply understanding of the research process by identifying research problems, formulating hypotheses, designing and conducting research and evaluation studies;</li> <li>• Develop reliable and valid instruments, research protocols, and data collection strategies;</li> <li>• Develop quantitative and analytic skills to manage projects and perform statistical analysis using computer programs;</li> <li>• Understand evidence-based research and use program evaluation to improve practices and inform decision making;</li> <li>• Effectively present research and evaluation findings both orally and in writing.</li> </ul> <p>All learning outcomes are measured within coursework and mostly consist of projects. One example of closing the loop is the revision of the EdD 722 course to allow students to create their own scales and collect their own data. This was done in reaction to student misunderstandings of the purpose of scales as reflected by course projects.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>So far, there are only a few graduates of the program. Employment of the graduates has been examined on a case by case basis.</p> <p>The key opportunities for our graduates include positions in educational organizations, including school systems and research firms that are heavy users of research and evaluation. The use of data in education has been growing due to the accountability movement. One particular field is institutional research or that of assessment director. These fields are not listed by the Bureau of Labor Statistics but it are similar to Operations Research Analysts (<a href="https://www.bls.gov/ooh/math/operations-research-analysts.htm">https://www.bls.gov/ooh/math/operations-research-analysts.htm</a>) which projects 27% growth.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>Because this certificate is a new program, we have not yet made changes based on employer feedback.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											



**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
No external revenue streams are directly associated with the program.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The program addresses the following:

“Bolster the stature and fiscal support of WKU’s Graduate School, and strengthen its external reputation.” The certificate offers high quality graduate level instruction that can greatly enhance the research capacities of WKU’s graduate students.

“Nurture and attract intellectual capital that elevates the economies of the region and the commonwealth. • Ensure that WKU students graduate with skills to think critically, solve problems, and engage effectively with others.” The program both attracts high quality students and elevates the skills of graduates.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

“10.1. Improve public awareness of the value of basic and applied research and the impact of this work on Kentucky’s economic and community competitiveness.” This certificate program improves applied research skills of our graduate students so that they can contribute to KY’s competitiveness.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

Educational administrators and statisticians related positions are all “growing” to “very fast growing” in Kentucky according to [https://kystats.ky.gov/Reports/TableauReport?url=https%3A%2F%2Fkcewsreports.ky.gov%2Ft%2FKCEWS%2Fviews%2FKFSR2017UpdatedRelease%2FKFSR2\\_0%3F%3Aembed%3Dy%26%3AshowAppBanner%3Dfalse%26%3AshowShareOptions%3Dtrue%26%3Adisplay\\_count%3Dno%26%3AshowVizHome%3Dno](https://kystats.ky.gov/Reports/TableauReport?url=https%3A%2F%2Fkcewsreports.ky.gov%2Ft%2FKCEWS%2Fviews%2FKFSR2017UpdatedRelease%2FKFSR2_0%3F%3Aembed%3Dy%26%3AshowAppBanner%3Dfalse%26%3AshowShareOptions%3Dtrue%26%3Adisplay_count%3Dno%26%3AshowVizHome%3Dno)

This program addresses the crossover of these two fields---educational administration and statistical analysis.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

No similar certificate program is found at other Kentucky universities, such as Eastern Kentucky University, or Northern Kentucky University. University of Louisville has a Ph.D. program in evaluation and measurement. As far as benchmark institutions outside Kentucky, University of North Carolina- Greensboro offers a Master of Science degree in Educational Research Methodology that includes courses in research methodology, educational measurement and program evaluation, one of the largest concentrations of research methodology training in the nation. Northern Illinois University (NIU) offers a Master of Science degree in Educational Research and Evaluation and two certificate programs: Advanced Quantitative/Qualitative Methodology in Education. However, the NIU certificate programs separate tracks in quantitative and qualitative research, and no measurement or evaluation courses are included in the quantitative track. Our program offers maximum flexibility by integrating evaluation, measurement and research specializations, quantitative and qualitative research paradigms, and blending face-to-face and online learning.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**



**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>We believe that revising this program to require only a bachelor’s degree instead of a master’s degree will greatly expand the market and the attractiveness of the program. By doing so, we will appeal to WKU’s graduating bachelor’s degree students who are local and wish to improve their research skills before committing to further graduate work. The program is already interdisciplinary but it could be marketed better outside of CEBS.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>The program is new and so does not yet have growth trends. EdD programs, where we currently draw most of our students, are increasingly online nationally. We can increase growth of this certificate with more online offerings.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>The program is new within the last three years. However, we hope to increase the productivity by allowing post-baccalaureate students to enroll in the program. In addition, we can increase the marketability by offering more courses online.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>In five years, we would like to see an annual fall cohort of 20 new students consistently. In 10 years, we would like to see fall and spring cohorts of 25 to 30 students each. To get there, we will need marketing support from the university and more online offerings.</p> <p>We feel the program needs to be transformed to include post-baccalaureate students and needs to have significant online offerings.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	MGE TEACHER LEADER-RANK II
<b>Reference Number:</b>	# 0431
<b>CIP Code:</b>	131203
<b>Degree Type (AB, BS, etc.):</b>	MAE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	16
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

In 2008, the Kentucky Education Professional Standards Board (EPSB) mandated all education Master's degree programs in the state be transformed into Teacher Leader programs. As a result, faculty created the Teacher Leader Master's Program in accordance with the EPSB guidelines. Since the Middle Grades program (#0431) did not fit the Teacher Leader guidelines, program faculty completed a "teach out" of that program, which concluded fall 2012. Graduates enrolled were advised to complete program prior to the 2012 deadline.

## 2. PROGRAM PRODUCTIVITY

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	0	0	0	0	0	
Conferrals	0	0	0	0	0	
SCHP	0	0	0	0	0	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						

**3. SUCCESS OF STUDENTS**

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

**5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

<p><b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b></p>
<p><b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b></p>
<p><b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b></p>
<p><b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b></p>
<p><b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b></p>

**6. PROSPECTUS**

<b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b>	
<b>b. How do program trends align with <u><a href="#">national trends</a></u> over the last 5-10 years? (maximum 200 words)</b>	
<b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b>	
<b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b>	
<b>e. What recommendation would you put forward for the program (check one)?</b>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input checked="" type="checkbox"/> Suspend (Teach-out may be required)



Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Middle Grades Education for Initial Certification
Reference Number:	#0458
CIP Code:	131203
Degree Type (AB, BS, etc.):	MAT
STEM+H Degree (Y/N)	N
Minimum Hours Required:	36
List Concentrations (if any):	Mathematics, Science, Social Studies, and English

### 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The middle grades program for initial teacher certification prepares students at the Master's level to teach in the following content areas: Mathematics, Science, Social Studies, and English. Incoming students must undergo a transcript evaluation of their undergraduate work to determine whether they have sufficient coursework in their respective content area to be recommended for certification in that area. Further, students must pass a content area and pedagogy Praxis examination and undergo a physical and background check. This program fulfills a persistent need in WKU's service area to staff schools with highly qualified teachers especially in content areas where severe teacher shortages exist. Courses are taught both online and face-to-face in the late afternoons to accommodate that needs of working professionals. Students also complete a series of clinical experiences in addition to lecture based training. There are two paths to certification in the MAT program. One is the traditional route where students complete 200 clinical field hours and student teach in their final semester of training. The second route is Option 6 where the student secures employment in a school district and completes an internship experience during the course of their preparation while they serve as the teacher of record in a classroom.



**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	1	2	3	2	1	89
Conferrals	0	1	0	1	1	22
SCHP	9	15	27	24	18	991
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>The middle grades MAT for initial teacher certification allows undergraduate degreed persons to gain teacher licensure. Many of the students pursue training in teacher shortage areas such as math, and science.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>Producing highly qualified teachers directly supports state policy objective 3 (increase the effectiveness of Kentucky's K-12 teachers) and indirectly policy objective 1 (increase the number of college-ready Kentuckians entering postsecondary education) as found in the Kentucky CPE Stronger by Degrees document. Students in the MAT program take coursework in both pedagogy and their respective content areas. MAT programs rigorously train students in the various modalities of research based effective teaching strategies.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	0	0	1	100.0	0	0	69.4%
Progression											61.3%
150% Graduation Rate	0	0	0	0	0	0	0	0	1	100.0	54.1%
Time to Degree			2.00 (N=1)						2.00 (N=1)		4.39

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

MAT students must meet key assessment benchmarks in order to demonstrate proficiency at critical junctures in their teacher preparation program. These Key Assessments (KA) are aligned with Kentucky Teacher Standards

Key assessments are outlined as follows:  
 EDU 520 KA #1-By completing the Final Project: Lesson Plan, students in EDU 520 will demonstrate their abilities to create an effective and engaging math and/or science lesson for students at the middle grades level using their content knowledge, pedagogical content knowledge, general pedagogical knowledge, and knowledge of learners and learning. This critical performance is an evaluation of Kentucky Teacher Standards 1, 2, 4, and 5.

EDU 520 KA#1-By completing the Video Analysis Project, students in EDU 520 will generate a lesson plan, 30 minute video of teaching and video reflection paper.

EDU 522 KA#1-By completing the differentiated unit of instruction, students in EDU 522 will complete this critical performance and teach a portion of the unit in a clinical setting. Each student will research and design a 5-day sequence of lessons that includes differentiation techniques.

SEC 534/SEC537 KA#1-By completing the project-based unit of instruction, students in SEC 534/SEC537 will develop a one week project-based unit plan of instruction for high school students and a twelve to fifteen minute presentation on the project-based unit plan.

EDU 589 KA#1- By completing the Teacher Work Sample (TWS), students in EDU5489 will complete a performance-based assessment tool for teacher candidates to demonstrate ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on teacher candidate's instruction and student learning to improve teaching practice. WKU teacher candidates are required to plan a unit of study between 5-10 days in length.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)**

The capstone experience in the MAT program includes a semester of student teaching internship which includes a 15 week supervised experience in a local area school with an option for 5 weeks of the experience to occur in an international school setting. The supervisory team includes the cooperating teach in the internship, a university supervisor external to the MAT program and a MAT program faculty member who instructs the student teaching seminar course. The student teaching seminar course includes a key assessment of a teacher work sample. All graduates of the MAT program have successfully completed the student teaching internship program and accompanying seminar course. Upon graduation, program graduates complete the Kentucky Teacher Internship Program (KTIP) during their first full year of employment as teachers. The KTIP evaluation team is composed of a committee that includes the school principal, a mentor teacher, and a university supervisor. The committee observes and evaluates the candidate 9 times over the course of an academic year and conducts meetings with the candidate to discuss their professional development during the KTIP year. All graduates of the MAT program who have entered the KTIP program have successfully completed their internships. This is a clear indication of employer satisfaction since each KTIP committee is led by the school principal.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Student data from Kentucky Teacher Internship program documents are collected during each candidate's first year of teaching. Upon graduation, program graduates complete the Kentucky Teacher Internship Program (KTIP) during their first full year of employment as teachers. The KTIP evaluation team is composed of a committee that includes the school principal, a mentor teacher, and a university supervisor. The committee observes and evaluates the candidate 9 times over the course of an academic year and conducts meetings with the candidate to discuss their professional development during the KTIP year. The information gathered during this process allows program faculty to analyze data regarding graduate performance which is used for continuous program improvement.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The MAT program graduates have a 100% rate of employment within one year of graduation. Graduates are tracked through records maintained through the Kentucky Teacher Internship Program. Program graduates have a 100% pass rate on the state mandated PRAXIS content and professional teaching and learning examinations.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.47	12
Number of NTE Faculty					.14	4
Cost per SCH					2103	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	18	17	16	15	17	19
% Under-Enrolled Sections by Level	41.9	45.1	46.2	46.8	38	36.3
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
No current external revenue streams.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
All grants that the project has been awarded have involved student participation such as the Math Science Partnership Grant.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The MAT program has a rich history of fostering relationships within local area school districts. This specifically involves pre-service teacher placements for clinical experiences and relationships with principals and superintendents for the purpose of creating pipelines for teacher job placements in shortage areas. (Our Students G2, S4)

Each MAT student has a curriculum contract outlining all specific course degree requirements and all teacher certification requirements. Additionally, each student meets with a content advisor and a education advisor each semester to guide their progression towards their degrees and teacher certification. (Our Students G2, S4)

Staff are on hand and easily accessible to assist students with lesson development and lesson delivery. (Our Students G5, S13)

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The MAT program specifically addresses items in the 2016-2021 Strategic Agenda for Postsecondary and Adult Education. Objective 2 is addressed through our work in teacher preparation increasing the effectiveness and diversity of P-12 educators by providing high quality professional development (grant initiatives). Objective 8 is addressed through the use of authentic assessments (clinical model) to evaluate student learning. Objective 9 is addressed through "work and learn" opportunities in our clinical preparation and advancement of Kentucky's STEM agenda by training highly qualified STEM teachers and highly qualified teachers in other shortage areas.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

According to data provided by the United States Department of Education in 2016-2017, Mathematics and Science and Foreign Language content areas are teacher shortage areas in the state of Kentucky. The MAT program directly addresses teacher shortage needs in the STEM disciplines and areas of Foreign Language.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The MAT program is clinical field experience forward and requires 200 clinical practice hours in K-12 schools prior to student teaching. The MAT program students must be dually enrolled in the pedagogy and content area coursework during matriculation. This ensures a teacher preparation program that trains teachers with a high level of content expertise and pedagogical expertise in professional education. Students are coached during clinical experiences to ensure that content is correctly implemented in clinical practice which occurs in field experiences that are incorporated within each MAT course.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The MAT program specifically addresses filling teacher shortage areas that exist within WKU's service area. The program ensures that teachers are trained as highly qualified versus "emergency certified".

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>The program should consider course revisions to make the program more relevant to a beginning teacher. For example, MAT students currently take a research course (TCHL 520 or EDFN 500). The course is geared to educators who have been in teaching practice for 2 or more years. MAT students would be better served by a course designed with a beginning teacher in mind. New markets could be developed by targeting recruiting efforts towards recent content area graduates in shortage areas such as science and mathematics.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>According to the US Department of Education’s Report on Preparing and Credentialing the Nation’s Teachers, 6% of our Nation’s teachers are prepared through alternative models at institutions of higher education. The average number of clinical hours prior to student teaching is 151 with WKU exceeding that amount by 49 clinical hours. Similarly to WKU, 70% of alternative programs nationally require subject matter verification, 95% require a bachelor’s degree or higher to enter the alternative certification program and 87% have a minimum GPA requirement.  <a href="https://www2.ed.gov/about/reports/annual/teachprep/2011-title2report.pdf">https://www2.ed.gov/about/reports/annual/teachprep/2011-title2report.pdf</a></p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>In 2016, the program revised clinical field hour requirements to comply with and exceed EPSB mandated requirements of a minimum of 200 field hours prior to student teaching.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>The program enrollment trends are consistently 1-3 students with 0-3 graduates per academic year over the past 5 years. There is tremendous potential growth in teacher shortage areas due to the plethora of available teaching jobs in these areas. Meetings with school directors in WKU’s service area to educate them on how to assist us with recruitment could enact a team-based effort towards helping to fill teacher shortage areas.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Middle Grades Education for Teacher Leaders
<b>Reference Number:</b>	#0434 (#139 merged with #0434)
<b>CIP Code:</b>	131203
<b>Degree Type (AB, BS, etc.):</b>	MAE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b>
<p>The Master of Arts in Education – MAE Middle Grades Education for Teacher Leaders (MAE MGE TCHL) is designed to develop teacher leaders who positively impact student learning in sixth-eighth grade. It is divided into two instructional components: Professional Education Component (PEC) and the Specialization Component (SC). The PEC provides advanced level pedagogy, teacher leadership, and content related to Kentucky Teacher Standards and requires 16 hours of teacher leader core courses delivered online.</p> <p>The SC directs the student into an individual program concurrent with professional goals and may be obtained online if the courses selected offer online delivery. An endorsement may be part of the SC such as English as a Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology.</p> <p>Once the requirements for the MAE MGE TCHL program are completed, the student qualifies for the Kentucky Teacher Rank II certification as outlined by the Kentucky Education Professional Standards Board along with the Master of Arts in Education degree awarded by WKU.</p> <p>Admission to the program requires a current, valid teaching certificate for Middle Grades 6-8 and a GPA of 2.75 OR a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher.</p>

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	17	19	21	29	21	19
Conferrals	8	5	6	4	7	6
SCHP	137	113	181	225	146	212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						



This program contributes to other programs through the flexibility and individualization of the Specialization Component (SC). For example, nine hours of education administration courses that are prerequisites for the Principal Certification Program in the Education Administration, Leadership, and Research department can be a part of the SC as well as endorsements such as English as Second Language housed in Potter College. Other endorsements from departments outside of MGE that can be part of the SC are Environmental Education, Gifted and Talented, and Instructional Computer Technology. With advisor approval, the SC can be comprised of any course that supports the graduate student's professional goals.

Based upon feedback from school district superintendents who are members of the Green River Regional Educational Cooperative (GRREC), program faculty collaborated with the GRREC staff to offer a New Teacher Academy in Fall 2016. The participants could apply projects and participation toward graduate credit for selected MAE TCHL courses. GRREC serves 45 Kentucky school districts located in the heart of Kentucky with the GRREC facility centrally located in Bowling Green, Kentucky. WKU draws students from this geographic region at the Bowling Green campus as well as the WKU Elizabethtown, Glasgow, and Owensboro Regional Campuses.

**c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)**

The recent drop in SCHK is not attributable to any change in the program or course availability and appears to be consistent with other teacher education graduate programs in the college along with declining enrollment in teacher preparation programs across the nation (American Association of Colleges for Teacher Education, 2018).

**3. SUCCESS OF STUDENTS**

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	3	33.3	1	100.0	4	50.0	5	80.0	13	69.2	82.2
Progression											
150% Graduation Rate	3	33.3	3	33.3	1	100.0	4	25.0	5	20.0	73.3
Time to Degree	2.54 (N=8)		2.44 (N=3)		5.34 (N=4)		4.11 (N=3)		2.52 (N=7)		2.56

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Student learning outcomes are the Kentucky Teacher Performance Standards and the Teacher Leader Standards and are measured by Key Assessments that demonstrate the student has met a standard, in whole or in part. An average of 3.0 out of a 4.0 grading scale must be achieved or additional coursework may be required.

Course Key Assessments

TCHL 500

- Leadership Project
- Teacher Leader Degree Program

TCHL 530

- Lesson Plan
- Personal Philosophy

TCHL 545

- Standards-based Unit

TCHL 555

- Contextual Factors, Reflection, and Assessment Tools with Scoring Guides.

TCHL 559

- Action Research Prospectus

TCHL 560

- Action Research Project

The results of the 2016-2017 and 2015-2016 Key Assessments revealed that 88% and 86%, respectively, of students enrolled in TCHL 560 scored a three or above, which leaves a combined deficit of 26% of students scoring a 2 or below. Therefore, TCHL 559 and 560 were revised and beginning Fall 2019, the TCHL 560 Key Assessment will be a Leadership Project instead of the Action Research Project. The TCHL 559 Key Assessment will be a Leadership Project Prospectus, instead of the course content mostly devoted to developing an IRB proposal for the Action Research Project. Moreover, faculty support deleting

the one-hour TCHL 559 course from program requirements, which could reduce the amount of time students spend in the program by one semester as TCHL 559 is a prerequisite for TCHL 560.

Other data relevant to these findings is the increase in the amount of time students are remaining in the program as depicted above on Chart 3a *Time to Degree*. Potential risks for students who take longer to graduate could include: (a) increased cost as tuition and fees tend to increase each year, (b) more possibility for changes in programs and certifications, and (c) delayed career advancement and salary increases that are dependent on the student holding a master's degree.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Most MAE MGE TCHL students are employed as teachers upon entrance to the program.

Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications.

Professional opportunities for MAE MGE TCHL graduates include: (a) gaining eligibility to administration programs that require a master's degree for admission, (b) some states, including Kentucky, award a salary increase upon the completion of a master's degree, and (c) the skills obtained with a master's degree make graduates more marketable in other jobs areas including non-profit organizations, education specialists for parks or museums, instructor for some higher education programs and courses, policy development, and education trainers for textbook or other education related corporations.

According to the Bureau of Labor Statistics (2018), employment in middle school education will jump by 8 percent by 2026 to approximately 630,300 new positions as growing student enrollment should increase the need for middle school teachers. Consequently, more teachers will be needed. Although, these statistics do not specially address the need for teachers holding a MAE degree, the likelihood of increased enrollment in the MAE MGE TCHL program is more probable when there are more teachers in the workforce.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The Dean of the College of Education is a member of the GRREC Board and attends the monthly GRREC meetings with the 45 school superintendents whose districts are in the GRREC region. Because of feedback from recent meetings, program faculty met with GRREC staff and school superintendent representatives to share the needs of MAE graduates in the classroom. Recommendations included an increased focus on the following: micro credentialing, job-embedded graduate course credit, and the exploration of value-added measures to course content. Faculty are considering ways to integrate these topics into existing course content that will be immediately applicable to the MAE student's classroom teaching practice.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The students complete an online survey at the beginning of the program, *WKU MAE Entrance Assessment*, and again at the end of the program, *WKU MAE Exit Assessment*. Qualitative data from the *Exit Assessment* include the following examples of positive student perceptions that highlight program rigor and relevance:

- *Integration into what I am actually teaching. Makes it more relevant to me.*
- *All assignments were relevant and important, no busy work.*
- *It's convenient, rigorous, and applicable to the real-life teaching.*

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.17	12
Number of NTE Faculty					0	4

Cost per SCH					44.84	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

The program receives DELO revenue as students pay a higher tuition rate for the online classes. For example, one hour of graduate credit through distance education (i.e., online learning) is \$707. Tuition for one hour of graduate credit that is not offered through distance education is \$607, which is a difference of \$100 per credit hour.

MAE faculty were awarded an International Activities Grant in 2016 (\$750.00) by the Office of International Programs to explore international educational opportunities for MAE students. Faculty traveled to the Harlaxton College located in Grantham, England to create international partnerships among graduate teacher education programs and local schools.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount, which is currently \$415 per hour, a substantial discount when compared to the 2018 graduate tuition rate of \$707 per hour for courses offered through distance education.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The TCHL MAE program addresses Goal #5 (Strategy #12) as students develop a professional development plan in their degree program. Students take a core set of courses in this program but then also select, based on their professional goals, interests, and needs, other courses in the SC. In addition, this program aligns with Strategy #13: "Create and maintain the physical and virtual structures that contribute to completion and success for all WKU students." The core courses of the program are online as a majority of the students are full-time teachers in school districts. Online learning contributes to the flexibility and individualized learning that 21<sup>st</sup> century graduate students seek.

For our community and beyond, the TCHL MAE program aligns with the first goal (Strategy #4) and the third goal (Strategy #9) by offering graduate students a variety of opportunities to extend their professional development. The program challenges P-12 educators to think critically as they evaluate assessments, design differentiated lessons, and lead professional development for other teachers. In some Kentucky communities P-12 teachers hold the highest levels of education. These teachers can directly impact all stakeholders as they design and promote educational opportunities.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The MAE TCHL degree aligns with Objective 2.2: "Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities." Through job-embedded tasks, graduate students who are P-12 educators apply innovative, research-based practices to improve their teaching practices. The teachers also lead professional development in their school districts and coach other teachers on ways to improve their instruction.

In addition, the MAE TCHL program addresses Objective 8.1: "Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review." Students in the courses evaluate and refine classroom assessments, develop a standards-based unit, and initiate a leadership project.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

In this region, there are frequent job openings for teaching positions. STE faculty are often contacted and asked to recommend viable candidates. Teachers who hold master's degrees are more likely to possess advanced teaching expertise and often have more classroom experience, which leads school districts to pursue these teachers for employment. According to Kentucky Future Skills, there is a projected demand in South Central Kentucky for 49 middle school openings in the next five years. According to the Kentucky Educator Placement Service, in the last 30 days, there have been the highest number of job posting for Exceptional Child (46), high school (44), elementary (44), and middle school teachers (31).

The Kentucky Department of Education (2018b) identified a critical shortage in these instructional areas and subjects: Art & Humanities, Career & Technology, English & Communications, Foreign Language, Health and Physical Education, Math (secondary), Science, and Social Studies (secondary).

With teacher retirements and other teachers advancing to administrative positions, there are frequently several teaching positions to fill in the GRREC region. In 2018, there were 42,060 full time Kentucky educator positions according to the Kentucky Department of Education (2018). Warren County Public Schools employ 947 full time teachers with Bowling Green Independent Schools employing 271 full time teachers. The MAE TCHL program graduates become integral parts of classrooms and schools in this region and help meet student needs through knowledge, skills, and advanced teaching expertise that participation in the MAE graduate program helped to develop.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Some competitors require a set core curriculum for all students. However, the PEC core courses are grounded in key topics and concepts identified as areas of need by regional school districts.

Within the PEC, students may choose to submit portfolios through the Proficiency Evaluation process and demonstrate proficiency of course standards, objectives, and assessments. If proficiency is demonstrated, the student will receive credit for the course. Then, the student will carefully identify specialization course(s) that will replace the credit hours of the course(s) in which the student demonstrated proficiency. The replacement course should support the graduate students' interests, aspirations, and professional goals.

Course assessments require graduate students to perform authentic tasks that improve P-12 student learning. This job-embedded program ensures students exit the program with master's level competencies.

As mentioned above in 4c., WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount Program, which is currently \$415 per hour, a substantial discount.

Top Masters in Education identified the WKU MAE program as the fifth Most Affordable Online Masters. U.S. News and World Report ranked the WKU Graduate Education Program the 31<sup>st</sup> Best Online Graduate Education Program out of 309 online graduate education programs. The US News and World Report indicated that "students enrolled in online programs at WKU can expect a high level of dedication and assistance from faculty and staff at the university."

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

This program is aligned with Teacher Leader Standards and Kentucky Teacher Performance Standards to ensure course objectives and assessments lead to the development of key teacher competencies. Program graduates who demonstrate advanced teacher competencies in practice are more likely to improve student learning outcomes.

In Summer 2018 and for the first time in the history of the MAE program, TCHL 500 and TCHL 545 were taught in the United Kingdom through the WKU Study Away Program. *From Local to Global: Community, Place, and Leadership* offered graduate students 3-6 credit hours. The goal is to offer this graduate study away program every other summer as well as increase the number of MAE courses taught in international settings.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In 2018 the School of Teacher Education (STE) partnered with Warren County Public Schools to develop a New Teacher Academy (NTA). The purpose of the NTA is to support first year teachers through a mentoring program and professional development. STE faculty are leading the professional development trainings to support the mentees. Mentees are required to log their experiences and professional development activity outcomes that could be substituted for MAE TCHL assignments as related to the course objectives. In addition, the WKU College of Education agreed to waive tuition for one three credit hour course for the NTA mentors. Mentors must collect evidence that demonstrates the use of research-based practices when coaching mentee. This documentation could be submitted as evidence of mastery of the TCHL course standards and objectives. One of the goals of STE participation in the NTA as well as additional NTAs in the future, is an increase in enrollment in MAE TCHL programs.

Additionally, P-12 teachers who supervise a student teacher can receive a tuition waiver for three hours of graduate credit. Hopefully, this benefit will increase enrollment in MAE courses.

MAE graduate students who qualify for the Kentucky Teacher Educator Tuition Discount (referenced in 4c above) as well as the Student Teacher Supervisor Tuition Waiver receive a significant amount of financial savings toward the cost of the MAE degree.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to national trends and since 2010-2011, the number of teachers obtaining a master's degree in education have declined. Fewer states now require teachers to complete a master's degree and as of August 2018 Kentucky joined the ranks of those states that do not require teachers to hold a master's degree. Because of the master's degree in Kentucky becoming an optional requirement for teachers, there is anticipation of a negative impact on the MAE enrollment. Fortunately, school districts still link master's degree completion to salary increases which attracts many teachers to master's programs increase salary and future pension benefits. Presently, the WKU EALR principal program requires a master's degree for admission, which also leads students to obtain this advanced degree. If teachers aspire to apply for school administrative positions, additional training is in order through higher level degree programs.

Similarly, the Bureau of Labor and Statistics listed Instructional Coordinator positions as having an average median pay of \$63,750 and is projected to rise by 11 percent in job openings by 2026. Teachers seeking this type of upper level position will need advanced degrees and credentials.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

As described in 3a. above, and due to concerns about TCHL 560, the program capstone assessment was revised from an action research project to a leadership project so to provide increased flexibility and address student needs. In 2015, six, one credit hour courses were collapsed into two, three credit hour courses (TCHL 555 and TCHL 545). To reduce credit hours required in the PE, TCHL 520 (3 credit hours) was eliminated from the PE and substituted with TCHL 559 (one credit hour).

The Proficiency Evaluation process was revised from an objective item, on-demand assessment to a portfolio submission of job-embedded evidence to demonstrate proficiency of the Kentucky Teacher Standards.

To simplify course registration, a course pass is no longer required for all PE courses with the exceptions of TCHL 500 and TCHL 560.

To increase awareness of MAE student learning outcomes, TCHL course objectives were aligned to National Board Certification Core Propositions. The TCHL core courses require Key Assessments that could help prepare teachers who choose to complete requirements for National Board Certification.

With the newly adopted Teacher Leader Standards, faculty reexamined the TCHL Course Key Assessments and

objectives to ensure alignment from the standards to objectives and assessments.	
<b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b>	
<p>In the next five years the MAE TCHL program must expand involvement with New Teacher Academies to increase enrollment in the graduate programs. In addition, as more undergraduate students enroll with dual credit hours and seek advanced courses, the graduate enrollment will more than likely increase.</p> <p>Most graduate students in the master's program hold undergraduate degrees from WKU. Therefore, to simplify the graduate enrollment process, the possibility of automatic enrollment in the core courses will be explored. Students who do not wish to be automatically enrolled could request a delay or opt out. Furthermore, faculty will explore alignment of the elementary, middle, and secondary Rank II programs. In this case the SC could offer a variety of pathways including the specific requirements for each program area.</p> <p>In the next ten years, faculty would like to investigate opportunities for micro credentialing and personalized learning. In addition to the aforementioned initiatives, faculty envision an expansion of the study abroad course offerings in numerous diverse settings and countries. Strengthening international partnerships throughout the next ten years will elevate program rigor and create a broad, globalized student perspective.</p>	
<b>e. What recommendation would you put forward for the program (check one)?</b>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

## References

- American Association of Colleges of Teacher Education, (2018). *Colleges of education: A national portrait of learning*. Retrieved from: [https://aacte.org/resources/colleges-of-education-a-national-portrait/?utm\\_source=blog&utm\\_medium=a](https://aacte.org/resources/colleges-of-education-a-national-portrait/?utm_source=blog&utm_medium=a)
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**COMPREHENSIVE ACADEMIC PROGRAM  
EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Middle Grades Education
<b>Reference Number:</b>	#158
<b>CIP Code:</b>	131203
<b>Degree Type (AB, BS, etc.):</b>	R1
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p>
<p>This Planned Sixth-Year/Rank I program in Middle Grades Education leads to the Rank I salary change for certified Kentucky teachers. A minimum of either (a) 30 semester hours of approved graduate level credit in addition to the requirements for the Rank II salary classification, or (b) 60 semester hours of approved graduate level credit, including a master's degree, must be completed. Course delivery includes distance education (online learning), face-to-face, and hybrid.</p> <p><b>Program Requirements:</b></p> <p><b>Required Professional Education Component - 9 hours</b>  EDU 601 Seminar: Advanced Professional Development Plan (first semester)  ELED 603 Advanced Seminar Elementary Curriculum  EDU 604 Management of the Learning Environment  EDU 698 Seminar: Advanced Portfolio Project (last semester)</p> <p><b>Related Professional Courses - 9 hours</b>  SPED 516 Exceptional Child: Perspectives and Issues *</p> <p>*An approved elective may be substituted if the student's undergraduate transcript shows completion of an introductory exceptional education course.</p> <p><b>Specialization Courses - 12 hours</b>  Advisor-approved courses</p>



## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	2	0	0	0	0	
Conferrals	1	1	0	0	1	
SCHP	13	0	0	3	0	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>This program contributes to other graduate programs through the flexibility and individualization of the Related and Specialization Components. For example, endorsements such as English as Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology may be part of these components. With advisor approval, any course could be added that supports the graduate student's professional goals.</p> <p>Based upon feedback from school district superintendents who are members of the Green River Regional Educational Cooperative (GRREC), program faculty collaborated with the GRREC staff to offer a New Teacher Academy in Fall 2016. The participants could apply projects and participation toward graduate credit for selected graduate courses. GRREC serves 45 Kentucky school districts located in the heart of Kentucky with the GRREC facility centrally located in Bowling Green, Kentucky. WKU draws students from the geographic region to the Bowling Green campus as well as the WKU Elizabethtown, Glasgow, and Owensboro Regional Campuses.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>The recent drop in SCHP is not attributable to any change in the program or course availability and appears to be consistent with other teacher education graduate programs in the college along with declining enrollment in teacher preparation programs across the nation (American Association of Colleges for Teacher Education, 2018).</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree	18.00 (N=1)		5.33 (N=1)						8.33 (N=1)		
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student learning outcomes are the Kentucky Teacher Performance Standards and are measured by Key Assessments in the Required Professional Education Component that demonstrate the student has met a standard, in whole or in part.</p> <p>Other data relevant to these findings is the increase in the amount of time students are remaining in the program as depicted above on Chart 3a <i>Time to Degree</i>. Potential risks for students who take longer to graduate could include: (a) increased cost as tuition and fees tend to increase each year, (b) more possibility for changes in programs and certifications, and (c) delayed salary increases that are dependent on the student holding a Rank I.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Most Rank I students are employed as teachers upon entrance to the program.</p> <p>Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications.</p> <p>Professional opportunities for Rank I graduates include: (a) some states, including Kentucky, award a salary increase upon the completion of a Rank I certification, and (b) the skills obtained with a Rank I make graduates more marketable in other jobs areas including non-profit organizations, education specialists for parks or museums, policy development, and education trainers for textbook or other education related corporations.</p> <p>According to the Bureau of Labor Statistics (2018), employment in middle school education will jump by 8 percent by 2026 to approximately 630,300 new positions as growing student enrollment should increase the need for middle school teachers. Consequently, more teachers will be needed. Although, these statistics do not specially address the need for teachers with a Rank I, the likelihood of increased enrollment in the Rank I program is more probable when there are more teachers in the workforce.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>The Dean of the College of Education is a member of the GRREC Board and attends the monthly GRREC meetings along with the 45 school superintendents whose districts are in the GRREC region. As a result of feedback from recent meetings, program faculty met with GRREC staff and school superintendent representatives to share the needs of Rank I graduates in the P-5 classroom setting. Recommendations included an increased focus on the following: micro credentialing, job-embedded graduate course credit, and the exploration of value-added measures to course content. Faculty are considering ways to integrate these topics into existing course content that will be immediately applicable to the Rank I student's classroom teaching practice.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p>The Rank I program offers graduate students an option that degree programs do not offer. A graduate degree program requires that students complete the program in six years. Therefore, students who may not be able to finish a degree program in six years could choose to transition to the Non-Degree Sixth Year/Rank I Program and make use of the extension of time to complete the program. It is important to note, however, that completion of the Rank I will result in a certification only, not a degree, as explained in 1a. above. However, Kentucky teachers holding a Rank I certification qualify for a salary increase.</p>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					n/a	12
Number of NTE Faculty					n/a	4
Cost per SCH					n/a	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The program receives DELO revenue as students pay a higher tuition rate for the online classes. For example, one hour of graduate credit through distance education (i.e., online learning) is \$707. Tuition for one hour of graduate credit that is not offered through distance education is \$607, which is a difference of \$100 per credit hour.</p> <p>Rank I faculty were awarded an International Activities Grant in 2016 (\$750.00) by the Office of International Programs to explore international educational opportunities for graduate students. Faculty traveled to the Harlaxton College located in Grantham, England to create international partnerships among graduate teacher education programs and local schools.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount, which is currently \$415 per hour, a substantial discount when compared to the 2018 graduate tuition rate of \$707 per hour for courses offered through distance education.</p> <p>The Middle Grades Rank I program is the only option in the Middle Grades graduate program for the student to obtain a certification that is 30 hours above the MAE or Rank II programs. Unfortunately, the Secondary Education Specialist program was recently eliminated from WKU graduate programs, therefore, leaving the Middle Grades Rank I as the only option for Middle Grades graduate students that is 30 hours above a Rank II as previously described.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The Rank I program addresses Goal 5, Strategy 12 as students develop a professional development plan in their degree program. Students take a set of courses in the Professional Education Component, but most of those courses are electives selected to meet students' professional goals, interests, and needs. In addition, the program aligns with Strategy 13: *Create and maintain the physical and virtual structures that contribute to completion and success for all WKU students*. Many core courses as well as courses offered that could be selected for fulfillment of the Related Professional and Specialization Components are online as most students are teachers employed in school districts. Online learning contributes to the flexibility and individualized learning that 21<sup>st</sup> century graduate students seek.

For our community and beyond, the Rank I program aligns with the first goal, Strategy 4, and the third goal, Strategy 9, by offering graduate students a variety of opportunities to extend their professional development. The program challenges P-5 teachers to think critically as they design professional development, compose journal manuscripts, and analyze educational trends. In some Kentucky communities, P-12 teachers hold the highest levels of education. These teachers can directly impact all stakeholders as they design and promote educational opportunities.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The Rank I degree aligns with Objective 2.2: *Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities*. Through job-embedded tasks, graduate students who are P-5 teachers move beyond impacting their own classrooms to leading grade level and schoolwide initiatives. The Rank I students often choose to organize professional development activities for their school or districts when given that option in course assessments and project-based learning.

In addition, the Rank I program addresses Objective 8.1: *Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review*. Rank I students analyze their current teaching capacities, identify professional aspirations, develop programs, organize and/or present professional development trainings to positively impact other educators.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

In the WKU service and GRREC region, there are frequent job openings for teaching positions. The School of Teacher Education (STE) faculty are often contacted and requested to recommend viable candidates. Teachers who hold advanced degrees are more likely to possess forward-thinking teaching expertise and often have more classroom experience, which leads school districts to pursue these teachers for employment. According to Kentucky Future Skills, there is a projected demand in South Central Kentucky for 49 middle school openings in the next five years. As reported by the Kentucky Educator Placement Service, in the last 30 days, there have been the highest number of job posting for Exceptional Child (46), high school (44), elementary (44), and middle school teachers (31).

In 2018, there were 42,060 full time Kentucky educator positions according to the Kentucky Department of Education (2018). Warren County Public Schools employ 947 full time teachers with Bowling Green Independent Schools employing 271 full time teachers. The Rank I program graduates become integral parts of classrooms and schools in this region and help meet student needs through knowledge, skills, and advanced teaching expertise that participation in the Rank I graduate program helped to develop.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Some higher education competitors require a set core curriculum with little flexibility for students. However, the Rank I program has a limited set of required courses with the remainder of the requirements allowing students to identify course electives, including additional content classes and/or endorsements that will expand the student's skills, abilities, and teacher proficiencies.

Course assessments require graduate students to perform authentic tasks that improve P-5 student learning. This job-embedded program ensures students exit with relevant competencies. Students develop a professional development plan and complete an advanced portfolio project that could include organizing a series of professional developments, writing for a professional publication, launching a website with teaching materials, or producing research-based teaching materials.

As mentioned above in 4c., WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount Program, which is currently \$415 per hour, a substantial discount.

U.S. News and World Report ranked the WKU Graduate Education Program the 31<sup>st</sup> Best Online Graduate Education Program out of 309 online graduate education programs. The US News and World Report indicated that "...students enrolled in online programs at WKU can expect a high level of dedication and assistance from faculty and staff at the university."

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The Rank I program provides opportunity for students to specialize in various areas to expand their professional abilities. When choosing course electives, many students seek additional content courses ratchet-up content deficiencies or become a content expert. Other students pursue an endorsement such as Environmental Education, Gifted and Talented, or Instructional Computer Technology. The Rank I program can be individualized to meet student needs. Students engage in deeper learning as they master core content, think critically to solve complex problems, work collaboratively, communicate, learn how to learn, and possess an academic mindset (Hewlett Foundation, 2013).

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In 2018, STE partnered with Warren County Public Schools to develop a New Teacher Academy (NTA). The purpose of the NTA is to support first year teachers through a mentoring program and professional development. STE faculty are leading the professional development trainings to support the mentees. The WKU College of Education agreed to waive tuition for one, three credit hour course for the NTA mentors. Mentors must collect evidence that demonstrates the use of research-based practices when coaching mentees. This documentation could be submitted as evidence of job-embedded work for EDU 698. One of the goals of STE participation in the NTA, as well as additional NTAs in the future, is an increase in enrollment in the Rank I and other STE graduate programs.

Additionally, P-12 teachers who supervise a student teacher can receive a tuition waiver for three hours of graduate credit. Hopefully, this benefit will increase enrollment in Rank I courses.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to national trends and since 2010-2011, the number of teachers obtaining advanced degrees in education have declined. Fewer states now require teachers to complete a master's degree and as of August 2018 Kentucky joined the ranks of the states that do not require the master's degree. Because of the master's degree in Kentucky becoming an optional requirement for teachers, there is anticipation of fewer teachers pursuing Rank I degrees. Fortunately, school districts still link Rank I completion to salary increases which attracts many teachers to Rank I programs to boost salary and future pension benefits.

Similarly, the Bureau of Labor and Statistics listed Instructional Coordinator positions as having an average median pay of \$63,750 and is projected to rise by 11 percent in job openings by 2026. Teachers seeking this type of upper level position will need advanced degrees and credentials.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Courses have been revised to promote a variety of job-embedded experiences and provide personalized learning. For example, in EDU 604 students will: (a) identify a problem, (b) analyze the problem, (c) develop an action plan, (d) create an evaluation system, (e) implement action plan, and (f) reflect and evaluate the effectiveness. Students that aspire to be in school leadership often will select a school issue and lead a school initiative.

EDU 601 is a course designed for students to plan a professional project that will allow them to lead peers in their school, district, or state. EDU 601 students could choose to plan and present professional development opportunities, compose an article for publication in a professional journal, or design workshops for an education conference. In EDU 698, students submit documentation and evidence that these projects were completed and make a presentation to the EDU 698 instructor and class members that focuses on the professional project. Students are required to evaluate the quality of their final product and reflect upon their learning.

<b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b>	
<p>In the next five years the Rank I program must expand involvement with New Teacher Academies to increase enrollment in the graduate programs. Faculty plan to collaborate with area school districts to design professional development programs tailored to district needs and provide course credit for this highly relevant job-embedded learning.</p> <p>In the next ten years, program faculty will investigate opportunities for competency-based and personalized learning. Faculty will explore ways to provide more options for demonstrating mastery with stackable series of micro-credentials. With personalized learning, students will have a variety of entry points with residencies, online academies, centers of innovation, WKU conferences, and school tours. In addition, faculty envision an expansion of graduate study abroad course offerings in numerous diverse settings and countries. Strengthening international partnerships throughout the next ten years will elevate program rigor and create a broader and more globalized student perspective.</p>	
<b>e. What recommendation would you put forward for the program (check one)?</b>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

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Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Middle Level Education Social Studies/Language Arts
Reference Number:	#5001
CIP Code:	131203
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	70-94
List Concentrations (if any):	<p><b>Concentration 1:</b> Dual area teacher certification in middle level social studies and language arts /communication.</p> <p><b>Concentration 2:</b> Single area teacher certification in middle level social studies.</p> <p><b>Concentration 3:</b> Single area teacher certification in middle level language arts.</p>

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The middle level education program leads to a BS degree and the Kentucky Middle Grades Teacher Certificate (5-9).

The Middle Level Education in Social Studies and Language Arts program is delivered to students via face to face as well as IVS to the Elizabethtown/Ft. Knox, Glasgow, and Owensboro campuses. The program requires completion of:

- A biological science course and a physical science course, generally taken as part of the Colonnade program;
- 37-40 semester hours of professional education courses: MGE275 (3 hours), PSY 310 (3 hours), SPED 330 (3 hours), PSY 421 or PSY 422 (3 hours), LTCY 421 (3 hours), MGE 385 (3 hours), a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and
- The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.
- 

**Program admission requirements include successful completion of the pre-professional skills assessments of basic knowledge—the Praxis Core Academic Skills for Educators (CASE), which is set by the state’s [Education Professional Standards Board](#) (EPSB). Additional requirements are listed on the [Office of Professional Educator Services](#) website.**

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	83	89	75	56	49	
Conferrals	13	26	14	22	13	
SCHP	666	827	678	689	480	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Education is by nature a service profession. Prior to student teaching, students complete over 200 hours of clinical experiences in diverse local elementary schools, working closely with program faculty and assigned classroom teacher. During these experiences, students interact with and teach diverse groups of elementary students and are responsible for a plethora of classroom duties and tasks, Students also engaged in service learning projects in the community as part of required coursework. In addition, students are provided the opportunity to complete part of the student teaching experience abroad. These experiences prepare our graduates to be “productive, engaged, and socially responsible citizen-leaders of a global society”.</p> <p>The recent drop in SCHP is not attributable to any change in the program or course availability and appears to be consistent with other teacher education programs in the college along with declining enrollment in teacher preparation programs across the nation (American Association of Colleges for Teacher Education, 2018).</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>School districts throughout the region seek out specifically WKU middle level teacher graduates for employment. The WKU middle level teacher education program is offered at all four WKU campuses.</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	5	100.0	5	100.0	2	100.0	4	75.0	1	0.0	
Progression			62	75.8	53	73.6	50	70.0	31	74.2	
150% Graduation Rate	0	0	0	0	0	0	4	50.0	5	100.0	
Time to Degree	4.60 (N=10)		4.31 (N=26)		3.81 (N=14)		3.45 (N=21)		4.03 (N=13)		
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Students are assessed throughout the program via the Continuous Assessment Plan (CAP), which is aligned with the Kentucky Teacher Performance Standards. The CAP includes Key Assessments (KA) collected at three major transition checkpoints; candidates are evaluated on each KA before continuance in the program. The first KA checkpoint is program entry; these data ensure candidates meet university, unit, program, and <a href="#">EPSB</a> standards. The second checkpoint is completed prior to student teaching, which includes three Key Assessments, completion of 200 clinical hours, 2.75 GPA, and Dispositions. The final checkpoint is completed at program exit: a capstone project completed during student teaching. A complete list of <a href="#">Program Key Assessments</a> is included on the CEBS website.</p> <p>KA data inform the program. For example, the program has been striving to “close the loop” by addressing the needs of students passing KA 1 - Praxis Content Exam (EPSB requirement). WKU middle level education faculty mentor individual students and work with the Office of Minority Recruitment and the CEBS Literacy Clinic to provide additional support for these students.</p> <p>According to Table 3a, Time to Degree, from 4.60 to 4.03 has decreased, which saves tuition and fees. Additionally, graduates can enter the workforce earlier, contributing to their financial security.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Data regarding pass rate on the two national exams required for state certification (data includes ELED and SPED/ELED majors):</p> <ul style="list-style-type: none"> <li>Principles of Learning and Teaching: 100 % pass rate</li> <li>Praxis II: English/Language Arts 77 % pass rate Social Studies 96 % pass rate</li> </ul> <p>Additional follow up data collected. The focus on these surveys is program evaluation. Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications:</p> <ul style="list-style-type: none"> <li>WKU Teacher Survey results, which includes student-teacher, first, second, and third year teachers.</li> <li>EPSB New Teacher Survey results</li> </ul> <p>According to the Bureau of Labor Statistics (2018), employment in middle level education will jump by 8 percent by 2026 to approximately 47,300 new positions as growing student enrollment should increase the need for middle level teachers. Consequently, more middle level teachers will be needed.</p>											



In addition to preparing students to become middle level teachers, the program also provides a foundation for career possibilities in other fields, such as school leadership, curriculum design, publishing, state Departments of Education, and corporate training.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

According to Kentucky EPSB New Teacher Survey (2015-16), WKU middle level teacher education graduates exceeded the state ratings in content and diversity overall. A Spring 2018 survey results reflect principal ratings of WKU graduates exceeded the state average all areas, including the content and diversity.

During Spring 2017, WKU School of Teacher faculty traveled to 10 Kentucky public school districts in the WKU and GRREC region. The purpose of the visits was to meet with teachers and administrators to gain information about teacher dispositions that contribute to teacher effectiveness as well as to acquire feedback about dispositions of STE graduates teaching in their respective schools. Faculty met with a total of 42 teachers/administrators throughout the on-site visits. The results have informed strategic planning for program improvement and goals.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

This program is aligned with [Kentucky Teacher Performance Standards](http://amle.org/) and the Association for Middle Level Education (<http://amle.org/>) to ensure course objectives and assessments lead to the development of key teacher competencies. Program graduates who demonstrate teacher competencies in practice are more likely to be hired and remain in the profession. In addition to the clinical experiences listed in 5d, the program also strategically diversifies student clinical experiences by requiring attendance at school-related agencies and boards including school board, site-based council, Professional Learning community, and Family Resource Center.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					1.42	12
Number of NTE Faculty					1.04	4
Cost per SCH					302	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	18	17	16	15	17	19
% Under-Enrolled Sections by Level	41.9	45.1	46.2	46.8	38	36.3
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>Given that the middle level education program is offered at the four WKU campus sites, DELO revenue is prevalent. Full-time undergraduate students enrolled in any combination of both on campus and distance learning courses will be assessed an additional Distance Learning Course fee per credit hour for each distance learning credit hour in which they are enrolled. (e.g. If a student is enrolled in 9 credit hours of on campus courses and 3 credit hours of distance learning courses the fee assessment would be the full-time tuition rate plus an additional Distance Learning Course fee for 3 credit hours. If a student is enrolled in 12 credit hours of on campus courses and 6 credit hours of distance learning courses the fee assessment would be the full-time tuition rate plus an additional Distance Learning Course fee for 6 credit hours). Distance Learning Course fees are non-refundable after the University's refund policy is less than 100%.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

In the spirit of WKU's strategic plan, the Middle Level Education Social Studies/Language Arts (MLESS/LA) program contributes by equipping certified candidates to become productive citizens as teachers of students in grades 5-9. This program focuses on developing social studies and/or language arts content that is taught in grade 5-9 classrooms by expecting candidates to effectively complete a core of social science/ language arts classes that range from history, geography, government, economics, English/ language arts. Candidates also demonstrate strong pedagogical knowledge. The MLESS/LA program teaches candidates about the nature of early adolescence to make them astute middle level educators, and, prepares candidates for instruction to prepare them for being efficient and effective employees. Both of these goals contribute to MLESS/LA candidates becoming productive, engaged, and socially responsible citizens-leaders of a global society. Further, as our candidates become MLESS/LA teachers from all four WKU campuses, they will help prepare future generations of citizens and employees. Therefore, these candidates are prepared to be life-long learners engaging in continuous education, research, and professional development. This relates to Goal 5: Prepare students for career and life in a global context. WKU middle level teacher candidates may elect to complete part of their student teaching experience in an international setting.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

**Objective 2- "Partner with Kentucky's P-12 system to increase the number of students ready to enter a postsecondary degree or certification program."** WKU middle level teacher education candidates engage in at least 200 clock hours of field based experiences and observations in middle schools before student teaching. During that time, WKU middle level teacher candidates work with Kentucky middle level students, faculty, and staff to assist in increasing the number of students ready to enter a postsecondary degree or certification program. Our graduates have the ability to craft higher quality lessons that require higher-order thinking, problem solving, and real-world applications of knowledge, candidates learn more research-based methods for engaging their students in learning. As candidates are designing lessons and assessments aligned to the Common Core State Standards, students learn literacy strategies needed to transition successfully into postsecondary education. Thus, as middle level teachers improve their effectiveness, it can positively impact student preparations for college. In addition, the program focuses on strategies to help candidates close the achievement gap. In their coursework, students analyze the assessment data from state and classroom assessments and develop plans to enrich and remediate students that are not meeting classroom learning targets. Candidates also acquire strategies to diversify their curriculum to meet various cultural groups and readiness levels. They may apply these strategies to differentiate instruction ensuring all students are making growth.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

According to Kentucky's 2017- 2021 projection, the state will need additional middle level teachers in various KY regions ranging from 43 additional middle level teachers needed in some regions to 311 additional middle level teachers needed in other regions.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss**

**contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

- School districts throughout the region seek out specifically WKU middle level teacher graduates for employment.
- The WKU middle level teacher education program is offered at all four WKU campuses.
- WKU students have three options for middle level social studies/language arts teacher certification. The three options are.  
**Concentration 1:** Dual area teacher certification in middle level social studies and language arts /communication.  
**Concentration 2:** Single area teacher certification in middle level social studies.  
**Concentration 3:** Single area teacher certification in middle level language arts.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Going forward, all School of Teacher Education undergraduate programs will share a 15 hour “Core”, allowing students to switch majors more efficiently. This will enhance the program and allow graduates to be more marketable upon graduation.

Additional opportunities moving forward include increasing numbers at regional campuses and investigating alternate delivery models to reach more rural areas, which will eventually require new hires.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to National Center for Education Statistics (2018), the number of Bachelor’s degrees conferred in Education have steadily declined, from 104, 698 (2012-13) to 87, 217 (2016-17).

Reflecting this national trend, the number of WKU Middle Level Education Social Studies and English/Language Arts program conferrals has been stagnant from 13 (2013-14) to 13 (2017-18).

According to the Kentucky Department of Education (2018), the median pay for teachers is \$48,480-54,740; minimum teacher salary for Kentucky start at around \$29,000 ([Kentucky Department of Education, 2018](#)).

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

- With the newly revised Kentucky Teacher Performance Standards, faculty reexamined the TCHL Course Key Assessments and objectives to ensure alignment from the standards to objectives and assessments.
- Praxis core keeping students out of program – including diverse students (cost associated – low SES cost prohibitive)
- The Top of the Class Living Learning Community is for first year students enrolled in the School of Teacher Education. WKU Living Learning Communities enrich the on-campus living experience by stimulating academic success, social transitions, and overall student involvement within our residential communities. Although each living learning community has unique opportunities, they all share the same vital purpose and goal: nurturing and developing a prosperous Hilltopper student to become engaged with other students and faculty throughout our campus.
- Student organizations – service & leadership opportunities, connections with P-12 partners, connect with students
- Change of advising – in transition with undergraduate – new method of undergraduate student advisement, working one-on-one with students – both graduate (currently) and ADDING undergraduates – concern with number of program faculty-student ratio is a challenge.
- The School of Teacher Education is currently undergoing significant revision – adding a 15 hour core to all programs within the department; this will impact the middle level education curriculum.

<b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b>	
<p><b>5 years:</b> In the next five years, the program will continue to offer all three middle level areas of concentration. This will help enhance enrollment and continue to meet the middle level teacher needs of employers within the region.</p> <p><b>10 years:</b> In the next ten years, program faculty will investigate alternate delivery methods to reach areas currently not being served by Main or Regional Campuses. The number of graduates at regional campuses will also increase with the addition of a certified teacher as full-time site instructor at each site. Diversity of program candidates will increase as a result of minority recruitment efforts.</p> <p>Biggest impediment – regional campus staffing and pay, full time faculty member needed at each regional campus; integrity of the program cannot be maintained with adjuncts, as each campus needs a full-time faculty member who helps recruit, work with P-12 partners in the region, liaison with KCTCS, mentor and support students throughout program. Impediment – faculty teaching load; number of recent and imminent retirements that have not been replaced, necessitating the use of adjuncts for core courses.</p>	
<b>e. What recommendation would you put forward for the program (check one)?</b>	
<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

**References**

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**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Military Science
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Military Science
<b>Reference Number:</b>	420
<b>CIP Code:</b>	
<b>Degree Type (AB, BS, etc.):</b>	Minor
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

**The classes for this minor are taught by military instructors through lecture in class only. The core classes consist of eight resident military classes (24 hours) and one practicum (6 hours) taken over the summer before their senior year.**



**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	58	49	52	54	56	
Conferrals	11	17	11	11	16	
SCHP	343	273	303	294	320	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>This program can be paired with many other majors as it provides leadership, planning and teambuilding fundamentals that can be used with multiple majors across the university. Our students can combine this minor with any other major program that is offered at WKU.</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>This minor is limited to contracted Cadets or those who have aspirations to pursue a military career.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Progression	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
150% Graduation Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Time to Degree	3.76 (N=11)		3.75 (N=17)		4.33 (N=11)		3.91 (N=11)		4.48 (N=16)		
<p><b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b></p> <p>In addition to mid-term and end of term exams, we also use practical exercises where Cadets are placed in leadership positions in which they have to demonstrate proficiency of the classroom instruction. Also, we perform a Field Training Exercise every semester which serves to reinforce the technical and tactical training in the classroom. Finally, our program utilizes best practices from Cadet Summer Training to modify subject matter and evaluations for the school year following the summer training.</p>											
<p><b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b></p> <p>ROTC Cadets that commission are considered a success for the program. Each commissioned cadet is assigned to either the Active or Reserve Component (U.S. Army Reserve or Army National Guard) and this meets the mark of being "employed." We do not track their future development/success as this is a function of the Active and Reserve Component units they are assigned to.</p>											
<p><b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b></p> <p>U.S. Army Cadet Command performs this function. They send surveys to Active and Reserve component units to determine if the current ROTC curriculum is meeting service needs. Cadet Command uses the survey results to modify curriculum as needed.</p>											
<p><b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b></p> <p>Feedback from graduates has been overwhelmingly positive. Our newly commissioned Second Lieutenants are well prepared for military service.</p>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					0	
Number of NTE Faculty					0	
Cost per SCH					0	
SCHP/FTF by Dept.	0	0	0	0	0	
% SCH by FTF by Dept.	0.0%	0.0%	0.0%	0.0%	0.0%	
Median Class Size by Level	23	23	20	19	21	
% Under-Enrolled Sections by Level	20.0%	33.3%	33.3%	33.3%	33.3%	
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The department of the Defense pays the salaries and travel expenses for all assigned U.S. Army personnel. This includes the instructors, the recruiter, the human resource assistant and the supply person. In addition, the Department of Defense provides all the logistical equipment required to the running of the program. The only personnel not paid for by the U.S. Army is one staff member who is the program coordinator and academic advisor.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The ROTC Department has no cost associated for Student Credit Hour Production (SCHP).</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Ensure WKU is affordable and accessible – WKU ROTC offers 4, 3 and 2 year scholarships to qualified students who meet the GPA requirements and can pass the Physical Training test. In addition, room and board scholarships are available to contracted students who also meet requirements.

Enroll diverse body of students – WKU ROTC recruiter recruits not only high school students, but also current enlisted Active Duty, National Guard, and Reserve soldiers and graduate students. This diverse group of students make the ROTC program well rounded and offers students a more fulfilling experience.

Ensure completion and success – in order to commission as a Second Lieutenant in the U.S. Army, the Cadets must graduate within a specified time period, maintain a 2.0 G.P.A. and fulfill all commissioning requirements. The Human Resources Assistant and the Advisor work with the student to ensure the completion of all the necessary requirements.

Ensure and practice all aspects of WKU's Diversity, Equity and Inclusion Plan - WKU ROTC follows the Department of Defense (DOD) guidelines for non-discrimination. All Cadets that meet DOD eligibility requirements are accepted into the program regardless of: gender, race, religion, SES, et cetera.

Prepare students for career and life in global context – the Military Science curriculum is geared toward preparing students for careers in military that will take them all over the world.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

Improve diversity and inclusiveness of Kentucky campuses – WKU ROTC follows the Department of Defense (DOD) guidelines for non-discrimination. All Cadets that meet DOD eligibility requirements are accepted into the program regardless of: gender, race, religion, SES, et cetera.

Partner with Kentucky's P-12 system – Our recruiter goes to local high schools to promote WKU enrollment. He provides students with sites for ACT/SAT preparation material, as well as educates them on the Army ROTC Scholarship process. Further, he meets with students and their families who visit the university to explain the admission process, to highlight the positive aspects of WKU, to provide expectations of a college students and to help navigate them through the enrollment process.

Expand financial access to postsecondary education - WKU ROTC offers 4, 3 and 2 year scholarships to qualified students who meet the GPA requirements and can pass the Physical Training test. In addition, room and board scholarships are available to contracted students who also meet requirements.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

Reserve and National Guard units in Kentucky have identified shortages of commissioned officers and WKU ROTC helps to fulfill these vacancies with newly commissioned Second Lieutenants

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss**

**contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

WKU ROTC has partnered with Lindsey Wilson College, Campbellsville University and Elizabethtown Community and Technical College to offers and establish ROTC programs. Currently, WKU ROTC is providing the staff necessary to build their programs until they become manned extension units or stand along programs.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>Our recruiter has begun recruiting graduate students and active duty military who desire to come back to school to commission as officers in the U.S. Army</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>Our program commission mission is set by Cadet Command which bases it on the needs of the Active Army. Our mission set increases as the need for Second Lieutenants increases and decreases as appropriate.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>In the past three years, our programs has begun to offer WKU ROTC open houses, bringing high school students to tour the program, briefing families at Head for the Hill programs, offering Welcome back socials, engaging admission counselors and academic advisors in WKU ROTC program, and recruiting at multiple university events. In addition, ROTC is partnering with WKU Housing for Living and Learning Community.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>The program will continue to expand as the needs of the Army increase. Retirements and junior officer retention rates will drive the WKU ROTC program expansion. A strong national economy adversely impacts junior officer retention as they leave the service to seek out civilian employment opportunities. This increases the program's sustainability for the long and short term.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Military Science
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Military Leadership
<b>Reference Number:</b>	733
<b>CIP Code:</b>	
<b>Degree Type (AB, BS, etc.):</b>	BS
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	39
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The core classes for this major are taught by military instructors through lecture and small group discussion and are resident classes only. The electives are also offered in class with a just a few being offered online. This major requires a minor or a second major. The core classes consist of eight resident military classes (24 hours) and one practicum (6 hours) taken during the summer before their senior year. In addition, they must take a US military history course (3 hours) and nine elective hours in two disciplines.

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	14	14	13	10	15	
Conferrals	2	2	NA	2	2	
SCHP	55	56	32	52	56	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>This program can be paired with many other majors as it provides leadership, planning and teambuilding fundamentals that can be used with multiple majors across the university. Our students combine this major with others such as Business, Criminology, Sociology, Psychology, Organizational Leadership, Nursing, and many others.</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>This program is not limited to contracted Cadets or those who have aspirations to pursue a military career. Pending approval by the department head, this major is open to any interested student.</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	1	0.0%	5	40.0%	2	50.0%	2	50.0%	4	75.0%	
Progression	13	38.5%	9	66.7%	8	50.0%	11	36.4%	13	38.5%	
150% Graduation Rate	NA	NA	NA	NA	1	100%	3	33.3%	NA	NA	
Time to Degree	4.34 (N=2)		5.00 (N=2)				3.67 (N=2)		4.00 (N=2)		
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>In addition to mid-term and end of term exams, we also use practical exercises where Cadets are placed in leadership positions in which they have to demonstrate proficiency of the classroom instruction. Also, we perform a Field Training Exercise every semester which serves to reinforce the technical and tactical training in the classroom. Finally, our program utilizes best practices from Cadet Summer Training to modify subject matter and evaluations for the school year following the summer training.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, and graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>ROTC Cadets that commission are considered a success for the program. Each commissioned cadet is assigned to either the Active or Reserve Component (U.S. Army Reserve or Army National Guard) and this meets the mark of being "employed." We do not track their future development/success as this is a function of the Active and Reserve Component units they are assigned to.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>U.S. Army Cadet Command performs this function. They send surveys to Active and Reserve component units to determine if the current ROTC curriculum is meeting service needs. Cadet Command uses the survey results to modify curriculum as needed.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p>Feedback from graduates has been overwhelmingly positive. Our newly commissioned Second Lieutenants are well prepared for military service.</p>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					0	
Number of NTE Faculty					0	
Cost per SCH					\$0	
SCHP/FTF by Dept.	0	0	0	0	0	
% SCH by FTF by Dept.	0.0%	0.0%	0.0%	0.0%	0.0%	
Median Class Size by Level	23	23	20	19	21	
% Under-Enrolled Sections by Level	20.0%	33.3%	33.3%	33.3%	33.3%	
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The department of the Defense pays the salaries and travel expenses for all assigned U.S. Army personnel. This includes the instructors, the recruiter, the human resource assistant and the supply person. In addition, the Department of Defense provides all the logistical equipment required to sustain the program. The only personnel not paid for by the U.S. Army is one staff member who is the program coordinator and academic advisor.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The ROTC Department has no cost associated for Student Credit Hour Production (SCHP), because the US Army pays the salaries of all instructors.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Ensure WKU is affordable and accessible – WKU ROTC offers 4, 3 and 2 year scholarships to qualified students who meet the GPA requirements and can pass the Physical Training test. In addition, room and board scholarships are available to contracted students who also meet requirements.

Enroll diverse body of students – WKU ROTC recruits not only high school students, but also current enlisted Active Duty, National Guard, and Reserve soldiers and graduate students. This diverse group of students make the ROTC program well rounded and offers students a more fulfilling experience.

Ensure completion and success – in order to commission as a Second Lieutenant in the U.S. Army, the Cadets must graduate within a specified time period, maintain a 2.0 G.P.A. and fulfill all commissioning requirements. The Human Resources Assistant and the Advisor work with the student to ensure the completion of all the necessary requirements.

Ensure and practice all aspects of WKU's Diversity, Equity and Inclusion Plan-WKU ROTC follows the Department of Defense (DOD) guidelines for non-discrimination. All Cadets that meet DOD eligibility requirements are accepted into the program regardless of: gender, race, religion, SES, et cetera.

Prepare students for career and life in global context – the Military Science curriculum is geared toward preparing students for careers in the U.S. Army that operates in a global environment.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

Improve diversity and inclusiveness of Kentucky campuses – WKU ROTC follows the Department of Defense (DOD) guidelines for non-discrimination. All Cadets that meet DOD eligibility requirements are accepted into the program regardless of: gender, race, religion, SES, et cetera.

Partner with Kentucky's P-12 system – Our recruiter goes to local high schools to promote WKU enrollment. He provides students with sites for ACT/SAT preparation material, as well as educates them on the Army ROTC Scholarship process. Further, he meets with students and their families who visit the university to explain the admission process, to highlight the positive aspects of WKU, to provide expectations of a college students and to help navigate them through the enrollment process.

Expand financial access to postsecondary education - WKU ROTC offers 4, 3 and 2 year scholarships to qualified students who meet the GPA requirements and can pass the Physical Training test. In addition, room and board scholarships are available to contracted students who also meet certain eligibility requirements.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

Army Reserve and National Guard units in Kentucky have identified shortages of commissioned officers and WKU ROTC helps to fill these vacancies with newly commissioned Second Lieutenants, who will also pursue employment in the civilian sector.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The WKU ROTC program is regionally recognized as an excellent program with sustained success. As a result,

WKU ROTC has partnered with Lindsey Wilson College, Campbellsville University and Elizabethtown Community and Technical College to establish ROTC programs. Currently, WKU ROTC is providing the staff necessary to build their programs until they become manned extension units or stand-alone programs.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>Our recruiter has begun recruiting graduate students and active duty military who desire to come back to school to commission as officers in the U.S. Army.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>US Army Cadet Command sets our program’s commission mission, based on the needs of the Army. Our mission set increases as the need for Second Lieutenants increases and decreases as appropriate.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>In the past three years, our programs has begun to offer WKU ROTC open houses, bringing high school students to tour the program, briefing families at Head for the Hill programs, offering Welcome back socials, engaging admission counselors and academic advisors in WKU ROTC program, and recruiting at multiple university events. In addition, ROTC is partnering with WKU Housing for Living and Learning Community.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>The program will continue to expand as the needs of the Army increase. Retirements and junior officer retention rates will drive the WKU ROTC program expansion. A strong national economy adversely impacts junior officer retention as they leave the service to seek out civilian employment opportunities. This increases the program’s sustainability for the long and short term.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	PRST – School of Professional Studies
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Organizational Leadership, MA
<b>Reference Number:</b>	0467
<b>CIP Code:</b>	520213
<b>Degree Type (AB, BS, etc.):</b>	MA
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	N/A

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Organizational Leadership (OL) master’s program is 30 credits, all available online with few face-to-face courses. OL uses the University’s admission criteria with no additional requirements. The vast majority of our students are non-traditional, working full time, taking two courses per term. Over one-third of our program consists of students in the military with this population rapidly increasing as service members become aware of our program. We had a significant international student population (94 in 2016) but that has been reduced to 5 due to strategic decisions made by the WKU administration. Presently, we have over 300 students and two full-time faculty. One faculty member advises all graduate students (to include approximately 15 certificate and 30 JUMP students) as the other faculty member advises our approximately 150 undergraduate majors. We rely heavily on part-time faculty employing approximately 15 part-time faculty per term. The present focus is on initiatives with the military. These initiatives will leverage the military’s desire to partner with higher education to provide service members opportunities to earn credentials. The potential to increase enrollment with the military could realize a net increase of 200 new students in the next five years if provided needed resources (full-time faculty).

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	42	53	157	253	311	19
Conferrals	14	19	39	85	115	6
SCHP	201	496	1508	2226	2341	352
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Our curriculum consists of five core courses and five electives. We have two options other than a LEAD course for our research methods requirement that allows students to take courses in two other academic departments (Educational Leadership and Sociology). The electives allow students to select classes that best suit their professional pathways and many focus their electives in another academic field. A popular option is to combine a certificate with our program and co-use up to 12 credits allowing students to earn both a master's degree and a certificate from another department. Our online delivery provides access to military students and our constituents within our region who cannot or prefer not to attend courses on campus.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>The OL program has the flexibility to partner with many other programs. Having a core of leadership courses with the ability to concentrate in a specific area by earning a certificate or create a segway into another program will allow this program to complement other programs, especially within the College of Education and Behavioral Sciences.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate	4	50	2	50	3	66.7	7	85.7	39	59	595/82.2%
Time to Degree	2.67		3.81		3.02		2.68		2.07		2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student learning outcomes include:</p> <ol style="list-style-type: none"> <li>1. Analyze and apply leadership theories, models, approaches, and constructs that create an effective leadership process.</li> <li>2. Compare and contrast behaviors of effective leaders.</li> <li>3. Evaluate and predict ethical leadership perspectives and how they may impact the leadership process.</li> <li>4. Analyze and apply leadership constructs in one of the following leadership areas: teams, contemporary issues, global, coaching, and organizational change.</li> <li>5. Synthesize and apply leadership literature and determine a methodology to develop a construct of personal or professional leadership.</li> <li>6. Implement a strategy to advance professionally by utilizing applied leadership knowledge and experiential learning.</li> </ol> <p>A pre-post test program assessment that focused on program learning outcomes was implemented in 2014. The assessment data indicated an overall average improvement of 46 percent between the pre and post-tests. Assessment data since 2014 was used to create needed curriculum and program revisions. The data was also used to revise the program in 2017 to its present form of five core and five elective courses. This revision allowed greater flexibility for student electives while maintaining integrity of core classes. Going forward with a more consistent, stable program that should have minimal changes in the foreseeable future, program assessment data will provide greater insight to course refinements and program adjustments. In 2017, the faculty conducted an evaluation of course and program learning outcomes to determine gaps and redundancy in the OL curriculum. The result of this assessment identified the need for new curriculum and two new courses, LEAD 595, Contemporary Issues, and LEAD 580, Leading Organizations. LEAD 595 has been developed and plans are to offer LEAD 580 in the near future if full-time faculty effort is available.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>OL graduates are best prepared for entry or mid-level management positions in most industries. The focus on leadership competencies and skill is desirable with most professions and employers are attracted to the ability of our graduates to work within and lead teams. OL as an academic discipline is relatively new and many employers are not familiar with the degree until graduates explain the focus of the program and learning outcomes. With limited full-time faculty, gathering and incorporating feedback on the success of graduates has been limited. We produce a newsletter and solicit professional feedback and have received limited data. OL has conducted an alumni survey but had limited responses. Of the responses, alumni commented on the applied skills that have proven valuable in leadership roles. Of specific mention were conflict resolution skills, use of emotional and social intelligence, and use of situational and transformational leadership. Future newsletters and separate alumni surveys should provide more data for greater insights to constituent satisfaction.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g.,</b>											



**employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The vast majority of OL students work full time and it is difficult to gauge benefits from our program by employers. Most students in our program join as they need the skills and competencies for increased leadership responsibilities and promotions in their present professions. Organizational Leadership does not have an advisory council but plans to implement an advisory council in the upcoming review cycle to gain insight to employer satisfaction and feedback on program outcomes.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Most of our students are working professionals looking to advance their careers. OL supports these adult learners who seek flexible, affordable, and practical programs that will allow them to pursue both professional and educational goals simultaneously. OL provides a pathway for these constituents to gain the knowledge and earn the credentials they need to improve their lives.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					2	12
Number of NTE Faculty					0	4
Cost per SCH					\$35	\$128
SCHP/FTF by Dept.	279	366	392	411	464	375
% SCH by FTF by Dept.	45.9	41.7	38	33.3	32.6	75.8
Median Class Size by Level	14	14	14	21	25	8
% Under-Enrolled Sections by Level	46.2	45	25	25.5	15.9	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The OL program does generate DELO distributions from the high percentage and number of online courses offered each semester. The average size of each class is also high generating additional DELO distributions. Through the undergraduate Master Educator Course offered at Fort Knox a high portion of the class (approximately 10 students) will matriculate through the OL JUMP program into graduate studies; being military and online students they generate DELO distributions.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The OL Program is very efficient and accounts for the majority of student credit hours generated by the School of Professional Studies. Although the growing student population is military and they receive a discounted tuition rate, the required use of quality part-time faculty compensates for the reduced tuition. The potential for increased growth through the military affords even greater efficiencies and productivity from the OL program.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Our Students: affordable and accessible, a diverse body of students. OL supports adult learners who seek flexible, affordable, and practical programs that will allow them to pursue both professional and educational goals simultaneously. All our courses are available online, in biterms, and in hybrid modality. Military students receive the tuition assistance rate (\$250 per credit) for tuition as prescribed by the federal government, making WKU one of the most affordable graduate programs nationally. Continuing Education: OL is an interdisciplinary academic discipline, accommodating any professional pathway, and fosters life-long learning. OL targets professional adult learners. The drastic increase in enrollments and graduates is due to program revisions, providing desired delivery modality, creating needed curriculum, and reducing entrance barriers. Based on student exit surveys, program revisions eliminated the GRE and adopted the university entrance standards. Four new classes were developed to fill curriculum voids. Delivery modality was changed to accommodate student demand.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The OL program supports the state's goal of 58 percent of non-traditional students earning a postsecondary certificate or higher by 2025; most of the students in the OL program are non-traditional students supporting this goal. Goal 4 of HB 1 requires comprehensive universities to assure "statewide access to baccalaureate and master's degrees at a quality at or above the national average". The OL programs are accessible and available state wide. With uncertain funding for higher education in Kentucky, OL is an efficient program (only two full-time faculty) with high enrollments and graduates, yet maintains quality by leveraging quality, part-time faculty. This model enhances WKU's outcome-based funding recently adopted by the state.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The OL program is very flexible affording students the opportunity to enter a wide variety of entry or mid-level management positions. The ability to focus electives in the program for a specific industry allows students to gain the leadership knowledge desired by employees while also gaining specific knowledge and expertise in a specific profession if desired. Students also have the option to increase their leadership knowledge and expertise through OL electives providing for a broader, more generalized graduate education that can accommodate a wider variety of professional opportunities.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Working with our Regional Campuses and U.S. Army entities at Fort Knox, OL uses applicable American Council of Education (ACE) recommended credits from service member's Joint Service Transcripts as electives in our programs, reducing time to completion and cost. We also leverage graduate credit from other professional development schools that ACE has certified to support both WKU and military initiatives while ensuring military students receive a quality educational experience preparing them for continued professional growth while in the service and when they separate from the service. The OL program is ideally structured for cohorts and has completed one cohort to date where students earned a certificate in OL with many matriculating into the OL master's program.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

The initiatives for future growth with the military are significant. Each year over 1300 Mid-level officers attend a regionally accredited college that provides graduate credit that can be used as electives in our program. With our active-duty tuition rate of \$250, we are able to offer our program at significant cost savings to service members. We also have an option that will afford service members the opportunity to continue and earn WKU's Educational Leadership Doctorate, an option not offered by other competitors. There are also opportunities to leverage our undergraduate program to increase JUMP student participation. The lack of full-time faculty, especially under the new advising scheme for the University, requires full-time faculty to spend the majority of their effort advising and ensuring student success. This required effort also limits the ability of full-time faculty to adequately market the program and recruit students. With more full-time faculty, the OL program can realize its full potential, especially with opportunities afforded by the military, and provide increased enrollment and revenue to the University.

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

OL and related academic programs are relatively new across the nation and globally (this link does not contain reference to OL or leadership programs). As OL becomes more known and recognized the popularity of these programs will continue to increase. The OL program at WKU is positioned to compete with these programs due to its available online format, cost (especially for active duty military) and flexibility. Utilizing WKU's admission criteria and not requiring the GRE or other standardized test is also attractive to prospective students and is in keeping with national trends to reduce entrance barriers, especially for non-traditional students.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The growth in our program has been mainly from removing barriers to entry (deleting recommendation letters, GRE) and providing a flexible, practical, and applied curriculum. We also focus on customer service creating a reputation of catering to student needs while maintaining academic standards. We offer rolling admissions and admit students within two days of their application being forwarded to our program from the Graduate School. We offer our foundations course, LEAD 500, during all terms including biterms to provide multiple entry points to our program. All our courses are offered every term except the winter term and we always accommodate student enrollment. These factors have contributed to our rapid growth in both enrollment and graduates. The majority (84% spring 2018) of our students are working professionals who are part-time students. Due to the nature of our program, we employ graduates of WKU's Ed.D program and other professionals in WKU's geographic region as instructors for our courses. These professionals bring years of experiences into the curriculum that our students appreciate and provide a means of comparison to theoretical and research-based outcomes provided by the curriculum.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In five years this program should have approximately 500 enrollments, in 10 years over 1000. To achieve these goals more full-time faculty are needed along with resources for an effective marketing and recruiting campaign.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	PRST – School of Professional Studies
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Organizational Leadership, BS
<b>Reference Number:</b>	545
<b>CIP Code:</b>	520213
<b>Degree Type (AB, BS, etc.):</b>	BS
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	120
<b>List Concentrations (if any):</b>	N/A

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Organizational Leadership (OL) bachelor's program is 48 credits, all available online, some hybrid courses, and a few face-to-face courses. OL uses the University's admission criteria with no additional requirements. Over one-fourth of our program consists of students in the military, with this population rapidly increasing as service members become aware of our program. Presently, we have over 174 students and two full-time faculty. One faculty member advises all graduate students (to include approximately 15 certificate and 30 JUMP students) as the other faculty member advises our approximately 206 undergraduate majors, minors, and certificates. We rely heavily on part-time faculty employing approximately 15 part-time faculty per term in the undergraduate program. We have a unique program called JUMP (Joint Undergraduate Master's Program) that has enticed many students to become majors in OL and continue into our master's program. The present focus is on initiatives with the military. We have a unique program with DELO and have partnered with the USARMY ROTC Cadet Command. We offer an intense living learning community for 4 weeks and teach our lead 300 course Leadership Theories course in seven days. The soldiers will complete our course along with two other face to face courses in instructional design at Ft. Knox. These upper level non-commissioned officers will then head back to their home universities to teach cadets and take our Lead 400 capstone online. Combined with their military joint service transcript (JST), the soldiers will have six hours of core lead classes and six hours from their JST to obtain the certificate in Organizational Leadership. We have had 94 students to earn the certificate in organizational leadership through this initiative in 2018 alone. Several of these soldiers (32) have decided to work on their bachelor's degree at WKU. These initiatives will leverage the military's desire to partner with higher education to provide service members opportunities to earn credentials. The potential to increase enrollment with the military could realize a net increase of 200 new students in the next five years if provided needed resources (full-time faculty).

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	27	61	104	153	147	89
Conferrals	6	7	13	46	42	22
SCHP	232	550	1164	1652	1784	2794

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

Our curriculum consists of 8 core courses and 8 major electives. The electives allow students to select classes that best suit their professional pathways and many focus their electives in another academic field. A popular option is to combine a minor with our program and/or do JUMP and use up to 12 credits allowing students to earn credentials towards a master’s degree in OL and a minor from another department. Our online delivery provides access to non-traditional, military students and our constituents within our region who cannot or prefer not to attend courses on campus.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

The OL program has the flexibility to partner with many other programs. Having a core of leadership courses with the ability to concentrate in a specific area by earning a minor or create a segway into another program will allow this program to complement other programs, especially within the College of Education and Behavioral Sciences.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate					1	100%	3	66.7%	3	66.7%	2513/69.4%
Progression			31	51.6%	80	60%	107	54.2%	128	60.2%	11,514/61.3%
150% Graduation Rate							1	0.0%	0	0%	2,128/54.1%
Time to Degree	7.87		7.43		7.51		4.02		5.19		4.39
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student learning outcomes include:</p> <ol style="list-style-type: none"> <li>Analyze and apply leadership theories, models, approaches, and constructs that create an effective leadership process.</li> <li>Compare and contrast behaviors of effective leaders.</li> <li>Evaluate and predict ethical leadership perspectives and how they may impact the leadership process.</li> <li>Analyze and apply leadership constructs in one of the following leadership areas: teams, contemporary issues, global, coaching, and organizational change.</li> <li>Synthesize and apply leadership literature and determine a methodology to develop a construct of personal or professional leadership.</li> <li>Implement a strategy to advance professionally by utilizing applied leadership knowledge and experiential learning.</li> </ol> <p>A pre-post test program assessment that focused on program learning outcomes was implemented in 2014. The assessment data indicated an overall average improvement of 46 percent between the pre and post-tests. Assessment data since 2014 was used to create needed curriculum and program revisions. The data was also used to revise the program in 2017 to its present form of 8 core OL courses and 8 major elective courses. This revision allowed greater flexibility for student electives while maintaining integrity of core classes. Going forward with a more consistent, stable program that should have minimal changes in the foreseeable future, program assessment data will provide greater insight to course refinements and program adjustments. In 2017, the faculty conducted an evaluation of course and program learning outcomes to determine gaps and redundancy in the OL curriculum. The result of this assessment identified the need for new curriculum and one new course, LEAD 465, Leadership Coaching was introduced to create 8 core Lead courses.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>OL graduates are best prepared for entry or mid-level management positions in most industries. The focus on leadership competencies and skill is desirable with most professions and employers are attracted to the ability of our graduates to work within and lead teams. OL as an academic discipline is relatively new and many employers are not familiar with the degree until graduates explain the focus of the program and learning outcomes. With limited full-time faculty, gathering and incorporating feedback on the success of graduates has been limited. We produce a newsletter and solicit professional feedback and have received limited data. OL has conducted an alumni survey but had limited responses. Of the responses, alumni commented on the applied skills that have proven valuable in leadership roles. Of specific mention were conflict resolution skills, use of emotional and social intelligence, and use of situational and transformational leadership. Future newsletters and separate alumni surveys should provide more data for greater insights to constituent satisfaction.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											



The vast majority of OL students work full time and it is difficult to gauge benefits from our program by employers. Most students in our program join as they need the skills and competencies for increased leadership responsibilities and promotions in their present professions. Organizational Leadership does not have an advisory council but plans to implement an advisory council in the upcoming review cycle to gain insight to employer satisfaction and feedback on program outcomes.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Most of our students are working professionals looking to advance their careers. OL supports these adult learners who seek flexible, affordable, and practical programs that will allow them to pursue both professional and educational goals simultaneously. OL provides a pathway for these constituents to gain the knowledge and earn the credentials they need to improve their lives.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					2	12
Number of NTE Faculty					0	4
Cost per SCH					\$35	\$128
SCHP/FTF by Dept.	279	366	392	411	464	375
% SCH by FTF by Dept.	45.9	41.7	38	33.3	32.6	75.8
Median Class Size by Level	14	14	14	21	25	8
% Under-Enrolled Sections by Level	46.2	45	25	25.5	15.9	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The OL program does generate DELO distributions from the high percentage and number of online courses offered each semester. The average size of each class is also high generating additional DELO distributions. Through the undergraduate Master Educator Course offered at Fort Knox a high portion of the class (approximately 10 students) will matriculate through the OL JUMP program into graduate studies; being military and online students they generate DELO distributions.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The OL Program is very efficient and accounts for the majority of student credit hours generated by the School of Professional Studies. Although the growing student population is military and they receive a discounted tuition rate, the required use of quality part-time faculty compensates for the reduced tuition. The potential for increased growth through the military affords even greater efficiencies and productivity from the OL program.</p>						

#### 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <a href="#">WKU's strategic plan</a> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
<p>Our Students: affordable and accessible, a diverse body of students. OL supports adult learners who seek flexible, affordable, and practical programs that will allow them to pursue both professional and educational goals simultaneously. All our courses are available online, in biterms, and in hybrid modality. Military students receive the tuition assistance rate (\$250 per credit) for tuition as prescribed by the federal government, making WKU one of the most affordable graduate programs nationally. Continuing Education: OL is an interdisciplinary academic discipline, accommodating any professional pathway, and fosters life-long learning. OL targets professional adult learners. The drastic increase in enrollments and graduates is due to program revisions, providing desired delivery modality, creating needed curriculum, and reducing entrance barriers. Based on student exit surveys, new classes were developed to fill curriculum voids. Working with the transfer center to articulate JST's (joint service transcripts) to come in as LEAD-EL-U or LEAD-EL-L has allowed many of our active military and our veterans to utilize education they received in the military directly into our major electives. This process has allowed many of military to proceed to a bachelor's degree in a more normal progression. Delivery modality was also changed to accommodate student demand.</p>
<b>b. What aspects of the <a href="#">statewide strategic agenda</a> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>

The OL program supports the state’s goal of 58 percent of non-traditional students earning a postsecondary certificate or higher by 2025; most of the students in the OL program are non-traditional students supporting this goal. Goal 4 of HB 1 requires comprehensive universities to assure “statewide access to baccalaureate and master’s degrees at a quality at or above the national average”. The OL programs are accessible and available state wide. With uncertain funding for higher education in Kentucky, OL is an efficient program (only two full-time faculty) with high enrollments and graduates, yet maintains quality by leveraging quality, part-time faculty. This model enhances WKU’s outcome-based funding recently adopted by the state.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The OL program is very flexible affording students the opportunity to enter a wide variety of entry or mid-level management positions. The ability to focus electives in the program for a specific industry allows students to gain the leadership knowledge desired by employees while also gaining specific knowledge and expertise in a specific profession if desired. Students also have the option to increase their leadership knowledge and expertise through OL electives providing for a broader, more generalized education that can accommodate a wider variety of professional opportunities.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Working with our Regional Campuses and U.S. Army entities at Fort Knox, OL uses applicable American Council of Education (ACE) recommended credits from service member’s Joint Service Transcripts as electives in our programs, reducing time to completion and cost. The OL program is ideally structured for cohorts and has completed three cohorts to date where students earned a certificate in OL with many matriculating into the OL bachelor’s program.

**e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)**

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

The initiatives for future growth with the military are significant. Each year over 1300 Mid-level officers attend a regionally accredited college that provides graduate credit that can be used as electives in our program. With our active-duty tuition rate of \$250, we are able to offer our program at significant cost savings to service members. We also have an option that will afford service members the opportunity to continue and earn WKU’s Educational Leadership Doctorate, an option not offered by other competitors. There are also opportunities to leverage our undergraduate program to increase JUMP student participation. The lack of full-time faculty, especially under the new advising scheme for the University, requires full-time faculty to spend the majority of their effort advising and ensuring student success. This required effort also limits the ability of full-time faculty to adequately market the program and recruit students. With more full-time faculty, the OL program can realize its full potential, especially with opportunities afforded by the military, and provide increased enrollment and revenue to the University.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

OL and related academic programs are relatively new across the nation and globally (this link does not contain reference to OL or leadership programs). As OL becomes more known and recognized the popularity of these programs will continue to increase. The OL program at WKU is positioned to compete with these programs due to its available online format, cost (especially for active duty military) and flexibility. Utilizing WKU's admission criteria and not requiring the GRE or other standardized test is also attractive to prospective students and is in keeping with national trends to reduce entrance barriers, especially for non-traditional students.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The growth in our program has been mainly from removing barriers to entry (deleting recommendation letters, GRE) and providing a flexible, practical, and applied curriculum. We also focus on customer service creating a reputation of catering to student needs while maintaining academic standards. We offer rolling admissions and admit students within two days of their application being forwarded to our program from the Graduate School. We offer our foundations course, LEAD 500, during all terms including biterms to provide multiple entry points to our program. All our courses are offered every term except the winter term and we always accommodate student enrollment. These factors have contributed to our rapid growth in both enrollment and graduates. The majority (84% spring 2018) of our students are working professionals who are part-time students. Due to the nature of our program, we employ graduates of WKU's Ed.D program and other professionals in WKU's geographic region that have terminal degrees and meet OL credentialing standards as instructors for our courses. These professionals bring years of experiences into the curriculum that our students appreciate and provide a means of comparison to theoretical and research-based outcomes provided by the curriculum.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In five years this program should have approximately 500 enrollments, in 10 years over 1000. To achieve these goals more full-time faculty are needed along with resources for an effective marketing and recruiting campaign.

**e. What recommendation would you put forward for the program (check one)?**

- |  |  |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient)                 | <input type="checkbox"/> Suspend (Teach-out may be required)                           |

<b>Department/School:</b>	PRST – School of Professional Studies
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Organizational Leadership, CER
<b>Reference Number:</b>	1721
<b>CIP Code:</b>	520213
<b>Degree Type (AB, BS, etc.):</b>	BS
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	12
<b>List Concentrations (if any):</b>	N/A

## 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Organizational Leadership (OL) certificate program is 12 credits, all available online, some hybrid courses, and a few face-to-face courses. OL uses the University's admission criteria with no additional requirements. Over one-fourth of our program consists of students in the military, with this population rapidly increasing as service members become aware of our program. Presently, we have over 94 students in the certificate program and two full-time faculty. One faculty member advises all graduate students (to include approximately 15 certificate and 30 JUMP students) as the other faculty member advises our approximately 206 undergraduate majors, minors, and certificates. We rely heavily on part-time faculty employing approximately 15 part-time faculty per term in the undergraduate program. We have a unique program called JUMP (Joint Undergraduate Master's Program) that has enticed many students to become majors in OL and continue into our master's program. The present focus is on initiatives with the military. We have a unique program with DELO and have partnered with the USARMY ROTC Cadet Command. We offer an intense living learning community for 4 weeks and teach our lead 300 course Leadership Theories course in seven days. The soldiers will complete our course along with two other face to face courses in instructional design at Ft. Knox. These upper level non-commissioned officers will then head back to their home universities to teach cadets and take our Lead 400 capstone online. Combined with their military joint service transcript (JST), the soldiers will have six hours of core lead classes and six hours from their JST to obtain the certificate in Organizational Leadership. We have had 94 students to earn the certificate in organizational leadership through this initiative in 2018 alone. Several of these soldiers (32) have decided to work on their bachelor's degree at WKU. These initiatives will leverage the military's desire to partner with higher education to provide service members opportunities to earn credentials. The potential to increase enrollment with the military could realize a net increase of 200 new students in the next five years if provided needed resources (full-time faculty).

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	37	30	15	8	8	4
Conferrals	13	18	6	9	32	5
SCHP	118	113	96	78	301	125
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Our curriculum consists of 2 core courses and 2 major electives. The electives allow students to select classes that best suit their professional pathways and many focus their electives in another academic field. Our online delivery provides access to non-traditional, military students and our constituents within our region who cannot or prefer not to attend courses on campus.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>The OL program has the flexibility to partner with many other programs. Having a core of leadership courses with the ability to concentrate in a specific area by earning a minor or create a segway into another program will allow this program to complement other programs, especially within the College of Education and Behavioral Sciences.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate					1	100%	3	66.7%	3	66.7%	19/73.7%
Progression			17	76.5%	9	85.7%	5	100%	8	85.7%	
150% Graduation Rate							1	0.0%	0	0%	
Time to Degree	7.87		7.43		7.51		4.02		5.19		
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student learning outcomes include:</p> <ol style="list-style-type: none"> <li>Analyze and apply leadership theories, models, approaches, and constructs that create an effective leadership process.</li> <li>Compare and contrast behaviors of effective leaders.</li> <li>Evaluate and predict ethical leadership perspectives and how they may impact the leadership process.</li> <li>Analyze and apply leadership constructs in one of the following leadership areas: teams, contemporary issues, global, coaching, and organizational change.</li> <li>Synthesize and apply leadership literature and determine a methodology to develop a construct of personal or professional leadership.</li> <li>Implement a strategy to advance professionally by utilizing applied leadership knowledge and experiential learning.</li> </ol> <p>A pre-post test program assessment that focused on program learning outcomes was implemented in 2014. The assessment data indicated an overall average improvement of 46 percent between the pre and post-tests. Assessment data since 2014 was used to create needed curriculum and program revisions. The data was also used to revise the program in 2017 to its present form of 8 core OL courses and 8 major elective courses. This revision allowed greater flexibility for student electives while maintaining integrity of core classes. Going forward with a more consistent, stable program that should have minimal changes in the foreseeable future, program assessment data will provide greater insight to course refinements and program adjustments. In 2017, the faculty conducted an evaluation of course and program learning outcomes to determine gaps and redundancy in the OL curriculum. The result of this assessment identified the need for new curriculum and one new course, LEAD 465, Leadership Coaching was introduced to create 8 core Lead courses.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>OL certificate graduates are best prepared for entry or mid-level management positions in most industries. The focus on leadership competencies and skill is desirable with most professions and employers are attracted to the ability of our graduates to work within and lead teams. OL as an academic discipline is relatively new and many employers are not familiar with the degree until graduates explain the focus of the program and learning outcomes. With limited full-time faculty, gathering and incorporating feedback on the success of graduates has been limited. We produce a newsletter and solicit professional feedback and have received limited data. OL has conducted an alumni survey but had limited responses. Of the responses, alumni commented on the applied skills that have proven valuable in leadership roles. Of specific mention were conflict resolution skills, use of emotional and social intelligence, and use of situational and transformational leadership. Future newsletters and separate alumni surveys should provide more data for greater insights to constituent satisfaction.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g.,</b>											

**employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The vast majority of OL students work full time and it is difficult to gauge benefits from our program by employers. Most students in our program join as they need the skills and competencies for increased leadership responsibilities and promotions in their present professions. Organizational Leadership does not have an advisory council but plans to implement an advisory council in the upcoming review cycle to gain insight to employer satisfaction and feedback on program outcomes.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Most of our students are working professionals looking to advance their careers. OL supports these adult learners who seek flexible, affordable, and practical programs that will allow them to pursue both professional and educational goals simultaneously. OL provides a pathway for these constituents to gain the knowledge and earn the credentials they need to improve their lives.



#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					2	12
Number of NTE Faculty					0	4
Cost per SCH					\$35	\$128
SCHP/FTF by Dept.	279	366	392	411	464	375
% SCH by FTF by Dept.	45.9	41.7	38	33.3	32.6	75.8
Median Class Size by Level	14	14	14	21	25	8
% Under-Enrolled Sections by Level	46.2	45	25	25.5	15.9	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The OL program does generate DELO distributions from the high percentage and number of online courses offered each semester. The average size of each class is also high generating additional DELO distributions. Through the undergraduate Master Educator Course offered at Fort Knox a high portion of the class (approximately 10 students) will matriculate through the OL JUMP program into graduate studies; being military and online students they generate DELO distributions.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The OL Program is very efficient and accounts for the majority of student credit hours generated by the School of Professional Studies. Although the growing student population is military and they receive a discounted tuition rate, the required use of quality part-time faculty compensates for the reduced tuition. The potential for increased growth through the military affords even greater efficiencies and productivity from the OL program.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Our Students: affordable and accessible, a diverse body of students. OL supports adult learners who seek flexible, affordable, and practical programs that will allow them to pursue both professional and educational goals simultaneously. All our courses are available online, in biterms, and in hybrid modality. Military students receive the tuition assistance rate (\$250 per credit) for tuition as prescribed by the federal government, making WKU one of the most affordable graduate programs nationally. Continuing Education: OL is an interdisciplinary academic discipline, accommodating any professional pathway, and fosters life-long learning. OL targets professional adult learners. The drastic increase in enrollments and graduates is due to program revisions, providing desired delivery modality, creating needed curriculum, and reducing entrance barriers. Based on student exit surveys, new classes were developed to fill curriculum voids. Working with the transfer center to articulate JST's (joint service transcripts) to come in as LEAD-EL-U or LEAD-EL-L has allowed many of our active military and our veterans to utilize education they received in the military directly into our major electives. This process has allowed many of military to proceed to a bachelor's degree in a more normal progression. Delivery modality was also changed to accommodate student demand.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The OL program supports the state's goal of 58 percent of non-traditional students earning a postsecondary certificate or higher by 2025; most of the students in the OL program are non-traditional students supporting this goal. Goal 4 of HB 1 requires comprehensive universities to assure "statewide access to baccalaureate and master's degrees at a quality at or above the national average". The OL programs are accessible and available state wide. With uncertain funding for higher education in Kentucky, OL is an efficient program (only two full-time faculty) with high enrollments and graduates, yet maintains quality by leveraging quality, part-time faculty. This model enhances WKU's outcome-based funding recently adopted by the state.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The OL program is very flexible affording students the opportunity to enter a wide variety of entry or mid-level management positions. The ability to focus electives in the program for a specific industry allows students to gain the leadership knowledge desired by employees while also gaining specific knowledge and expertise in a specific profession if desired. Students also have the option to increase their leadership knowledge and expertise through OL electives providing for a broader, more generalized education that can accommodate a wider variety of professional opportunities.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Working with our Regional Campuses and U.S. Army entities at Fort Knox, OL uses applicable American Council of Education (ACE) recommended credits from service member's Joint Service Transcripts as electives in our programs, reducing time to completion and cost. The OL program is ideally structured for cohorts and has completed three cohorts to date where students earned a certificate in OL with many matriculating into the OL bachelor's program.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**



## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

The initiatives for future growth with the military are significant. Each year over 1300 Mid-level officers attend a regionally accredited college that provides graduate credit that can be used as electives in our program. With our active-duty tuition rate of \$250, we are able to offer our program at significant cost savings to service members. We also have an option that will afford service members the opportunity to continue and earn WKU's Educational Leadership Doctorate, an option not offered by other competitors. There are also opportunities to leverage our undergraduate program to increase JUMP student participation. The lack of full-time faculty, especially under the new advising scheme for the University, requires full-time faculty to spend the majority of their effort advising and ensuring student success. This required effort also limits the ability of full-time faculty to adequately market the program and recruit students. With more full-time faculty, the OL program can realize its full potential, especially with opportunities afforded by the military, and provide increased enrollment and revenue to the University.

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

OL and related academic programs are relatively new across the nation and globally (this link does not contain reference to OL or leadership programs). As OL becomes more known and recognized the popularity of these programs will continue to increase. The OL program at WKU is positioned to compete with these programs due to its available online format, cost (especially for active duty military) and flexibility. Utilizing WKU's admission criteria and not requiring the GRE or other standardized test is also attractive to prospective students and is in keeping with national trends to reduce entrance barriers, especially for non-traditional students.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The growth in our program has been mainly from removing barriers to entry (deleting recommendation letters, GRE) and providing a flexible, practical, and applied curriculum. We also focus on customer service creating a reputation of catering to student needs while maintaining academic standards. We offer rolling admissions and admit students within two days of their application being forwarded to our program from the Graduate School. We offer our foundations course, LEAD 500, during all terms including biterms to provide multiple entry points to our program. All our courses are offered every term except the winter term and we always accommodate student enrollment. These factors have contributed to our rapid growth in both enrollment and graduates. The majority (84% spring 2018) of our students are working professionals who are part-time students. Due to the nature of our program, we employ graduates of WKU's Ed.D program and other professionals in WKU's geographic region that have terminal degrees and meet OL credentialing standards as instructors for our courses. These professionals bring years of experiences into the curriculum that our students appreciate and provide a means of comparison to theoretical and research-based outcomes provided by the curriculum.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In five years this program should have approximately 500 enrollments, in 10 years over 1000. To achieve these goals more full-time faculty are needed along with resources for an effective marketing and recruiting campaign.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Psychology
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Psychology, Master of Arts
<b>Reference Number:</b>	092
<b>CIP Code:</b>	42.0101
<b>Degree Type (AB, BS, etc.):</b>	MA
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	48
<b>List Concentrations (if any):</b>	Clinical (MACL)

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p>
<p>The need for behavioral health practitioners is high, especially given our region’s needs (e.g., opioid addiction). The 48-hour program provides core skills in evidence-based behavioral health upon which the student builds when practicing. It is completed post-bachelor’s degree over two years. The courses match those required for licensure at the Master’s level by the Kentucky Board of Examiners of Psychology (KBEP).</p> <p>Graduates can begin careers as soon as they pass the KBEP exams. The behavioral health skills and professional ethics require close monitoring (face-to-face courses), as failure to engage clients appropriately has significant consequences.</p> <p>Sixteen US states license MA level practitioners and that number is expected to increase as the American Psychological Association (APA) will begin accrediting Master’s level programs to meet national demand. We are moving the MA under the PsyD program to make both programs consistent with undergraduate desires for a combined MA-doctoral program, conform to accreditation expectations, and enable graduate students to be eligible to work in the field as they continue with their doctoral work.</p> <p>No additional degree is required. Admission is competitive (overall GPA 2.75, Psychology GPA 3.0, GRE Verbal 146 and GRE Quantitative 141 as well as appropriate experiences.)</p>

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	59*	24	20	23	22	19
Conferrals	14*	13	7	4	11**	6
SCHP	1,107*	293	307	301	297	352

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

The program is consistent with our department mission of developing practitioner-scholars who will do applied work that serves the region and alleviate practitioner shortages, our college mission of empowering individuals to lead and serve, and our university strategic plan to graduate students with problem-solving skills who can improve the quality of life in the region.

Three of our courses are shared with the Ed.S. in School Psychology and some PsyD students who need foundational courses. We use two courses from the Educational Foundations department. The thesis projects often involve undergraduate students as research assistants, necessary experiences for acceptance to graduate programs. Our GAs serve as role models and accessible mentoring for the undergraduate courses including the core major course of Research Methods. We routinely provide GAs to Teacher Education and, when they had funds, to Gerontology. Our MA students also provide assessments and therapy for students across campus in our Training Clinic, often taking the “overflow” from the Counseling Center. The faculty for the MA also teach undergraduate and doctoral level courses for Psychology.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

The MA clinical concentration once had 6 faculty positions. Post recession we have had 1.5 faculty. Positions were lost to cuts of convenience (faculty retired) rather than by planned cuts and one loss of a position to an Associate Dean.

\*Included two graduate concentrations later re-assigned to Psychological Sciences.

\*\*2017-18 conferrals should increase by 3 after this semester. Three students (2 who should have finished in 2014-15 and 1 who should have finished 2016-17) have returned to their degree work. Another one will finish in the spring. Two of the students during this 5-year period were accepted into doctoral programs elsewhere without completing their degrees here.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	24*	95.8%*	30	86.7%	9	100.0%	8	100.0%	8	87.5%	82.2%
Progression	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
150% Graduation Rate	18*	44.4%*	24	75.0%	30	73.3%	9	66.7%	8	62.5%	73.3%
Time to Degree	1.98 (N=14)**		3.31 (N=13)		2.33 (N=6)		2.50 (N=4)		2.00 (N=11)**		2.56

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Objectives were condensed to the main three:

1. Function as a competent behavioral health practitioner under supervision and implement evidence-based practices for a general mental health population. Assessments include: practica and internship supervisor evaluation completed based on their observation of the student's work; an end of semester review using input from all faculty who have contact with the student; clinical reports, exams and papers measuring knowledge of concepts.
2. Behave in a professional manner toward clients, supervisors and colleagues and with respect for professional boundaries. Assessments include: videos of work with clients; faculty review throughout the semester; supervisor ratings of performance.
3. Review scholarly practice literature and effectively integrate it with practice considerations. Assessments include: written papers and/or presentations in each didactic course; production of assessment reports and treatment plans/case notes in practica.

An example of closing the loop for the program: in a faculty review and rating of student psychological reports we noticed that across courses they had difficulty integrating several sources of information into a unified conclusion. We increased instruction on integration of results and provided more exercises and examples. Subsequently we saw improvement in that area. On an individual basis our end of the semester review of each student's progress enables us to spot students in difficulty and intervene early to help them be successful.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

We track our graduates for decades on success in licensure/entering doctoral programs. Of the 19 clinical graduates during the review period, 12 are employed in the field (7 in Kentucky) and all who have taken it have passed the national exam. Six entered doctoral programs in psychology and one a nutrition masters. Two additional persons were accepted to a doctoral program using the M.A. coursework but before thesis completion. Three additional are finishing and plan on clinical work in Kentucky.

Key areas are the south, hospital settings and service to older adults and Hispanics (APA). Our degree provides the core skills for any mental health population with specialization during internship. The Affordable Care Act encourages use of psychologists for lifestyle management. Nationally, 3/4s of psychologists are becoming eligible to retire (APA), increasing the need.

Approximately 45 percent of bachelor-level psychology students go on to complete graduate work and graduates of MA programs typically work in jobs closely related to psychology (APA). The MA program offers our undergraduates a graduate degree and enables them to remain in Kentucky. For our first generation graduate students an MA is preparation for doctoral applications, especially as acceptance rates for doctoral programs are 13 percent.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g.,**



**employer surveys, advisory boards, and national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

In our field employers make their needs known to the licensing board who oversees the discipline. In order for our graduates to be employable in a mental health field, our degree must adhere to state licensing requirements and national health provider laws. Thus legal requirements set our primary standards for performance and the legal standards reflect societal expectations. We review state requirements annually and adjust our curriculum and practice to accommodate any changes.

For example, recently the state has focused on suicide awareness and domestic violence. We have enhanced that training in our practica courses. HIPAA has had a major ongoing impact requiring modification of our clinic procedures for practica students, clinic manuals and handbooks as well as technology adjustments as tools evolve. This year we noted a new standard regarding supervision and are working on updating materials to reflect the new standard. We model legal and ethical practice so that students have the skills employers in behavioral health, as well as clients, need from them.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

\*The changes in numbers from 2014-15 to 2015-16 follows from when the two concentrations moved to the new department. Retention and graduate rate is based on the first declared major and so even when they moved, their data did not. I requested corrected data.

\*\*By state law it must be a two-year program. Less time would not permit licensure. The low number in 2014-15 is due to inclusion of the Experimental concentration which was a 1.5 year program.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					1	12
Number of NTE Faculty					0	4
Cost per SCH					\$259.26	\$128**
SCHP/FTF by Dept.	384**	366**	375**	385**	297	375**
% SCH by FTF by Dept.	79.0**	79.9**	79.5**	77.6**	92.0%	75.8**
Median Class Size by Level	10*	9	8	8	9	8
% Under-Enrolled Sections by Level	44.7%*	61.5%	70.0%	68.8%	56.8%	58.2%

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

Our revenue comes from the Department of Psychology and we also get some income from fees for services our students provide for the Psychology Training Clinic, about \$8,000 per year, which we use for training materials for the Clinic and courses. We have 2 courses that are taught online and presumably get DELO revenue from those. Contributions from corporations and organizations generally take the form of accepting our students for internship placements which involves supervision and insurance liability costs. If the internship is paid they might be contributing thousands of dollars indirectly. Periodically the department has Continuing Education workshops that also support some of the costs of the graduate programs. The MA program also serves the PsyD program by offering foundational courses that are needed by some doctoral candidates with limited psychology backgrounds.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

\*Reminder that this year included two additional concentrations.  
 \*\*These numbers are for the entire department and include undergraduate courses. I requested numbers for just graduate courses but they were not available.

We have initiated plans to move the MA program under the PsyD program as a means of improving efficiency (sharing resources) and student success for both programs.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Our Students:

Preparation for the Global Stage: The MA in Psychology prepares graduate students to be productive citizens with evidence-based skills in psychological assessment and therapy that are transferable to other situations. Students take the course: Individual Differences and Human Diversity.

Completion and Success: Our students successfully pass licensing requirements indicating they are well-prepared. We recently offered peer-mentoring programs and students report they were helpful.

A Diverse Body of Students/ Global Learning: We actively seek variety in our students as Kentucky's population is increasingly diverse and multiculturalism is a necessary skill for clinical practitioners.

Our Hill:

Research & Creative Activities: The MA combined with the PsyD program will strengthen the reputation of the Graduate School by enabling the program to achieve APA accreditation and attract students nationally and internationally.

Our Community

A Regional Lighthouse: Many of our students remain in the region and address shortages of evidence-based behavioral health in our communities.

Continuing Education: We typically have a number of students who have returned to complete a degree in the field.

Quality of Life: According to Stamm (2018), the number of psychologists in an area is correlated with a healthier population.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

Objective 1. Diversity: As mentioned above our admissions are inclusive and our courses incorporate cultural competence as part of our professional values through training in ethics, culturally appropriate assessment and multiculturally sensitive therapy.

Objective 8. Excellence in teaching: As an applied program every clinical course incorporates authentic assessments and learning experiences. Student professional products suitable for portfolios are the outcomes

Objective 9. Improve career readiness and employability: The MA program is designed to produce graduates who are licensable and employable by behavioral health services. Students are required to complete an internship with an employer (under supervision) as part of their degree (9.3). This enables students to be responsive to employer needs (9.5) as well as prepared if they choose to pursue a doctoral degree either at WKU or at elsewhere. Supervisors assess student performance.

Objective 10 Increase...research: Our students complete research projects that typically involve undergraduate assistants. Faculty in the program have research labs to help mentor students and they routinely produce presentations and professional publications.

Objective 11. ...Improve the health and quality of life of Kentucky: The MA in psychology is an evidence-based behavioral health program that meets the desperate need for mental health professionals in the region, particularly rural areas.

Combined these objectives support the overall Vision of a "higher quality of life" not only by the students own graduation but also as they become force multipliers improving adjustment and health for other Kentucky citizens.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

Psychologists bring the strongest emphasis on evidence-based practice and assessment skills of the several fields in behavioral health. Data from APA indicate that southcentral/west Kentucky has statistically fewer psychologists than either coast, the Western states, upper Midwest, Florida or Texas. We have fewer psychologists than northwest Kentucky as well (Stamm, 2018). Kentucky is “Worse Than Average” in dealing with suicide prevention and substance abuse (CDC, 2017) and it is easy to see why in a study of Kentucky mental health worker availability. As of 2013 (Kentucky Health Care Workforce Capacity Report) over 80% of Kentucky counties had a workforce supply gap for mental health providers. Most of the need is in rural counties (1,154 more workers). Logan County alone, for example, needed 37 to 39 more mental health professionals. Five counties surrounding Owensboro needed 150 more mental health professionals. The need for psychologists is likely to only get greater as APA (2018) predicts that up to 3/4s of currently practicing psychologists will retire over the next 15 years.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Our program offers the only WKU degree that prepares psychology graduate students specifically for licensure in Kentucky. Our program is the most flexible as it enables a graduate to either work in the field, attend a doctoral program or both. Our graduates leave with strong skills in science, in integrating science with practice, and in psychological assessment and therapy and the capacity to adapt to the needs of the employer and their particular service population. For at least the past decade, all of our graduates who attempt it have passed the national licensing exam at the MA level. The same employers hire our graduates as they are available. A number of our graduates have gone on to leadership roles in their organizations.

We provide a service to the university through assessments and therapy in our Psychology Training Clinic, supplementing the understaffed Counseling Services Center.

**e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)**

Once we merge with the PsyD, we will offer several tracks to interested students. Many will choose to earn their full doctoral degree here at WKU. Some will finish at the MA level and begin work. And others will earn their MA, find work and continue their doctoral program, applying their training to their work and, conversely, their work to their training, a truly rich learning experience.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

The most immediate opportunity is the blending of the MA with the PsyD. That will make APA accreditation easier, which in turn, will make the program more attractive to students nationally and internationally. Allowing students to earn a MA along the way to the doctoral degree will enable them to work while completing the doctorate and provide the synergy that comes from bringing classroom learning into the field and field experiences into the classroom.

When the program is accredited, it will appear in the APA Guide to programs, which will be a tremendous boost to marketing. Bachelor students seek entry to APA accredited programs and so the program will be attractive to the recent graduates from WKU but also those from other Bachelor programs in the region.

We already take advantage of several interdisciplinary connections, from shared research methods/statistics courses to shared faculty across the Psychology Graduate programs. Some of the MA students wish to apply for a higher level of licensure, which requires additional courses. We allow those students to complete course sequences from Mental Health Counseling or Marriage and Family departments.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

An MA in clinical psychology is an appealing graduate program for several of the most popular bachelor's degrees (health professions, social sciences/history and psychology). Health fields are also among the most popular master's degrees (NCES) and an MA in a behavioral health field is also attractive.

The trend is clearly upward for the field. Master's degrees in psychology have increased from 21,890 (2008) to 28,226 (2016; APA) as conferred bachelor's degrees in psychology have increased from 98,075 to 125,123 during the same period.

As stated previously, massive retirements are expected to begin affecting the number of psychologists in the field, which should increase demand for replacements. The impact of the Affordable Care Act and additional federal funds to address the opioid crisis seem likely to also increase demand.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Due to several outside forces (e.g., loss of positions) we have decided to move the MA program under the PsyD. This plan is currently in the curricular process for implementation next year. We expect the merger will smooth the way for APA accreditation as the more typical doctoral program includes a master's degree as part of the process.

We also expect the merger will enhance the appeal of both programs to the many Bachelor level students seeking to complete a doctoral program. In anticipation of this change and to enhance student success we are in the process of adding a nonthesis option to the MA, which is suitable for those wanting to practice. (They will take an additional course from a related field and complete an applied-practice paper instead). Four prior students are in the progress of completing degrees who otherwise would not have been able to finish. We instituted the nonthesis also as a way of coping with the loss of faculty to manage thesis projects. Once the merger is final the new students will have the option of a thesis or nonthesis track congruent with their career goals and departmental resources.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In five years, the program will be part of the APA approved doctoral program with a significant increase in quality applicants. We will be able to hire additional faculty to cover increased enrollment. The accreditation standards for MA programs should be finished and we will submit for accreditation of our MA program, further enhancing our reputation.

In 10 years, our doctoral graduates will be in practice in communities around the region. They will hire our MA level students in positions enabling them to continue doctoral studies. The MA students will receive high quality supervision. (Training in supervision is part of the doctoral program) and access to a larger pool of supervisors, currently limited. Doctoral practitioners will be in leadership positions in their organizations, creating more possibilities for practica and internships for our students.

Achieving these goals will require a supportive administration for the accreditation processes and the continuation of self-supporting funding. We would benefit from more clinical psychology faculty, replacing the person on transitional retirement and one to two more in order to recover from the recession losses.

Impediments: The amount of work to do to manage the various accreditation process given the number of faculty available.

**e. What recommendation would you put forward for the program (check one)?**

<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	PRST – School of Professional Studies
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Organizational Leadership, MA
<b>Reference Number:</b>	1723
<b>CIP Code:</b>	520213
<b>Degree Type (AB, BS, etc.):</b>	CERTIFICATE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	12
<b>List Concentrations (if any):</b>	N/A

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Organizational Leadership (OL) Certificate program is 12 credits, all available online with few face-to-face courses. The program consists of two required courses (LEAD 500 and 600) and two electives. The electives are from three broad areas that include ethics and social responsibility, human relations, and critical thinking and empirical analysis. Most of our students are in master's programs and use two courses from their master's program to fulfill our electives requirements. OL uses the University's admission criteria with no additional requirements. We generally have approximately 15 students in the certificate program at any given time. The resources and advising for this certificate are minimal and do not require significant effort from the faculty to maintain the program. The majority of our students are from the MPA and MBA programs. This certificate fits well with most other master's programs due to the flexibility of our elective requirements.

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	39	37	25	28	13	4
Conferrals	9	7	23	15	19	5
SCHP	125	156	165	129	100	125
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Our curriculum consists of two core courses and two electives. As stated in 1.A. this certificate program works well with other master's program as they usually co-use two courses from their master's program as electives in our certificate. Our online delivery provides access for non-traditional students working full time, military students, and our constituents within our region who cannot or prefer not to attend courses on campus.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>The OL certificate program has the flexibility to partner with many other programs as previously stated. There exists a market for just the certificate (rather than an add-on to a master's program) and we did have one cohort in 2016 that had approximately 15 students from Owensboro Health. With limited faculty (two full-time) and a robust master's OL program (over 300 students) our faculty have not had the available effort to market this certificate.</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student learning outcomes include:</p> <ol style="list-style-type: none"> <li>1. Analyze and apply leadership theories, models, approaches, and constructs that create an effective leadership process.</li> <li>2. Compare and contrast behaviors of effective leaders.</li> <li>3. Synthesize and apply leadership literature and determine a methodology to develop a construct of personal or professional leadership.</li> <li>4. Implement a strategy to advance professionally by utilizing applied leadership knowledge experiential learning.</li> </ol> <p>A pre-post test program assessment that focused on program learning outcomes was implemented in 2014. The assessment data indicated an overall average improvement of 46 percent between the pre and post-tests. Assessment data since 2014 was used to create needed curriculum and program revisions. An evaluation of the pre-post assessment data did create the need for the new courses. The data was also used to revise the program in 2017 to its present form of five core and five elective courses. This revision allowed greater flexibility for student electives while maintaining integrity of core classes. Going forward with a more consistent, stable program that should have minimal changes in the foreseeable future, program assessment data will provide greater insight to course refinements and program adjustments. In 2017, the faculty conducted an evaluation of course and program learning outcomes to determine gaps and redundancy in the OL curriculum. The result of this assessment identified the need for new curriculum and two new course, LEAD 595, Contemporary Issues, and LEAD 580, Leading Organizations. LEAD 595 has been developed and plans are to offer LEAD 580 in the near future if full-time faculty are available.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>OL graduates are best prepared for entry or mid-level management positions in most industries. The focus on leadership competencies and skill is desirable with most professions and employers are attracted to the ability of our graduates to work within and lead teams. OL as an academic discipline is relatively new and many employers are not familiar with the degree until graduates explain the focus of the program and learning outcomes. With limited full-time faculty gathering and incorporating feedback on the success of graduates has been limited. We produce a newsletter and solicit professional feedback and have received limited data. OL has conducted an alumni survey but had limited (6) responses. Of the six responses, alumni commented on the applied skills that have proven valuable in leadership roles. Of specific mention were conflict resolution skills, use of emotional and social intelligence, and use of situational and transformational leadership. Future newsletters and separate alumni surveys should provide more data for greater insights to constituent satisfaction.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											

The vast majority of OL students work full time and it is difficult to gauge benefits from our program by employers. Most students in our program join as they need the skills and competencies for increased leadership responsibilities and promotions in their present professions. Organizational Leadership does not have an advisory council but plans to implement an advisory council in the upcoming review cycle to gain insight to employer satisfaction and feedback on program outcomes.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Most of our students are working professionals looking to advance their careers. OL supports these adult learners who seek flexible, affordable, and practical programs that will allow them to pursue both professional and educational goals simultaneously. OL provides a pathway for these constituents to gain the knowledge and earn the credentials they need to improve their lives.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					2	12
Number of NTE Faculty					0	4
Cost per SCH					\$35	\$128
SCHP/FTF by Dept.	279	366	392	411	464	375
% SCH by FTF by Dept.	45.9	41.7	38	33.3	32.6	75.8
Median Class Size by Level	14	14	14	21	25	8
% Under-Enrolled Sections by Level	46.2	45	25	25.5	15.9	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The OL program does generate DELO distributions from the high percentage and number of online courses offered each semester. The average size of each class is also high generating additional DELO distributions. Through the undergraduate Master Educator Course offered at Fort Knox a high portion of the class (approximately 10 students) will matriculate through the OL JUMP program into graduate studies; being military and online students they generate DELO distributions.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>The OL Program is very efficient and accounts for the majority of student credit hours generated by the School of Professional Studies. Although the growing student population is military and they receive a discounted tuition rate, the required use of quality part-time faculty compensates for the reduced tuition. The potential for increased growth through the military affords even greater efficiencies and productivity from the OL program.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Our Students: affordable and accessible, a diverse body of students. OL supports adult learners who seek flexible, affordable, and practical programs that will allow them to pursue both professional and educational goals simultaneously. All our courses are available online, in biterms, and in hybrid modality. Military students receive the tuition assistance rate (\$250 per credit) for tuition as prescribed by the federal government, making WKU one of the most affordable graduate programs nationally. Continuing Education: OL is an interdisciplinary academic discipline, accommodating any professional pathway, and fosters life-long learning. OL targets professional adult learners. The drastic increase in enrollments and graduates is due to program revisions, providing desired delivery modality, creating needed curriculum, and reducing entrance barriers. Based on student exit surveys, program revisions eliminated the GRE and adopted the university entrance standards. Four new classes were developed to fill curriculum voids. Delivery modality was changed to accommodate student demand.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The OL program supports the state's goal of 58 percent of non-traditional students earning a postsecondary certificate or higher by 2025; most of the students in the OL program are non-traditional students supporting this goal. Goal 4 of HB 1 requires comprehensive universities to assure "statewide access to baccalaureate and master's degrees at a quality at or above the national average". The OL programs are accessible and available state wide. With uncertain funding for higher education in Kentucky, OL is an efficient program (only two full-time faculty) with high enrollments and graduates, yet maintains quality by leveraging quality, part-time faculty. This model enhances WKU's outcome-based funding recently adopted by the state.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The OL program is very flexible affording students the opportunity to enter a wide variety of entry or mid-level management positions. The ability to focus electives in the program for a specific industry allows students to gain the leadership knowledge desired by employees while also gaining specific knowledge and expertise in a specific profession if desired. Students also have the option to increase their leadership knowledge and expertise through OL electives providing for a broader, more generalized graduate education that can accommodate a wider variety of professional opportunities.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Working with our Regional Campuses and U.S. Army entities at Fort Knox, OL uses applicable American Council of Education (ACE) recommended credits from service member's Joint Service Transcripts as electives in our programs, reducing time to completion and cost. We also leverage graduate credit from other professional development schools that ACE has certified to support both WKU and military initiatives while ensuring military students receive a quality educational experience preparing them for continued professional growth while in the service and when they separate from the service. The OL program is ideally structured for cohorts and has completed one cohort to date where students earned a certificate in OL with many matriculating into the OL master's program.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

The initiatives for future growth with the military are significant. Each year over 1300 Mid-level officers attend a regionally accredited college that provides graduate credit that can be used as electives in our program. With our active-duty tuition rate of \$250, we are able to offer our program at significant cost savings to service members. We also have an option that will afford service members the opportunity to continue and earn WKU's Educational Leadership Doctorate, an option not offered by other competitors. There are also opportunities to leverage our undergraduate program to increase JUMP student participation. The lack of full-time faculty, especially under the new advising scheme for the University, requires full-time faculty to spend the majority of their effort advising and ensuring student success. This required effort also limits the ability of full-time faculty to adequately market the program and recruit students. With more full-time faculty, the OL program can realize its full potential, especially with opportunities afforded by the military, and provide increased enrollment and revenue to the University.

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

OL and related academic programs are relatively new across the nation and globally (this link does not contain reference to OL or leadership programs). As OL becomes more known and recognized the popularity of these programs will continue to increase. The OL program at WKU is positioned to compete with these programs due to its available online format, cost (especially for active duty military) and flexibility. Utilizing WKU's admission criteria and not requiring the GRE or other standardized test is also attractive to prospective students and is in keeping with national trends to reduce entrance barriers, especially for non-traditional students.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

The growth in our program has been mainly from removing barriers to entry (deleting recommendation letters, GRE) and providing a flexible, practical, and applied curriculum. We also focus on customer service creating a reputation of catering to student needs while maintaining academic standards. We offer rolling admissions and admit students within two days of their application being forwarded to our program from the Graduate School. We offer our foundations course, LEAD 500, during all terms including biterms to provide multiple entry points to our program. All our courses are offered every term except the winter term and we always accommodate student enrollment. These factors have contributed to our rapid growth in both enrollment and graduates. The majority of our students are usually on-campus students from other graduate programs. Due to the nature of our program, we employ graduates of WKU's Ed.D program and other professionals in WKU's geographic region that have terminal degrees and meet OL credentialing standards as instructors for our courses. These professionals bring years of experiences into the curriculum that our students appreciate and provide a means of comparison to theoretical and research-based outcomes provided by the curriculum.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

This program will continue to have approximately 25 students enrolled per year and may increase if the enrollments in other graduate programs increases. The main emphasis for the future is the master's program with the certificate program serving as an enhancement to other graduate programs. The resources needed to achieve these goals are the same as the master's program needs - more full-time faculty along with resources for an effective marketing and recruiting campaign.

**e. What recommendation would you put forward for the program (check one)?**

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)



Department/School:	Psychology
College:	CEBS

Program Name:	Psychology
Reference Number:	760
CIP Code:	420101
Degree Type (AB, BS, etc.):	AB
STEM+H Degree (Y/N)	N
Minimum Hours Required:	34
List Concentrations (if any):	Forensic AND Sport

## 1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Psychology is one of the most popular bachelor's degrees in the U.S.. The overall number of conferred degrees has increased from 97,215 in 2009-10 to 117,440 in 2015-16. There is an increasing interest in Psychology.

The BA in psychology at WKU consists of three options. 1) Students can major in psychology (34 hours) and must also declare a minor or second major. 2) Students can major in psychology with a Forensic concentration (40 hours) and must also declare a minor or second major. 3) Students can major in psychology with a Sport concentration (53 hours), no minor or second major is required.

The majority of our courses are taught face to face.

We have a core of 16 hours, which includes intro, research methods, a research methods lab, statistics, history of psychology, and a math statistics course.

We also have required content areas where students must take at least one course. The content areas are a) applied development and behavior, b) foundations of behavior, c) group behavior, and d) behavior change.

The major is restricted to students with a minimum ACT of 20 (or equivalent SAT) or minimum cumulative GPA of 2.5 or higher after 30 plus hours.

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	387	415	407	418	392	89
Conferrals	62	63	82	100	100	22
SCHP	3,647	2,088	2,744	2,651	2,591	991
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Students from our undergraduate program go on to enroll in graduate programs in Psychology as well as other departments here at WKU such as Counseling, Social Work, and Recreation Administration.</p> <p>One of our courses, PSY310 Educational Psychology, is strictly a service course and does not count toward the psychology major. We typically offer between 12-14 sections of this course per year contingent upon STE needs and instructor availability (10-12 in fall/spr). Some of these courses are staffed by adjuncts. One of our faculty members also teaches SMED 310 Knowing and Learning which does not count toward the psychology major either. She typically teaches four sections of this course per year.</p> <p>Three of our undergraduate courses are Colonnade courses (PSY100, PSY220, &amp; PSY350).</p> <p>Seventeen of our courses are either required courses or restricted elective courses for other majors (see appendix A).</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>We typically carry approximately 400 majors per year. Recently, we are graduating approximately 100 students per year. We make every effort to maintain student-friendly class sizes, e.g., between 30-40 students. We offer students the opportunity to engage in research with faculty via our PSY290/490 independent study courses. We also are able to offer students the chance to be in the field with our PSY390 Field Experience in Psychology course.</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	107	63.6%	83	65.1%	103	73.8%	56	67.9%	72	59.7%	69.4
Progression	N/A	N/A	300	57.3%	328	61.0%	346	68.8%	347	62.2%	61.3
150% Graduation Rate	28	57.1%	26	42.3%	21	47.6%	21	52.4%	107	46.7%	54.1
Time to Degree	4.10 (N=62)		4.17 (N=60)		4.32 (N=82)		4.17 (N=97)		4.18 (N=97)		4.39

**b. List program student learning outcomes (SLO) and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Our current SLOs are:

1. Students will be knowledgeable in the following core areas of the major: research methods, statistics, and history and systems.
2. Students will demonstrate their potential to apply knowledge and training to address relevant concerns in community or society through participation in a community agency field placement or faculty-directed research project.
3. Students will be successful in gaining admission to a graduate degree program or in obtaining employment related to their undergraduate degree.

#1 was previously evaluated via a national psychology exam for students in our capstone course. More recently we have used common assessment questions within our PSY210 and PSY313 courses to evaluate #1. #2 was evaluated via the number of students completing PSY290/490 Independent Study and PSY390 Field Experience in Psychology. #3 was evaluated via email inquiries to graduates.

Our undergraduate program committee is currently in the process of revisiting our SLOs with regard to their alignment with the American Psychological Association's guidelines for the undergraduate psychology major. We are examining the SLOs, how they align with WKU's new strategic mission, and how we can assess them with fidelity.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

We have attempted to follow up with graduates about their employment or graduate school enrollment. Our return rates were dismally low (~10 percent). We are the process of developing better methods for gathering that data.

Employee statistics show that 2,111 general psychology majors were employed 3 years post-graduation in Kentucky.

Part of the undergraduate program committee's charge will be to add this additional evaluation element into our assessment plan moving forward.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

We currently do not do that. Our undergraduate program committee is in the process of creating a new evaluation plan for our BA program and graduates.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Many of our students obtain FUSE grants to conduct research with faculty members. In the last five years, we have had 11 students receive FUSE grants.

We typically supervise approximately 40-50 independent studies per year (i.e., PSY290/490) and between 20-30 students participate in the field placement course (i.e., PSY390) per year.

A recent survey of our faculty revealed that approximately 20% of our BA graduates go on to some sort of graduate school program in areas such as psychology, counseling, social work, special education, physical therapy, occupational therapy, and law.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					4.5	12
Number of NTE Faculty					1	4
Cost per SCH					126.30	128
SCHP/FTF by Dept.					471.09	375
% SCH by FTF by Dept.					90	75.8
Median Class Size by Level					25	19
% Under-Enrolled Sections by Level					18.2%	36.3%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>Our department generates DELO revenue via web classes, winter and summer classes, as well as on-demand classes.</p> <p>Our faculty members have been recipients of eight Quick Turn Around Grants over the past five years. Most of this funding has been used to fund research that students were assisting with.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>In 17-18 we had two faculty on sabbatical, which means that we were short 6 classes last year that would normally have been taught for the BA program. That would have improved some of our numbers such as cost per SCH.</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Our Student goal 2, strategy 3: The BA program oversees numerous PSY100 dual credit courses each semester. The instructors of these courses promote WKU.

Our Student goal 3, strategy 8: The BA program includes faculty mentors for freshmen/sophomores and full time faculty advisors for juniors and seniors.

Our Hill goal 3, strategy 10: Many of the BA program faculty are involved as participants and presenters for CITL. Our BA faculty also participate in continuing education as well contribute to continuing education for best practices for teaching of psychology via American Psychological Association's division of teaching of psychology.

Goal 4: Our BA program has lower (PSY290) and upper (PSY490) level independent study in psychology courses. In a typical semester, more than two dozen students are engaged in these endeavors which focus on research experiences mentored/supervised by BA program faculty.

Our Community goal 1, strategy 1: Our BA program offers a field placement course (PSY390) wherein students are placed within a psychology related community agency to shadow and work with professionals.

Our Community goal 1, strategy 4: Most of our core classes and many of our category courses focus on development of students' critical thinking and problem solving skills.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

Strategy 1.1: Our majors are required to take a group behavior course where they are taught elements of cultural competence.

Strategy 2.5: PSY100 dual credit courses are overseen as part of our BA program.

Strategy 6.1: The BA program includes faculty mentors for freshmen/sophomores and full time faculty advisors for juniors and seniors.

Strategy 6.4 & 9.1: Our BA program partnered with career services last year to promote their services for our majors. We regularly meet with AARC/ACDC and admissions to update them about our curriculum and major.

Strategy 8.2: Our BA faculty also participate in continuing education as well contribute to continuing education for best practices for teaching of psychology via American Psychological Association's division of teaching of psychology.

Strategy 9.3: Our students can take a field placement course (PSY390) where they are placed in career-relevant setting for applied experiences.

Strategy 9.5: Our Undergraduate Program Committee is actively discussing ways of identifying current and emerging workforce demands related to Psychology.

Strategy 10.4: Our BA program has lower (PSY290) and upper (PSY490) level independent study in psychology courses. Many of these experiences lead to both conference presentations and journal publications.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

Graduates of our BA program would move on to jobs in:

- Community and social services (5 year projected demand of 286 for our local workforce area)
- Life, physical, and social scientists (5 year projected demand of 79 for our local workforce area)

- Personal care and service (5 year projected demand of 539 for our local workforce area)
- Sales (5 year projected demand of 2084 for our local workforce area)
- Office and Administrative services (5 year projected demand of 2361 for our local workforce area)

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Our sport psychology concentration is unique to WKU. No other universities in the state of Kentucky have this concentration, to our knowledge. This is a nice recruitment tool for students, especially student-athletes.

Our forensic concentration is also unique to this region. ECU does have an on-line forensic concentration, but we are the only university in Kentucky with a face-to-face program.

Our department runs both a Psychology Club and Psi Chi chapter for our students. In addition, we have a separate Psychology Club at our regional campus in E-town. These clubs help our students to learn more about research opportunities, field placement opportunities, career options, graduate school admissions, and other psychology related topics.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>Our forensic psychology concentration has been growing rapidly. There are many opportunities for jobs in law enforcement, the judicial system, attending law school, or working in prisons.</p> <p>The sport psychology concentration is also growing. The APA monitor recently recognized sport psychology as one of the larger growth areas in psychology (see 6b for more). Many of the jobs related to the sport psychology concentration require completion of either a master’s or doctoral degree.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>The APA Annual Trends Report 2018 recognized sport psychology as a growth area. What most people don’t realize is that sport psychologists work with more than athletes. They work with athletes, surgeons, law enforcement, emergency response personnel, performing artists, and the military. As a matter of fact, the military is the largest employer of sport psychology professionals.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>We recently moved all of the sport psychology concentrations to one advisor. This was done to ensure that each advisee receives more expert advising from the faculty member who created the concentration and who teaches the sport psychology course. We would plan to do the same once we hire a new forensic psychology professor.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>Our two concentrations will continue to grow. Our forensic concentration has the potential to really take off, especially if we can secure more staffing to accommodate student demand for classes and research supervision in that area. This concentration received the most frequent inquiries at recruitment events.</p> <p>Our Undergraduate Program Committee is currently exploring options for more service learning opportunities for our students. This will hopefully connect our students to community agencies earlier increasing their opportunities for employment upon graduation. In order to do this we may need to lower caps classes requiring service learning thus increasing our need for additional faculty lines.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>





**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	EALR
<b>College:</b>	CEBS

<b>Program Name:</b>	School Administration, EDS
<b>Reference Number:</b>	098
<b>CIP Code:</b>	130499
<b>Degree Type (AB, BS, etc.):</b>	EDS (Education Specialist)
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	36
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The EDS (Education Specialist degree) has always been a small degree program that builds on existing education administration coursework. Students complete 30 credit hours of advisor-approved electives in school administration and then a six-credit hour action research project. Students typically use their 30 hours of electives toward certification in an administrative field like principal, director of pupil personnel, or supervisor of instruction (sometimes a combination). Only a select number of school districts pay a salary bonus for employees who earn an EdS degree, although the degree is more common in other states. This, along with the rigors of a self-directed action research project, typically limits the number of interested students, and some students begin the specialist project only to decide it's not the right fit for them. As a result our enrollments in the EdS degree have been consistently low over the years, and at this time we are recommending a temporary suspension of the program.



**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	2	3	5	4	2	19
Conferrals	0	0	0	1	1	6
SCHP	12	45	57	45	30	352
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>As noted above, other than the 6-credit hour specialist project, the coursework for this degree typically comes from classes completed in pursuit of other department-based certificate programs such as principal, DPP, and supervisor of instruction.</p>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>As noted above, the independent nature of the specialist project has deterred completion of the degree for some students and the overall level of interest in the degree is low. Therefore our department supports suspended this degree program. At some point in the future, especially following the current principal program redesign currently underway, we may revisit the structure or the EdS degree and try to support it again with higher, sustainable enrollments.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree							10.00 (N=1)		8.33 (N=1)		5.76 (N=11)
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>The EdS program has traditionally not had learning outcomes separate from the other education administration programs that constitute its body of required courses (all advisor-approved electives). There are few, if any, clear learning outcomes established for the specialist action research project, and this contributes to confusion and frustration on the part of both students and faculty, and aggravates student completion of the program.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>The EdS program does not systematically gather and incorporate feedback on the success of graduates. Program graduates are typically seeking employment as school administrators, or seeking a salary increase for the completion of their degree. The Wallace Foundation grant currently aiding the department in the revision of the principal program includes the establishment of a Leader Tracking System (LTS) which will make it easier to document long-term graduate outcomes in the future, and may inform future plans for the EdS degree.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>The program does not systematically gather and incorporate feedback regarding the needs or satisfaction of employers, although the department's work around revision of the principal program may assist in this area in the future.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					10	12
Number of NTE Faculty					1	4
Cost per SCH					\$435	\$128
SCHP/FTF by Dept.	96	101	125	133	104	375
% SCH by FTF by Dept.	56.2%	49.8%	70.3%	74.1%	74.3%	75.8%
Median Class Size by Level	14	12	13	9	11	8
% Under-Enrolled Sections by Level	37.0%	32.1%	25.0%	52.0%	46.2%	58.2%

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

Over the last five years a number of external grants essential to the mission of the department have provided buy-out time for faculty and support streams for the education administration program. These include the federal Race-to-the-Top grant, Leading to Learn (L2L) partnership with GRREC, the National Institute for School Leadership (NISL) initiative, and the Wallace Foundation UPPI initiative. Currently only the Wallace grant provides buy-out time. Additionally, for a number of years a state grant called the Administrative Leadership Institute (ALI) program provided scholarship assistance to qualified minority candidate. By state mandate that program is currently being phased out.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

The numbers above do not accurately reflect the costs, revenues, or efficiency of the EdS program. Only three full-time education administration faculty members and one visiting faculty member work with this program and their salaries are all on the lower half of the range for this unit.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The education administration program, especially as it will be configured under the new Wallace Foundation-guided revision, addresses several dimensions of the WKU strategic plan. We believe our rigorous principal preparation program will help advance Goal 2, "enrolling a diverse body of regional graduate students," especially under Strategy 4 of establishing strong conduits for attracting high-quality applicants. We also hope that the new focus on equity in our program will help advance Goal 3, related to diversity, equity, and inclusion. Finally, we believe our program excels in advancing Goal 5, or preparing students for career and life.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

Likewise, the education administration program supports key strategies and goals of the statewide strategic postsecondary agenda. Our equity focus will help advance Objective 1, associated with diversity and inclusiveness. But especially in training a high-quality pipeline of effective, equity-driven school principals, we will support the state's goal of strengthening Kentucky's P-12 education system to increase the number of students ready for postsecondary education itself (Objective 2). We also believe our competency-based model under the new principal program, with heavy emphasis on clinical training, aligns with Objective 8 (promoting academic excellence through improvements in teaching and learning). Our continuous improvement efforts reflect Objective 9 (improving career readiness of graduates), and our program's success relies heavily on Objective 11 (regional partnerships, outreach, and public services), especially with K-12 schools, districts, and support agencies.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

Kentucky does not track workforce demand specifically for education administrators. However, the Kentucky Center for Education and Workforce statistics currently estimates 7,399 education-related job openings statewide, including almost 1,600 in the direct WKU service region. Most of those regional openings are identified as "high skill" positions. We believe our program meets a critical need in supplying educational leaders for the region and state. The new Leader Tracking System will help us thoroughly document job openings in our field, graduate placement, and their professional success.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

WKU's education administration program has a long-standing reputation for producing effective school leaders. We survey our students in the principal certification program (a key route to the EdS degree) every semester and among the program features they find most valuable are the cohort model (with cohorts offered in Bowling Green and Owensboro), hybrid delivery design (blending online and face-to-face components), district-based mentoring supports, co-teaching model with practicing school leaders, and standards-based system of assessment used in many classes. We believe this particular combination of program components is unique in Kentucky, will be further enhanced with a vastly expanded clinical experience dimension starting in 2019, and will ensure stable, long-term program enrollments. However, it is unclear at this time whether the EdS remains a needed and viable career pathway for our students.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>It is unclear what role, if any, the EdS degree might play in the future of the department. Despite promising developments for the principal certification program, it is not clear how much value students will find in the EdS degree option due to the lack of market demand in Kentucky for this particular degree. For this reason, and because of low enrollments and completion rates, we recommend a suspension of the program.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>We are unaware of national trend data for graduates with Education Specialist degrees.</p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>The principal preparation program, which is a key platform for the EdS degree, has been through a curricular transformation in a collaborative process driven largely by research, best practice, and feedback from key stakeholders, developed a whole new sequence of program courses, repackaged the Rank I program, bolstered the clinical dimension, and laid the groundwork for a comprehensive data system that will document program needs and successes for the future. While we believe these changes will support strong enrollments in the principal program in the future, it is unclear how these developments will effect interest in the EdS.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>Depending on developments in other education administration programs, it is possible that within 5-10 years we may recommended bringing back the EdS degree, but differently configured and with more specific program goals and desired outcomes.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input checked="" type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Psychology
<b>College:</b>	CEBS

<b>Program Name:</b>	School Psychology
<b>Reference Number:</b>	147
<b>CIP Code:</b>	422805
<b>Degree Type (AB, BS, etc.):</b>	Specialist in Education (Ed.S.)
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	65 (graduate hours)
<b>List Concentrations (if any):</b>	NA

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

Our nationally accredited graduate-level program includes coursework and practical experiences related to children’s mental health, learning, and behavior. It is a 3-year program, with the first two years comprised of coursework and practicum and the third year a full-time internship in public schools (minimum of 1200 hours). All courses are offered only on WKU’s main campus and are in-person classes. Practicum experiences during the first two years occur in both the Psychology Training Clinic (First floor – GRH) and in the public schools.

Admission into the program is competitive and selective. To be considered for acceptance, applicants must have at least a 3.0 undergraduate GPA, at least 12 hours of psychology, GRE Verbal and Quantitative scores of at least 142, GRE Writing score at least 3.5, and strong letters of support. Interviews are strongly encouraged.

As of the 2018-19 school year, all courses are taken within the psychology department, although there is one option for either PSY 617 (Reading and Understanding Statistics in Psychology) or EDFN 501 (Educational Statistics). Prior to the current school year, students were required to take one course outside of the department, either PSYS 521 (Advanced Child Development) or FACS 577 (Child Development Theory and Research).

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	22	23	22	25	24	19
Conferrals	3	6	8	10	3	6
SCHP	379	396	380	437	462	212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Service to the community is accomplished through our graduate students conducting assessments in the psychology training clinic in Gary Ransdell Hall and through practica experiences in public schools.</p> <p>Early Childhood Education graduate students take the 3-credit hour PSY 645 (Consultation in Educational and Mental Health Settings) once a year.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>Although all students complete their coursework and internship requirements by May of 3<sup>rd</sup> year, they also have to complete a specialist project (thesis for students within a specialist program). If a student finishes the project after May, they have an August graduation date and are counted in the following year conferral number. Thus, there are fluctuations in the number of conferrals depending on whether a student has a May or August degree conferral. For 2017-18, there are 4 August graduates that will count with next year's cohort of 9 expected graduates, resulting in as many as 13 conferrals for 2018-19.</p>						



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	6	100%	7	100%	7	100%	6	100%	10	100%	82.2%
Progression	-	-	-	-	-	-	-	-	-	-	NA
150% Graduation Rate	5	40.0%	6	100%	7	85.7%	7	85.7%	6	100%	73.3%
Time to Degree	4.17 (n=2)		3.39 (n=6)		3.21 (n=8)		2.90 (n=10)		3.34 (n=2)		2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Program learning outcomes include the ten national standards required by our national professional association (NASP). These standards include data-based decision making, consultation and collaboration, intervention and instructional support to develop academic skills, interventions in mental health services to develop social and life skills, school-wide practices to promote learning, preventive and responsive services, family-school collaboration services, diversity in development and learning, research and program evaluation, and legal, ethical, and professional practice. The program uses key assessments across multiple courses to assess each of these learning outcomes. Professional dispositions are also assessed each semester by associated faculty as well as site supervisors.</p> <p>The program regularly assess progress toward degree completion. It was identified that completion of the specialist project project prevented students from graduating in an expected fashion. As a result, a 2-credit hour section of the specialist project course (PSY 699) was added earlier in the program sequence (i.e., spring of first year).</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>For the past 15 years, our students have had a 100% pass rate on their first attempt on taking the national PRAXIS school psychology specialty exam, which is required to be credentialed as a professional school psychologist (i.e., Nationally Certified School Psychologist, Kentucky Department of Education).</p> <p>100% of our graduates have obtained employment as school psychologists within two months of graduating. Most students are hired before they graduate.</p> <p>According to the Occupational Outlook Handbook, "Employment of clinical, counseling, and school psychologists is projected to grow 14 percent from 2016 to 2026, faster than average for all occupations." The National Association of School Psychologist's website states, "Demand for school psychologists is exceptionally strong and on the rise." Typically, there have been shortages of school psychologists in Kentucky and even more so nationally.</p> <p>According to the US News and World Report, school psychologist is consistently ranked within the top two. In 2015 and 2017, school psychologist was ranked as the best social service job and is currently ranked the 44<sup>th</sup> of 100 best jobs overall.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>During the internship year, supervisors of the interns complete evaluation forms on each of the students. The evaluation forms consist of items covering all of our national training standards. As such, we receive feedback on our students' skills in numerous areas.</p> <p>Based on supervisor feedback, we have initiated course sequence changes to have students begin field experiences earlier in the program (1<sup>st</sup> year spring vs. 2<sup>nd</sup> year fall) to scaffold initial understanding of schools and educational settings to increase their readiness and foundational skills for their year-long practicum occurring in the second year of the program.</p>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p>School psychologists are in high demand both in Kentucky and nationally. Our graduates have a 100% job placement as school</p>											

psychologists.

Multiple graduates of our program have gone on to leadership positions in the Kentucky Association for Psychology in the Schools (KAPS). For example, the most recent past president of the organization is a WKU graduate. In addition, the Jennie Ewald Outstanding Graduate Student award given annually by KAPS has been awarded to a WKU student 44% of the years awarded, despite WKU being just one of four (25%) school psychology programs in the state.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					0	4
Cost per SCH					\$154	\$128
SCHP/FTF by Dept.					\$409	\$375
% SCH by FTF by Dept.					100%	75%
Median Class Size by Level					10	8
% Under-Enrolled Sections by Level					41.79%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
One faculty member received a national science foundation sub-award for a math skills intervention (NSF Grant #1719262; \$59,717 over 3 years). The program generates DELO revenue through one winter class and two summer classes required in the program. External revenue is generated through fees charged in the psychology training clinic from student- and faculty-completed evaluations of community members.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
Junior faculty in the program have secured funding from the 2018 Junior Faculty Professional Development Scholarship (\$500 each) at Trainers of School Psychology Annual Conference and the 2017 Early Career Travel Grant (\$500) from the American Psychological Association. Both junior faculty also received the 2019 School Psychology Research Collaboration Conference Early Career Scholar program (\$800 each).						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

Our Students/Community; Increased partnerships with employers, increased field experiences: The program has relationships with schools across our state for graduate student field experiences (practica and internship). Graduates are regularly employed by these community partners after graduation. Data collected by the program demonstrates that students have a direct, positive impact on student learning and development. In addition to field placements, faculty and students regularly collaborate with local schools and agencies to support programming, provide trainings, evaluate students, conduct research, and more.

Our Hill; Emphasis on applied research: All students in the program complete an independent specialist research project with support of a faculty mentor. Students regularly present findings at WKU and national conferences. A large portion of research is conducted in collaboration with local schools and organizations. This "strengthens the external reputation" of the graduate school. Students collaborate on and support faculty research through graduate/research assistantships and volunteer involvement on a research team.

Our Community; Meeting needs of region: There is a documented shortage of school psychologists within our region, and nationally. The program directly meets the needs of students and schools by training qualified school psychologists who are immediately prepared and credentialed to enter the workforce upon completion of degree.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

Objective 1: The SP program explicitly teaches diversity and inclusion.

Objective 4: The SP program partners with schools across the region for multiple purposes. These partnerships have the potential to increase student enrollment in universities and engage students in educational programs.

Objective 9: We survey graduates to assess their level of career readiness. Students complete a year-long practicum and an internship consisting of a minimum of 1200 hours, during which students are employed full-time. Employers provide feedback on career readiness. Additionally, school psychology is a STEM field and school psychologists are considered health service providers.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

Most practicum and internship placements are in KY. Internships are often considered by the school districts as the person's first year of employment. Many remain with the same school district after graduation.

For example, Fayette county, KY, recently (October 2018) advertised for 36 mental health specialists, who are required to have a degree in school psychology, or a related field (e.g., school social worker, school counselor). This example is another demonstration of the need for highly trained school psychologists prepared to support the mental health needs of students in Kentucky.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Special education directors and school psychology supervisors have consistently reported high regard for WKU graduates. As we are nationally accredited, our training program follows a generalist model, so in that respect, our training program is not unique but consistent with national standards. The 2017 mean PRAXIS score for school psychology students from WKU was higher than other school psychology programs in KY: Murray = 168; UK = 169; EKV = 172; WKU = 179 (source: nasponline.org)

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

As of this school year, EKV has ceased its school psychology program due to budget cuts at that university. Thus, WKU's program is only one of three school psychology programs in the state. Furthermore, the program at Murray is not nationally accredited. As such, WKU is only one of two accredited programs in Kentucky, with UK being the other one. Thus, the demand by applicants for our program and the demand for our graduates will very likely increase.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

There is a shortage of school psychologists nationally and in KY. The most recent estimate is that in KY the ratio of school psychologists to students is 1:1,484, where the national average is estimated at 1:1,383 and the recommended ratio by NASP is 1:500. Students from this program are well-situated to be employed after degree conferral. Moreover, the faculty within the program have expertise in clinical and educational practices, which has created demand for faculty and student services in the on-campus clinic with clinical psychologists, in schools across KY with special education staff and WKU faculty, and with other universities (e.g., Vanderbilt University TRIAD program; Evidence-based Mentoring for teens with University of South Carolina). Moreover, the Every Student Succeeds Act (ESSA) emphasizes data-based decision making in instruction and intervention for academic and behavioral concerns for school age learners. The school psychology program at WKU is centered on data-based decision making and the use of assessments to inform social and educational practices.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

School psychology is unique because the content covers education and psychology. Over the last decade there has been a decrease in graduate degrees conferred in education, and stabilization in the number of graduate degrees conferred in psychology. The school psychology program at WKU has had consistent enrollment and degrees conferred annually, which is contrary to the trend in education graduate degrees and consistent with psychology graduate degrees. That is, this program has stable enrollment and graduation rates.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

It was identified that completion of the specialist project prevented students from graduating in an expected fashion. As a result, a 2-credit hour section of the specialist project course (PSY 699) was added earlier in the program sequence (i.e., spring of first year) to encourage specialist project completion before internship. We have also initiated course sequence changes to have students begin field experiences earlier in the program (1<sup>st</sup> year spring vs. 2<sup>nd</sup> year fall) to scaffold initial understanding of schools and educational settings prior to a practicum for internship preparation.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

The school psychology program over the next 5 and 10 years will continue to recruit students from the region, including KY, IN, TN, and IL. Further, with the closure of Eastern Kentucky University's school psychology program, our program is now a viable option for future students from the eastern region of KY. We have initiated course sequence changes to have students begin field experiences earlier in the program (1<sup>st</sup> year spring vs. 2<sup>nd</sup> year fall) to scaffold initial understanding of schools and educational settings prior to a practicum for internship preparation. We will continue to focus on placing students in internships within KY that have the high potential to lead to permanent employment in KY. Additionally, we have adjusted the course sequence so students begin their specialist projects, i.e., theses, in their 1<sup>st</sup> year rather than 2<sup>nd</sup> year to encourage completion before internship.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Science and Mathematics Education
Reference Number:	#774
CIP Code:	131206
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	Y
Minimum Hours Required:	120
List Concentrations (if any):	

### 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Science and Mathematics Education major (774) is not an independent major. For a student to declare a 774 major they must also declare a Middle Grades Science, Middle Grades Mathematics, Biology, Chemistry, Physics, or Secondary Mathematics major under the SKyTeach program.

The mission of the Science and Mathematics Education major program (SMED) is aligned to the UTeach replication goals of attracting a wide range of bright science and mathematics majors into middle school teaching careers, preparing them through an advanced field-intensive curriculum, and promoting professional retention through induction support and ongoing professional development. The SMED is aligned with WKU's mission through the recruitment of high quality candidates for teacher preparation in science to improve science education in Kentucky. The program also offers mentoring and induction support post-graduation and provides support to local teachers by promoting science outreach.

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	167	166	157	132	117	89
Conferrals	53	31	37	33	26	22
SCHP	1527	1354	1436	1224	988	991
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>This program serves Ogden College by certifying teachers in these areas.</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>Producing highly qualified middle school science teachers directly supports state policy objective 3 (increase the effectiveness of Kentucky's K-12 teachers) and indirectly policy objective 1 (increase the number of college-ready Kentuckians entering postsecondary education) as found in the Kentucky CPE Stronger by Degrees document. Students in the SMED program take coursework in both science and mathematics education pedagogy and their respective content areas. SMED programs rigorously train students in the 5E inquiry model of science/math instruction which has been shown to improve student understanding of science/math concepts over traditional lecture-based methods.</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	19	78.9	10	100.0	14	71.4	12	58.3	6	83.3	69.4%
Progression			113	79.6	125	72.8	105	75.2	79	75.9	61.3%
150% Graduation Rate	0	0	7	57.1	6	50	12	58.3	19	68.4	54.1%
Time to Degree	3.64 (N=51)		4.38 (N=30)		3.87 (N=36)		4.52 (N=33)		4.68 (N=25)		4.39
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>SKyTeach students must meet key assessment benchmarks in order to demonstrate proficiency at critical junctures in their teacher preparation program. These Key Assessments (KA) are aligned with Kentucky Teacher Standards and guidelines for courses as outlined by the UTeach Institute.</p> <p>Key assessments are outlined as follows:</p> <p>SMED 310 KA #1-By completing the Final Project: Lesson Plan, students in SMED 310 will demonstrate their abilities to create an effective and engaging math and/or science lesson for students at the middle grades level using their content knowledge, pedagogical content knowledge, general pedagogical knowledge, and knowledge of learners and learning. This critical performance is an evaluation of Kentucky Teacher Standards 1, 2, 4, and 5.</p> <p>SMED 320 KA#1-By completing the Video Analysis Project, students in SMED 320 will generate a lesson plan, 30 minute video of teaching and video reflection paper.</p> <p>SMED 340 KA#1-By completing the historical research project, students in SMED 340 will complete this critical performance as part of a team of between 3-5 students. Each team will research and design a 3-day sequence of lessons using an historical perspective to improve the teaching of a mathematics or science topic.</p> <p>SMED 470 KA#1-By completing the project-based unit of instruction, students in SMED 470 will develop a three to four week project-based unit plan of instruction for middle and/or high school students in science or mathematics and a twelve to fifteen minute presentation on the project-based unit plan.</p> <p>SMED 489 KA#1- By completing the Teacher Work Sample (TWS), students in SMED 489 will complete a performance-based assessment tool for teacher candidates to demonstrate ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on teacher candidate's instruction and student learning to improve teaching practice. WKU teacher candidates are required to plan a unit of study between 5-10 days in length.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>The capstone experience in the SMED program includes a semester of student teaching internship which includes a 15 week supervised experience in a local area school with an option for 5 weeks of the experience to occur in an international school setting. The supervisory team includes the cooperating teach in the internship, a university supervisor external to the SKyTeach program and a SKyTeach program faculty member who instructs the student teaching seminar course. The student teaching seminar course includes a critical performance of a teacher work sample. All graduates of the SMED program have successfully completed the student teaching internship program and accompanying seminar course. Upon graduation, program graduates complete the Kentucky Teacher Internship Program (KTIP) during their first full year of employment as teachers. The KTIP evaluation team is composed of a committee that includes the school principal, a mentor teacher, and a university supervisor. The committee observes and evaluates the candidate 9 times over the course of an academic year and conducts meetings with the candidate to discuss their professional development during the KTIP year. All graduates of the SMED program who have entered the KTIP program have successfully completed their internships. This is a clear indication of employer satisfaction since each KTIP committee is led by the school principal.</p>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											

The UTeach Institute surveys program graduates on an annual basis. WKU's membership in the UTeach STEM Educators Association (USEA) enables access to survey data. During the last reporting period (2018) of SKyTeach graduates, when students were asked how well their content courses prepared them for the intellectual demands of teaching, 21% (n=3) reported, extremely well, 57% (n=8) reported, very well, and 21% (n=3) reported, adequately, no respondents reported that they were prepared poorly or not at all. When students were asked overall, how satisfied are you with the SKyTeach program, 38% (n=5) were very satisfied, 31% (n=4), were satisfied, 23% (n=3) were satisfied, and 8% (n=1), were very unsatisfied. When SMED graduates were specifically asked about how the SMED program could be improved; they unanimously indicated that content courses should have a greater emphasis on the Next Generation Science Standards.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The SKyTeach program graduates have a 94% rate of employment within one year of graduation. Graduates are tracked through the efforts of the program coordinator and records maintained through the Kentucky Teacher Internship Program. Further, the program was recognized in 2017 by the UTeach Institute as having produced the most STEM teacher graduates of any UTeach replication program in the county (n=243). Program graduates have a 100% pass rate on the state mandated PRAXIS content and professional teaching and learning examinations.



**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.02	12
Number of NTE Faculty					.05	4
Cost per SCH					3.78	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	18	17	16	15	17	19
% Under-Enrolled Sections by Level	41.9	45.1	46.2	46.8	38	36.3
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
No external revenue stream for this program currently.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
All grants that the project has been awarded have involved student participation. Grants over the past 5 years include: NSF Career Grant: Arctic Songbirds EPSCOR Solar Science Grant Math Science Partnership Grant Department of Education Teacher Quality Partnership Grant						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
<p>The SKyTeach program has a rich history of fostering relationships within local area school districts. This specifically involves pre-service teacher placements for clinical experiences and relationships with principals and superintendents for the purpose of creating pipelines for teacher job placements in STEM areas. (Our Students G2, S4)</p> <p>Each SKyTeach students has a curriculum contract outlining all specific course degree requirements and all teacher certification requirements. Additionally, each student meets with a content advisor and a science mathematics education advisor each semester to guide their progression towards their degrees and teacher certification. (Our Students G2, S4)</p> <p>The SKyTeach program maintains a dedicated workroom and supply room for our students to use for the purpose of developing STEM lessons. Staff are on hand to assist students with lesson development and lesson delivery. (Our Students G5, S13)</p>
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>
<p>The SKyTeach program specifically addresses items in the 2016-2021 Strategic Agenda for Postsecondary and Adult Education. Objective 2 is addressed through our work in teacher preparation increasing the effectiveness and diversity of P-12 educators by providing high quality professional development (grant initiatives). Objective 8 is addressed through the use of authentic assessments (clinical model) to evaluate student learning. Objective 9 is addressed through “work and learn” opportunities in our clinical preparation and advancement of Kentucky’s STEM agenda by training highly qualified STEM teachers.</p>
<b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>
<p>According to data provided by the United States Department of Education in 2016-2017, Mathematics and Science content areas are teacher shortage areas in the state of Kentucky. The SKyTeach program directly addresses teacher shortage needs in the STEM disciplines.</p>
<b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b>
<p>The SKyTeach Science and Mathematics Education program is the only program of its kind in the state of Kentucky. The program is clinical field experience forward and requires 230 clinical practice hours in K-12 schools prior to student teaching. The SMED program students must be dually enrolled in the SMED program during matriculation. The dual major was created as part of the UTeach replication program in 2009. This ensures a teacher preparation program that trains teachers with a high level of content expertise in science and pedagogical expertise in professional education. Students are prepared by a professor and master teacher who co-teach the professional education (SMED) courses. This ensures that the middle school science content is correctly implemented in clinical practice which occurs in field experiences that are incorporated within each SMED course.</p>
<b>e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)</b>
<p>The SKyTeach Middle School Science program is the only program of its kind in the state of Kentucky. The program is clinical field experience forward and requires 230 clinical practice hours in K-12 schools prior to student teaching. The SMED program students must be dually enrolled in the SMED program during matriculation. The dual major was created as part of the UTeach replication program in 2009. This ensures a teacher preparation program that trains teachers with a high level of content</p>

expertise in science and pedagogical expertise in professional education. Students are prepared by a professor and master teacher who co-teach the professional education (SMED) courses. This ensures that the middle school science content is correctly implemented in clinical practice which occurs in field experiences that are incorporated within each SMED course.

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>The program should consider adding advanced teacher preparation that includes microcredentialing in computer science and engineering to support new initiatives in the Next Generation Science Standards and National Council of Teachers of Mathematics standards. Additionally, advanced teacher preparation in problem-based learning and place-based learning could create niche markets that would further exposed our strengths in STEM teacher preparation at a national level. Also, maintaining an online repository of high quality, inquiry based STEM lessons on the SKyTeach website would further solidify the program as a respected source of STEM teaching tools.</p>	
<p><b>b. How do program trends align with <u><a href="#">national trends</a></u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>SKyTeach is part of a national consortium of UTeach replication sites that are 46 universities strong. This consortium is committed to high quality STEM teacher preparation and to advancing the national agenda of “Science for All” citizens and the 100Kin10 national agenda of training 100,000 excellent STEM teachers by 2021. <a href="https://100kin10.org/">https://100kin10.org/</a></p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>In 2016, the program revised clinical field hour requirements to comply with and exceed EPSB mandated requirements of a minimum of 200 field hours prior to student teaching.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>While a strong administrative partnership exists between the colleges (OCSE and CEBS) that house the program, the SKyTeach program needs a formal budget structure within the university. Currently funds are allocated on a year-to-year basis and the levels fluctuate depending upon available funds within the respective Dean’s budgets. This creates difficulty with strategic planning, recruitment, development of promotional materials, travel to national meetings related to our program and general operations.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Secondary Education for Initial Certification
<b>Reference Number:</b>	#0495
<b>CIP Code:</b>	131205
<b>Degree Type (AB, BS, etc.):</b>	MAT
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	36
<b>List Concentrations (if any):</b>	Mathematics, Science, Foreign Language, Social Studies, English, Business Education

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The secondary program for initial teacher certification prepares students at the Master's level to teach in the following content areas: Mathematics, Science, Foreign Language, Social Studies, English, and Business Education. Incoming students must undergo a transcript evaluation of their undergraduate work to determine whether they have sufficient coursework in their respective content area to be recommended for certification in that area. Further, students must pass a content area and pedagogy Praxis examination and undergo a physical and background check. This program fulfills a persistent need in WKU's service area to staff schools with highly qualified teachers especially in content areas where severe teacher shortages exist. Courses are taught both online and face-to-face in the late afternoons to accommodate that needs of working professionals. Students also complete a series of clinical experiences in addition to lecture based training. There are two paths to certification in the MAT program. One is the traditional route where students complete 200 clinical field hours and student teach in their final semester of training. The second route is Option 6 where the student secures employment in a school district and completes an internship experience during the course of their preparation while they serve as the teacher of record in a classroom.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	10	16	16	14	16	89
Conferrals	0	8	12	4	8	22
SCHP	142	192	174	198	156	991

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

This program serves Ogden, Potter, and Gordon Ford by certifying teachers in these areas.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

Producing highly qualified teachers directly supports state policy objective 3 (increase the effectiveness of Kentucky’s K-12 teachers) and indirectly policy objective 1 (increase the number of college-ready Kentuckians entering postsecondary education) as found in the Kentucky CPE Stronger by Degrees document. Students in the MAT program take coursework in both pedagogy and their respective content areas. MAT programs rigorously train students in the various modalities of research based effective teaching strategies.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	2	100.0	5	100.0	2	0.0	7	100.0	69.4%
Progression											61.3%
150% Graduation Rate	0	0	0	0	2	100.0	5	100.0	2	50.0	54.1%
Time to Degree			1.45 (N=6)		1.71 (N=9)		2.12 (N=3)		2.96 (N=7)		4.39

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

MAT students must meet key assessment benchmarks in order to demonstrate proficiency at critical junctures in their teacher preparation program. These Key Assessments (KA) are aligned with Kentucky Teacher Standards

Key assessments are outlined as follows:  
 EDU 520 KA #1-By completing the Final Project: Lesson Plan, students in EDU 520 will demonstrate their abilities to create an effective and engaging math and/or science lesson for students at the middle grades level using their content knowledge, pedagogical content knowledge, general pedagogical knowledge, and knowledge of learners and learning. This critical performance is an evaluation of Kentucky Teacher Standards 1, 2, 4, and 5.

EDU 520 KA#1-By completing the Video Analysis Project, students in EDU 520 will generate a lesson plan, 30 minute video of teaching and video reflection paper.

EDU 522 KA#1-By completing the differentiated unit of instruction, students in EDU 522 will complete this critical performance and teach a portion of the unit in a clinical setting. Each student will research and design a 5-day sequence of lessons that includes differentiation techniques.

SEC 534/SEC537 KA#1-By completing the project-based unit of instruction, students in SEC 534/SEC537 will develop a one week project-based unit plan of instruction for high school students and a twelve to fifteen minute presentation on the project-based unit plan.

EDU 589 KA#1- By completing the Teacher Work Sample (TWS), students in EDU5489 will complete a performance-based assessment tool for teacher candidates to demonstrate ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on teacher candidate's instruction and student learning to improve teaching practice. WKU teacher candidates are required to plan a unit of study between 5-10 days in length.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)**

The capstone experience in the MAT program includes a semester of student teaching internship which includes a 15 week supervised experience in a local area school with an option for 5 weeks of the experience to occur in an international school setting. The supervisory team includes the cooperating teach in the internship, a university supervisor external to the MAT program and a MAT program faculty member who instructs the student teaching seminar course. The student teaching seminar course includes a key assessment of a teacher work sample. All graduates of the MAT program have successfully completed the student teaching internship program and accompanying seminar course. Upon graduation, program graduates complete the Kentucky Teacher Internship Program (KTIP) during their first full year of employment as teachers. The KTIP evaluation team is composed of a committee that includes the school principal, a mentor teacher, and a university supervisor. The committee observes and evaluates the candidate 9 times over the course of an academic year and conducts meetings with the candidate to discuss their professional development during the KTIP year. All graduates of the MAT program who have entered the KTIP program have successfully completed their internships. This is a clear indication of employer satisfaction since each KTIP committee is led by the school principal.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Students complete exit surveys during their final semester. This information is recorded with the Office of Professional Educator Services.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The MAT program graduates have a 100% rate of employment within one year of graduation. Graduates are tracked through records maintained through the Kentucky Teacher Internship Program. Program graduates have a 100% pass rate on the state mandated PRAXIS content and professional teaching and learning examinations.



**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.57	12
Number of NTE Faculty					0	4
Cost per SCH					237	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	18	17	16	15	17	19
% Under-Enrolled Sections by Level	41.9	45.1	46.2	46.8	38	36.3
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
No external revenue stream currently for this program.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
All grants that the project has been awarded have involved student participation. Grants over the past 5 years include: Math Science Partnership Grant Department of Education Teacher Quality Partnership Grant						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The MAT program has a rich history of fostering relationships within local area school districts. This specifically involves pre-service teacher placements for clinical experiences and relationships with principals and superintendents for the purpose of creating pipelines for teacher job placements in shortage areas. (Our Students G2, S4)

Each MAT student has a curriculum contract outlining all specific course degree requirements and all teacher certification requirements. Additionally, each student meets with a content advisor and a education advisor each semester to guide their progression towards their degrees and teacher certification. (Our Students G2, S4)

Staff are on hand and easily accessible to assist students with lesson development and lesson delivery. (Our Students G5, S13)

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The MAT program specifically addresses items in the 2016-2021 Strategic Agenda for Postsecondary and Adult Education. Objective 2 is addressed through our work in teacher preparation increasing the effectiveness and diversity of P-12 educators by providing high quality professional development (grant initiatives). Objective 8 is addressed through the use of authentic assessments (clinical model) to evaluate student learning. Objective 9 is addressed through "work and learn" opportunities in our clinical preparation and advancement of Kentucky's STEM agenda by training highly qualified STEM teachers and highly qualified teachers in other shortage areas.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

According to data provided by the United States Department of Education in 2016-2017, Mathematics and Science and Foreign Language content areas are teacher shortage areas in the state of Kentucky. The MAT program directly addresses teacher shortage needs in the STEM disciplines and areas of Foreign Language.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The MAT program is clinical field experience forward and requires 200 clinical practice hours in K-12 schools prior to student teaching. The MAT program students must be dually enrolled in the pedagogy and content area coursework during matriculation. This ensures a teacher preparation program that trains teachers with a high level of content expertise and pedagogical expertise in professional education. Students are coached during clinical experiences to ensure that content is correctly implemented in clinical practice which occurs in field experiences that are incorporated within each MAT course.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The MAT program specifically addresses filling teacher shortage areas that exist within WKU's service area. The program ensures that teachers are trained as highly qualified versus "emergency certified".

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>The program should consider course revisions to make the program more relevant to a beginning teacher. For example, MAT students currently take a research course (TCHL 520 or EDFN 500). The course is geared to educators who have been in teaching practice for 2 or more years. MAT students would be better served by a course designed with a beginning teacher in mind. New markets could be developed by targeting recruiting efforts towards recent content area graduates in shortage areas such as science, mathematics and foreign language.</p>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>According to the US Department of Education’s Report on Preparing and Credentialing the Nation’s Teachers, 6% of our Nation’s teachers are prepared through alternative models at institutions of higher education. The average number of clinical hours prior to student teaching is 151 with WKU exceeding that amount by 49 clinical hours. Similarly to WKU, 70% of alternative programs nationally require subject matter verification, 95% require a bachelor’s degree or higher to enter the alternative certification program and 87% have a minimum GPA requirement.  <a href="https://www2.ed.gov/about/reports/annual/teachprep/2011-title2report.pdf">https://www2.ed.gov/about/reports/annual/teachprep/2011-title2report.pdf</a></p>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>In 2016, the program revised clinical field hour requirements to comply with and exceed EPSB mandated requirements of a minimum of 200 field hours prior to student teaching.</p>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>The program enrollment trends are consistently 10-15 students with 4-8 graduates per academic year over the past 5 years. There is tremendous potential growth in teacher shortage areas due to the plethora of available teaching jobs in these areas. Meetings with school directors in WKU’s service area to educate them on how to assist us with recruitment could enact a team based effort towards helping to fill teacher shortage areas.</p>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p>	<p><input type="checkbox"/> Maintain (Core or important complementary program)</p>
<p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p>	<p><input type="checkbox"/> Suspend (Teach-out may be required)</p>





<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Secondary Education Teacher Leader
<b>Reference Number:</b>	#0432
<b>CIP Code:</b>	131205
<b>Degree Type (AB, BS, etc.):</b>	R2
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	33
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b>
<p>This program, the Non-Degree Planned Fifth-Year/Rank II Secondary Education for Teacher Leaders (Rank II) is designed to develop teacher leaders who can positively impact student learning in P-12 classrooms. It is divided into two instructional components: Professional Education Component (PEC) and the Specialization Component (SC). The PEC provides advanced level pedagogy, teacher leadership, and content related to Kentucky Teacher Standards and requires 16 hours of teacher leader core courses delivered through online learning.</p> <p>The SC directs the student into an individual program concurrent with professional goals and may be obtained online if the courses selected offer online delivery. An endorsement may be part of the SC such as English as a Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology.</p> <p>Once the requirements for the program are completed, the graduate will qualify for the Kentucky Teacher Rank II certification as outlined by the Kentucky Education Professional Standards Board.</p> <p>Admission to the program requires a current, valid teaching certificate for Secondary Education. For program completion students must successfully complete TCHL-Action Research Capstone for Teacher Leaders and present research results in an approved venue. Students must achieve a minimum 3.0 GPA overall and in program course work.</p>

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	0	1	0	0	0	
Conferrals						
SCHP	0	12	0	0	0	
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						

The Rank II program requirements are almost identical to the MAE program except for the required number of credit hours for completion of the program. The MAE program requires 30-37 credits; Rank II requires 33-37.

However, there are substantial differences in the credentials earned when completing a Rank II program in comparison to a MAE program. Rank II completers qualify for a Kentucky Rank II certification and a salary increase if employed by a Kentucky public school district. Still, the Rank II certification is not a degree. The MAE program graduates earn a master's degree in education awarded by the university, a Kentucky Rank II certification, and qualify for a salary increase. The MAE degree is recognized by other states; Rank II is not.

This program contributes to other programs through the flexibility and individualization of the Specialization Component (SC). For example, endorsements such as English as Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology may be part of SC. With advisor approval, SC can be comprised of any course that supports the student's professional goals.

Based upon feedback from district superintendents who are members of the Green River Regional Educational Cooperative (GRREC), program faculty collaborated with the GRREC staff to offer a New Teacher Academy in Fall 2016. The participants could apply projects and participation toward graduate credit for selected Rank II courses. GRREC serves our 45 regional Kentucky school districts.

**c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)**

The Rank II program offers graduate students an option that degree programs do not offer. A graduate degree program requires that students complete the program in six years. Therefore, students who may not be able to finish the MAE degree program in six years could choose to transition to the Non-Degree Fifth Year/Rank II Program and make use of the extension of time to complete the program. It is important to note, however, that completion of the Rank II will result in a certification only, not a degree, as explained in 1a. above. However, Kentucky teachers holding a Rank II certification qualify for a salary increase.

**3. SUCCESS OF STUDENTS**

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	1	100.0	0	0	0	0	
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student learning outcomes are the Kentucky Teacher Performance Standards and the Teacher Leader Standards and are measured by Key Assessments that demonstrate the student has met a standard, in whole or in part. An average of 3.0 out of a 4.0 grading scale must be achieved or additional coursework may be required.</p> <p><u>Course Key Assessments</u></p> <p>TCHL 500</p> <ul style="list-style-type: none"> <li>• Leadership Project</li> <li>• Teacher Leader Degree Program</li> </ul> <p>TCHL 530</p> <ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Personal Philosophy</li> </ul> <p>TCHL 545</p> <ul style="list-style-type: none"> <li>• Standards-based Unit</li> </ul> <p>TCHL 555</p> <ul style="list-style-type: none"> <li>• Contextual Factors, Reflection, and Assessment Tools with Scoring Guides.</li> </ul> <p>TCHL 559</p> <ul style="list-style-type: none"> <li>• Action Research Prospectus</li> </ul>											

TCHL 560

- Action Research Project

The results of the 2016-2017 and 2015-2016 Key Assessments revealed that 88% and 86%, respectively, of students enrolled in TCHL 560 scored a three or above, which leaves a combined deficit of 26% of students scoring a 2 or below. Therefore, TCHL 559 and 560 were revised and beginning Fall 2019, the TCHL 560 Key Assessment will be a Leadership Project instead of the Action Research Project. The TCHL 559 Key Assessment will be a Leadership Project Prospectus, instead of the course content mostly devoted to developing an IRB proposal for the Action Research Project. Moreover, faculty support deleting the one-hour TCHL 559 course from program requirements, which could reduce the amount of time students spend in the program by one semester as TCHL 559 is a prerequisite for TCHL 560.

Other data relevant to these findings is the increase in the amount of time students are remaining in the program as depicted above on Chart 3a *Time to Degree*. Potential risks for students who take longer to graduate could include: (a) increased cost as tuition and fees tend to increase each year, (b) more possibility for changes in programs and certifications, and (c) delayed salary increases that are dependent on the student holding a Rank II certification.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Most MAE Secondary TCHL students are employed as teachers upon entrance to the program.

Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications.

Professional opportunities for Rank II graduates include: (a) some states, including Kentucky, award a salary increase upon the completion of a Rank II certification, and (b) the skills obtained with a Rank II make graduates more marketable in other jobs areas including non-profit organizations, education specialists for parks or museums, policy development, and education trainers for textbook or other education related corporations.

The regional and national need for secondary ed teachers is well documented by the Bureau of Labor Statistics and the American Association of Colleges and for Teacher Education (AACTE).

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The Dean of the College of Education is a member of the GRREC Board and attends the monthly GRREC meetings along with the 45 school superintendents whose districts are in the GRREC region. As a result of feedback from recent meetings, program faculty met with GRREC staff and school superintendent representatives to share the needs of Rank II graduates in the secondary classroom setting. Recommendations included an increased focus on the following: micro credentialing, job-embedded graduate course credit, and the exploration of value-added measures to course content. Faculty are considering ways to integrate these topics into existing course content that will be immediately applicable to the Rank II student's classroom teaching practice.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The Rank II program offers graduate students an option that degree programs do not offer. A graduate degree program requires that students complete the program in six years. Therefore, students who may not be able to finish the MAE degree program in six years could choose to transition to the Rank II and make use of the extension of time to complete the program. It is important to note, however, that completion of the Rank II will result in a certification only, not a degree, as explained in 1a. above. However, Kentucky teachers holding a Rank II certification qualify for a salary increase.



#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					n/a	12
Number of NTE Faculty					n/a	4
Cost per SCH					n/a	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The program receives DELO revenue as students pay a higher tuition rate for the online classes. For example, one hour of graduate credit through distance education (i.e., online learning) is \$707. Tuition for one hour of graduate credit that is not offered through distance education is \$607, which is a difference of \$100 per credit hour.</p> <p>MAE and Rank II faculty were awarded an International Activities Grant in 2016 (\$750.00) by the Office of International Programs to explore international educational opportunities for Rank II students. Faculty traveled to the Harlaxton College located in Grantham, England to create international partnerships among graduate teacher education programs and local schools.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount, which is currently \$415 per hour, a substantial discount when compared to the 2018 graduate tuition rate of \$707 per hour for courses offered through distance education.</p>						

#### 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>	
<p>The Rank II program addresses Goal #5 (Strategy #12) as students develop a professional development plan in their degree program. Students take a core set of courses in this program but then also select, based on their professional goals, interests, and needs, other courses in the SC. In addition, this program aligns with Strategy #13: "Create and maintain the physical and virtual structures that contribute to completion and success for all WKU students." The core courses of the program are online as a majority of the students are full-time teachers in school districts. Online learning contributes to the flexibility and individualized learning that 21<sup>st</sup> century graduate students seek.</p> <p>For our community and beyond, the Rank II program aligns with the first goal (Strategy #4) and the third goal (Strategy #9) by offering graduate students a variety of opportunities to extend their professional development. The program challenges P-12 educators to think critically as they evaluate assessments, design differentiated lessons, and lead professional development for other teachers. In some Kentucky communities P-12 teachers hold the highest levels of education. These teachers can directly impact all stakeholders as they design and promote educational opportunities.</p>	
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>	
<p>The Rank II program aligns with Objective 2.2: "Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities." Through job-embedded tasks, graduate students who are P-12 educators apply innovative, research-based practices to improve their teaching practices. The teachers also lead professional development in their school districts and coach other teachers on ways to improve their instruction.</p>	

In addition, the Rank II program addresses Objective 8.1: "Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review." Students in the courses evaluate and refine classroom assessments, develop a standards-based unit, and initiate a leadership project.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

In this region, there are frequent job openings for teaching positions. STE faculty are often contacted and asked to recommend viable candidates. Teachers who hold advanced degrees are more likely to possess advanced teaching expertise and often have more classroom experience, which leads school districts to pursue these teachers for employment. According to Kentucky Future Skills, there is a projected demand in South Central Kentucky for 13 high school openings in the next five years. According to the Kentucky Educator Placement Service, in the last 30 days, there have been the highest number of job posting for Exceptional Child (46), high school (44), elementary (44), and middle school teachers (31).

The Kentucky Department of Education (2018b) identified a critical shortage in these instructional areas and subjects: Art & Humanities, Career & Technology, English & Communications, Foreign Language, Health and Physical Education, Math (secondary), Science, and Social Studies (secondary).

With teacher retirements and other teachers advancing to administrative positions, there are frequently several teaching positions to fill in the GRREC region. In 2018, there were 42,060 full time Kentucky educator positions according to the Kentucky Department of Education (2018). Warren County Public Schools employ 947 full time teachers with Bowling Green Independent Schools employing 271 full time teachers. The Rank II program graduates become integral parts of classrooms and schools in this region and help meet student needs through knowledge, skills, and advanced teaching expertise that participation in the Rank II graduate program helped to develop.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Some competitors require a set core curriculum for all students. However, the PEC core courses are grounded in key topics and concepts identified as areas of need by regional school districts.

Within the PEC, students may choose to submit portfolios through the Proficiency Evaluation process and demonstrate proficiency of course standards, objectives, and assessments. If proficiency is demonstrated, the student will receive credit for the course. Then, the student will carefully identify specialization course(s) that will replace the credit hours of the course(s) in which the student demonstrated proficiency. The replacement course should support the graduate students' interests, aspirations, and professional goals.

Course assessments require graduate students to perform authentic tasks that improve P-12 student learning. This job-embedded program ensures students exit the program with master's level competencies.

As mentioned above in 4c., WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount Program, which is currently \$415 per hour, a substantial discount.

U.S. News and World Report ranked the WKU Graduate Education Program the 31<sup>st</sup> Best Online Graduate Education Program out of 309 online graduate education programs. The US News and World Report indicated that "students enrolled in online programs at WKU can expect a high level of dedication and assistance from faculty and staff at the university."

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

This program is aligned with Teacher Leader Standards and Kentucky Teacher Performance Standards to ensure course objectives and assessments lead to the development of key teacher competencies. Program graduates who demonstrate advanced teacher competencies in practice are more likely to improve student learning outcomes.

In Summer 2018 and for the first time in the history of the Rank II program, TCHL 500 and TCHL 545 were taught in the United Kingdom through the WKU Study Away Program. *From Local to Global: Community, Place, and Leadership* offered graduate students 3-6 credit hours. The goal is to offer this graduate study away program every other summer as well as increase the number of Rank II courses taught in international settings.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In 2018 the School of Teacher Education (STE) partnered with Warren County Public Schools to develop a New Teacher Academy (NTA). The purpose of the NTA is to support first year teachers through a mentoring program and professional development. STE faculty are leading the professional development trainings to support the mentees. Mentees are required to log their experiences and professional development activity outcomes that could be substituted for Rank II assignments as related to the course objectives. In addition, the WKU College of Education agreed to waive tuition for one three credit hour course for the NTA mentors. Mentors must collect evidence that demonstrates the use of research-based practices when coaching mentee. This documentation could be submitted as evidence of mastery of the TCHL course standards and objectives. One of the goals of STE participation in the NTA as well as additional NTAs in the future, is an increase in enrollment in Rank II programs.

Additionally, P-12 teachers who supervise a student teacher can receive a tuition waiver for three hours of graduate credit. Hopefully, this benefit will increase enrollment in Rank II courses.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to national trends and since 2010-2011, the number of teachers obtaining advanced degrees in education have declined. Fewer states now require teachers to complete a master's degree and as of August 2018 Kentucky joined the ranks of those states that do not require teachers to hold a master's degree. Because of the master's degree in Kentucky becoming an optional requirement for teachers, there is anticipation of a negative impact on the Rank II enrollment. Fortunately, school districts still link Rank II completion to salary increases which attracts many teachers to increase salary and future pension benefits.

Similarly, the Bureau of Labor and Statistics listed Instructional Coordinator positions as having an average median pay of \$63,750 and is projected to rise by 11 percent in job openings by 2026. Teachers seeking this type of upper level position will need advanced degrees and credentials.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

As described in 3a. above, and due to concerns about TCHL 560, the program capstone assessment was revised from an action research project to a leadership project so to provide increased flexibility and address student needs. In 2015, six, one credit hour courses were collapsed into two, three credit hour courses (TCHL 555 and TCHL 545). To reduce credit hours required in the PE, TCHL 520 (3 credit hours) was eliminated from the PE and substituted with TCHL 559 (one credit hour).

The Proficiency Evaluation process was revised from an objective item, on-demand assessment to a portfolio submission of job-embedded evidence to demonstrate proficiency of the Kentucky Teacher Standards.

To simplify course registration, a course pass is no longer required for all PE courses with the exceptions of TCHL 500 and TCHL 560.

To increase awareness of Rank II student learning outcomes, TCHL course objectives were aligned to National Board Certification Core Propositions. The TCHL core courses require Key Assessments that could help prepare teachers who choose to complete requirements for National Board Certification.

With the newly adopted Teacher Leader Standards, faculty reexamined the TCHL Course Key Assessments and objectives to ensure alignment from the standards to objectives and assessments.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In the next five years the Rank II program must expand involvement with New Teacher Academies to increase enrollment. In addition, as more undergraduate students enroll with dual credit hours and seek advanced courses, the graduate enrollment will likely increase.

Most graduate students in the master's program hold undergraduate degrees from WKU. Therefore, to simplify the graduate enrollment process, the possibility of automatic enrollment in the core courses will be explored. Students who do not wish to be automatically enrolled could request a delay or opt out. Furthermore, faculty will explore alignment of the elementary, middle, and secondary Rank II programs. In this case the SC could offer a variety of pathways including the specific requirements for each program area.

In the next ten years, faculty would like to investigate opportunities for micro credentialing and personalized learning. In addition to the aforementioned initiatives, faculty envision an expansion of the study abroad course offerings in numerous diverse settings and countries. Strengthening international partnerships throughout the next ten years will elevate program rigor and create a broad, globalized student perspective.

**e. What recommendation would you put forward for the program (check one)?**

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

**References**

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**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Secondary Education for Teacher Leaders
<b>Reference Number:</b>	#0435
<b>CIP Code:</b>	131205
<b>Degree Type (AB, BS, etc.):</b>	MAE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p>
<p>The Master of Arts in Education – MAE Secondary Education for Teacher Leaders (MAE SEC TCHL) is designed to develop teacher leaders who positively impact student learning in ninth-twelfth grade classrooms. It is divided into two instructional components: Professional Education Component (PEC) and the Specialization Component (SC). The PEC provides advanced level pedagogy, teacher leadership, and content related to Kentucky Teacher Standards and requires 16 hours of teacher leader core courses delivered online.</p> <p>The SC directs the student into an individual program concurrent with professional goals and may be obtained online if the courses selected offer online delivery. An endorsement may be part of the SC such as English as a Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology.</p> <p>Once the requirements for the MAE SEC TCHL program are completed, the student will qualify for the Kentucky Teacher Rank II certification as outlined by the Kentucky Education Professional Standards Board along with the Master of Arts in Education degree awarded by the university.</p> <p>Admission to the program requires a current, valid teaching certificate for Secondary 9-12 and a GPA of 2.75 OR a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher.</p>

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	42	42	27	22	28	19
Conferrals	9	20	8	14	9	6
SCHP	373	282	201	156	212	128
<p><b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs,</b></p>						

**involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

This program contributes to other programs through the flexibility and individualization of the Specialization Component (SC). For example, nine hours of education administration courses that are prerequisites for the Principal Certification Program in the Education Administration, Leadership, and Research department can be a part of the SC as well as endorsements such as English as Second Language housed in Potter College. Other endorsements from departments outside of SEC that can be part of the SC are Environmental Education, Gifted and Talented, and Instructional Computer Technology. With advisor approval, the SC can be comprised of any course that supports the graduate student's professional goals.

Based upon feedback from school district superintendents who are members of the Green River Regional Educational Cooperative (GRREC), program faculty collaborated with the GRREC staff to offer a New Teacher Academy in Fall 2016. The participants could apply projects and participation toward graduate credit for selected MAE TCHL courses. GRREC serves 45 Kentucky school districts located in the heart of Kentucky with the GRREC facility centrally located in Bowling Green, Kentucky. WKU draws students from this geographic region at the Bowling Green campus as well as the WKU Elizabethtown, Glasgow, and Owensboro Regional Campuses.

**c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)**

The recent drop in SCHP is not attributable to any change in the program or course availability and appears to be consistent with other teacher education graduate programs in the college along with declining enrollment in teacher preparation programs across the nation (American Association of Colleges for Teacher Education, 2018).

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	5	80.0	7	71.4	5	20.0	3	33.3	2	100.0	82.2
Progression											
150% Graduation Rate	7	28.6	5	40.0	7	28.6	5	0.0	3	33.3	73.3
Time to Degree	2.72 (N=6)		3.26 (N=18)		3.27(N=5)		4.59 (N=12)		3.21 (N=8)		2.56

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Student learning outcomes are the Kentucky Teacher Performance Standards and the Teacher Leader Standards and are measured by Key Assessments that demonstrate the student has met a standard, in whole or in part. An average of 3.0 out of a 4.0 grading scale must be achieved or additional coursework may be required.

Course Key Assessments

TCHL 500

- Leadership Project
- Teacher Leader Degree Program

TCHL 530

- Lesson Plan
- Personal Philosophy

TCHL 545

- Standards-based Unit

TCHL 555

- Contextual Factors, Reflection, and Assessment Tools with Scoring Guides.

TCHL 559

- Action Research Prospectus

TCHL 560

- Action Research Project

The results of the 2016-2017 and 2015-2016 Key Assessments revealed that 88% and 86%, respectively, of students enrolled in TCHL 560 scored a three or above, which leaves a combined deficit of 26% of students scoring a 2 or below. Therefore, TCHL 559 and 560 were revised and beginning Fall 2019, the TCHL 560 Key Assessment will be a Leadership Project instead of the Action Research Project. The TCHL 559 Key Assessment will be a Leadership Project Prospectus, instead of the course content mostly devoted to developing an IRB proposal for the Action Research Project. Moreover, faculty support deleting the one-hour TCHL 559 course from program requirements, which could reduce the amount of time students spend in the program by one semester as TCHL 559 is a prerequisite for TCHL 560.

Other data relevant to these findings is the increase in the amount of time students are remaining in the program as depicted above on Chart 3a *Time to Degree*. Potential risks for students who take longer to graduate could include: (a) increased cost as tuition and fees tend to increase each year, (b) more possibility for changes in programs and certifications, and (c) delayed career advancement and salary increases that are dependent on the student holding a master's degree.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)**

Most MAE SEC TCHL students are employed as teachers upon entrance to the program.

Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications.

Professional opportunities for MAE SEC TCHL graduates include: (a) gaining eligibility to administration programs that require a master's degree for admission, (b) some states, including Kentucky, award a salary increase upon the completion of a

master's degree, and (c) the skills obtained with a master's degree make graduates more marketable in other jobs areas including non-profit organizations, education specialists for parks or museums, instructor for some higher education programs and courses, policy development, and education trainers for textbook or other education related corporations.

The regional and national need for secondary ed teachers is well documented by the Bureau of Labor Statistics and the American Association of Colleges and for Teacher Education (AACTE). Consequently, more teachers will be needed. Although, these statistics do not specially address the need for teachers holding a MAE degree, the likelihood of increased enrollment in the MAE SEC TCHL program is more probable when there are more teachers in the workforce.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The Dean of the College of Education is a member of the GRREC Board and attends the monthly GRREC meetings with the 45 school superintendents whose districts are in the GRREC region. Because of feedback from recent meetings, program faculty met with GRREC staff and school superintendent representatives to share the needs of MAE graduates in the classroom. Recommendations included an increased focus on the following: micro credentialing, job-embedded graduate course credit, and the exploration of value-added measures to course content. Faculty are considering ways to integrate these topics into existing course content that will be immediately applicable to the MAE student's classroom teaching practice.

In Spring 2017, STE faculty traveled to 10 Kentucky public school districts in the WKU and GRREC region. The purpose of the visits was to meet with teachers and administrators to gain information about teacher dispositions that contribute to teacher effectiveness as well as to acquire feedback about dispositions of STE graduates teaching in their respective schools. Faculty met with a total of 42 teachers/administrators throughout the on-site visits. The results have informed strategic planning for program improvement and goals.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The students complete an online survey at the beginning of the program, *WKU MAE Entrance Assessment*, and again at the end of the program, *WKU MAE Exit Assessment*. Qualitative data from the *Exit Assessment* include the following examples of positive student perceptions that highlight program rigor and relevance:

- *Integration into what I am actually teaching. Makes it more relevant to me.*
- *All assignments were relevant and important, no busy work.*

*It's convenient, rigorous, and applicable to the real-life teaching.*



**COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					.17	12
Number of NTE Faculty					0	4
Cost per SCH					52	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The program receives DELO revenue as students pay a higher tuition rate for the online classes. For example, one hour of graduate credit through distance education (i.e., online learning) is \$707. Tuition for one hour of graduate credit that is not offered through distance education is \$607, which is a difference of \$100 per credit hour.</p> <p>MAE faculty were awarded an International Activities Grant in 2016 (\$750.00) by the Office of International Programs to explore international educational opportunities for MAE students. Faculty traveled to the Harlaxton College located in Grantham, England to create international partnerships among graduate teacher education programs and local schools.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount, which is currently \$415 per hour, a substantial discount when compared to the 2018 graduate tuition rate of \$707 per hour for courses offered through distance education.</p>						

**5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>	
<p>The MAE SEC TCHL program addresses Goal 5, Strategy 12 as students develop a professional development plan in their degree program. Students take a core set of courses in this program, but also select courses in the SC based on their professional goals, interests, and needs. In addition, this program aligns with Strategy 13: <i>Create and maintain the physical and virtual structures that contribute to completion and success for all WKU students</i>. The TCHL core courses are delivered through online, distance education as most students are employed as full-time teachers. Distance education or online learning contributes to the flexibility and individualized learning that 21<sup>st</sup> century graduate students seek.</p> <p>For our community and beyond, the MAE TCHL program aligns with the first goal, Strategy 4, and the third goal, Strategy 9, by offering graduate students a variety of opportunities to extend their professional development. The program challenges P-5 educators to think critically as they evaluate assessments, design differentiated lessons, and lead professional development for other teachers. In some Kentucky communities P-5 teachers hold the highest levels of education. These teachers can directly impact all stakeholders as they design and promote educational opportunities.</p>	
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>	
<p>The MAE degree aligns with Objective 2.2: <i>Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities</i>. Through job-embedded tasks, graduate students who are P-5 educators apply innovative, research-based practices to improve teaching practices. These graduate students also lead professional development in their school districts and coach other teachers on ways to improve teaching and learning.</p>	

In addition, the MAE program addresses Objective 8.1: *Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.* Students in the courses evaluate and refine classroom assessments, develop a standards-based unit, and initiate a leadership project.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

There are frequent job openings for teaching positions this region. STE faculty are often contacted and asked to recommend viable candidates. Teachers who hold master’s degrees are more likely to possess advanced teaching expertise and often have more classroom experience, which leads school districts to pursue these teachers for employment. According to Kentucky Future Skills, there is a projected demand in South Central Kentucky for 13 high school openings in the next five years. As reported by the Kentucky Educator Placement Service, in the last 30 days, there have been the highest number of job postings for Exceptional Child (46), high school (44), elementary (44), and middle school (31).

With teacher retirements and other teachers advancing to administrative positions, there are frequently many teaching positions in the region. In 2018, there were 42,060 full time Kentucky educator job positions according to the Kentucky Department of Education (2018). Warren County Public Schools employ 947 full time teachers with Bowling Green Independent Schools employing 271 full time teachers. The MAE TCHL program graduates become integral parts of classrooms in the region and help meet student needs through knowledge, skills, and advanced teaching expertise.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Some higher education competitors require a set core curriculum for all students. However, the PEC core courses are grounded in key topics and concepts identified as areas of need by regional school districts.

Within the PEC, students may choose to submit portfolios through the Proficiency Evaluation process and demonstrate proficiency of TCHL 545 and 555 course standards, objectives, and assessments. If proficiency is demonstrated, the student will receive credit for the course. Then, the student will carefully identify course(s) that will replace the credit hours of the course(s) in which the student demonstrated proficiency.

Course assessments require graduate students to perform authentic tasks that improve P-5 student learning. This job-embedded program ensures students exit the program with master’s level competencies.

As mentioned above in 4c., WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount Program, which is currently \$415 per hour, a substantial discount.

U.S. News and World Report ranked the WKU Graduate Education Program the 31<sup>st</sup> Best Online Graduate Education Program out of 309 online graduate education programs. The US News and World Report indicated that “students enrolled in online programs at WKU can expect a high level of dedication and assistance from faculty and staff at the university” (US News and World Report, 2018).

**e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)**

This program is aligned with Teacher Leader Standards and Kentucky Teacher Standards. Program graduates who demonstrate advanced teacher competencies in practice are more likely to improve student learning outcomes.

In Summer 2018, and for the first time in the history of the MAE TCHL program, TCHL 545 and TCHL EDU 507/GEOS 507 were taught in the United Kingdom through the WKU Study Away Program. *From Local to Global: Community, Place, and Leadership* offered graduate students 3-6 credit hours. The goal is to offer this graduate study away program every other summer as well as increase the number of graduate courses taught in international settings.

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In 2018, STE partnered with Warren County Public Schools to develop a New Teacher Academy (NTA). The purpose of the NTA is to support first year teachers through a mentoring program and professional development. STE faculty are leading the professional development trainings to support the mentees. Mentees are required to log their experiences and professional development activity outcomes that could be substituted for MAE TCHL assignments as related to the course objectives. In addition, the WKU College of Education agreed to waive tuition for one three credit hour course for the NTA mentors. Mentors must collect evidence that demonstrates the use of research-based practices when coaching mentee. This documentation could be submitted as evidence of mastery of the TCHL course standards and objectives. One of the goals of STE participation in the NTA, as well as additional NTAs in the future, is an increase in enrollment in MAE TCHL programs.

Additionally, P-5 teachers who supervise a student teacher can receive a tuition waiver for three hours of graduate credit. When this waiver is combined with the Kentucky Teacher Educator Tuition Discount (referenced in 4c above), graduate students can receive a significant amount of financial savings toward tuition.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

According to national trends, and since 2010-2011, the number of teachers obtaining a master's degree in education has declined. Fewer states now require teachers to complete a master's degree and as of August 2018 Kentucky joined the ranks of those states that do not require it. As a result of the master's degree in Kentucky becoming an optional requirement for teachers, there is anticipation of a negative impact on the MAE enrollment. Fortunately, school districts still link master's degree completion to salary increases which attracts many teachers to master's programs to increase salary and future pension benefits. Presently, the WKU EALR Principal Program requires a master's degree for admission, which also leads students to obtain this advanced degree. If teachers aspire to apply for school administrative positions, additional training is in order through higher level degree programs.

Similarly, the Bureau of Labor and Statistics (2018) listed Instructional Coordinator positions as having an average median pay of \$63,750 and is projected to rise by 11 percent in job openings by 2026. Teachers seeking this type of upper level position will need advanced degrees and credentials.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

As described in 3a. above, and due to concerns about TCHL 560, the program capstone assessment was revised from an action research project to a leadership project so to provide increased flexibility and address student needs.

In 2015, six, one credit hour courses were collapsed into two, three credit hour courses (TCHL 555 and TCHL 545). To reduce credit hours required in the PE, TCHL 520 (3 credit hours) was eliminated from the PE and substituted with TCHL 559 (one credit hour).

The Proficiency Evaluation process was revised from an objective item, on-demand assessment to a portfolio submission of job-embedded evidence to demonstrate proficiency of the Kentucky Teacher Standards.

To simplify course registration, a course pass is no longer required for all PE courses with the exceptions of TCHL 500 and TCHL 560.

To increase awareness of MAE student learning outcomes, TCHL course objectives were aligned to National Board Certification Core Propositions. The TCHL core courses require Key Assessments that could help prepare teachers who choose to complete requirements for National Board Certification.

With the newly adopted Teacher Leader Standards, faculty reexamined the TCHL Course Key Assessments and objectives to ensure alignment from the standards to objectives and assessments.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In the next five years the MAE TCHL program must expand involvement with New Teacher Academies to increase enrollment in the graduate programs. Additionally, as more undergraduate students enroll with dual credit hours and seek advanced courses, the graduate enrollment will more than likely increase.

Most graduate students in MAE TCHL program hold undergraduate degrees from WKU. Therefore, to simplify the graduate enrollment process an automatic enrollment in the core courses will be explored. Students who do not wish to be automatically enrolled could request a delay or an opt out.

In the next ten years, program faculty will investigate opportunities for micro credentialing and personalized learning. In addition, faculty envision an expansion of the study abroad course offerings in numerous diverse settings and countries. Strengthening international partnerships throughout the next ten years will elevate program rigor and create a broader and more globalized graduate student perspective.

**e. What recommendation would you put forward for the program (check one)?**

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

**References**

American Association of Colleges of Teacher Education, (2018). *Colleges of education: A national portrait of learning*. Retrieved from: [https://aacte.org/resources/colleges-of-education-a-national-portrait/?utm\\_source=blog&utm\\_medium=a](https://aacte.org/resources/colleges-of-education-a-national-portrait/?utm_source=blog&utm_medium=a)

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<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Secondary Education
<b>Reference Number:</b>	#124
<b>CIP Code:</b>	131205
<b>Degree Type (AB, BS, etc.):</b>	R1
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	30
<b>List Concentrations (if any):</b>	

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p>
<p>This Planned Sixth-Year/Rank I program in Secondary Education leads to the Rank I salary change for certified Kentucky teachers. A minimum of either (a) 30 semester hours of approved graduate level credit in addition to the requirements for the Rank II salary classification, or (b) 60 semester hours of approved graduate level credit, including a master's degree, must be completed. Course delivery includes distance education (online learning), face-to-face, and hybrid.</p> <p><b>Program Requirements:</b></p> <p><b>Required Professional Education Component - 5 hours</b>      EDU 601 Seminar: Advanced Professional Development Plan (first semester)      EDU 604 Management of the Learning Environment      EDU 698 Seminar: Advanced Portfolio Project (last semester)</p> <p><b>Related Professional Courses – 7-13 hours</b></p> <ul style="list-style-type: none"> <li>• Secondary Education Major—13 hours including SPED 516‡</li> <li>• Secondary Education Minor—7 hours including SPED 516</li> </ul> <p><b>Specialization Courses – 12-18 hours</b></p> <ul style="list-style-type: none"> <li>• Secondary Education Major—12 hours</li> <li>• Secondary Education Minor—18 hours</li> </ul>

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Median
Enrolled Students	2		4		4		3		3		19
Conferrals	1		0		2		2		3		6
SCHP	15		26		13		20		12		212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>											
<p>This program contributes to other graduate programs through the flexibility and individualization of the Related and Specialization Components. For example, endorsements such as English as Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology may be part of these components. With advisor approval, any course could be added that supports the graduate student's professional goals.</p> <p>Based upon feedback from school district superintendents who are members of the Green River Regional Educational Cooperative (GRREC), program faculty collaborated with the GRREC staff to offer a New Teacher Academy in Fall 2016. The participants could apply projects and participation toward graduate credit for selected graduate courses. GRREC serves 45 Kentucky school districts located in the heart of Kentucky with the GRREC facility centrally located in Bowling Green, Kentucky. WKU draws students from the geographic region to the Bowling Green campus as well as the WKU Elizabethtown, Glasgow, and Owensboro Regional Campuses.</p>											
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>											
<p>The recent drop in SCHP is not attributable to any change in the program or course availability and appears to be consistent with other teacher education graduate programs in the college along with declining enrollment in teacher preparation programs across the nation (American Association of Colleges for Teacher Education, 2018).</p>											

## 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	0	0	0	0	1	100.0	0	0	0	0	
Progression											
150% Graduation Rate											
Time to Degree	5.33 (N=1)				7.00 (N=1)		12.67 (N=1)				
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Student learning outcomes are the Kentucky Teacher Standards and are measured by Key Assessments in the Required Professional Education Component that demonstrate the student has met a standard, in whole or in part.</p> <p>Other data relevant to these findings is the increase in the amount of time students are remaining in the program as depicted above on Chart 3a <i>Time to Degree</i>. Potential risks for students who take longer to graduate could include: (a) increased cost as tuition and fees tend to increase each year, (b) more possibility for changes in programs and certifications, and (c) delayed salary increases that are dependent on the student holding a Rank I.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Most Rank I students are employed as teachers upon entrance to the program.</p> <p>Presently, the program does not have a method for tracking post graduate employment and/or the pursuit of additional degrees or certifications.</p>											

Professional opportunities for Rank I graduates include: (a) some states, including Kentucky, award a salary increase upon the completion of a Rank I certification, and (b) the skills obtained with a Rank I make graduates more marketable in other jobs areas including non-profit organizations, education specialists for parks or museums, policy development, and education trainers for textbook or other education related corporations.

The regional and national need for secondary ed teachers is well documented by the Bureau of Labor Statistics and the American Association of Colleges and for Teacher Education (AACTE). Consequently, more teachers will be needed. Although, these statistics do not specially address the need for teachers with a Rank I, the likelihood of increased enrollment in the Rank I program is more probable when there are more teachers in the workforce.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

The Dean of the College of Education is a member of the GRREC Board and attends the monthly GRREC meetings along with the 45 school superintendents whose districts are in the GRREC region. As a result of feedback from recent meetings, program faculty met with GRREC staff and school superintendent representatives to share the needs of Rank I graduates in the P-12 classroom setting. Recommendations included an increased focus on the following: micro credentialing, job-embedded graduate course credit, and the exploration of value-added measures to course content. Faculty are considering ways to integrate these topics into existing course content that will be immediately applicable to the Rank I student's classroom teaching practice.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The Rank I program offers graduate students an option that degree programs do not offer. A graduate degree program requires that students complete the program in six years. Therefore, students who may not be able to finish a degree program in six years could choose to transition to the Non-Degree Sixth Year/Rank I Program and make use of the extension of time to complete the program. It is important to note, however, that completion of the Rank I will result in a certification only, not a degree, as explained in 1a. above. However, Kentucky teachers holding a Rank I certification qualify for a salary increase.

**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty					n/a	12
Number of NTE Faculty					n/a	4
Cost per SCH					n/a	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The program receives DELO revenue as students pay a higher tuition rate for the online classes. For example, one hour of graduate credit through distance education (i.e., online learning) is \$707. Tuition for one hour of graduate credit that is not offered through distance education is \$607, which is a difference of \$100 per credit hour.</p> <p>Rank I faculty were awarded an International Activities Grant in 2016 (\$750.00) by the Office of International Programs to explore international educational opportunities for graduate students. Faculty traveled to the Harlaxton College located in Grantham, England to create international partnerships among graduate teacher education programs and local schools.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount, which is currently \$415 per hour, a substantial discount when compared to the 2018 graduate tuition rate of \$707 per hour for courses offered through distance education.</p> <p>The Secondary Rank I program is the only option in the Secondary graduate program for the student to obtain a certification that is 30 hours above the MAE or Rank II programs. Unfortunately, the Secondary Education Specialist program was recently eliminated from WKU graduate programs, therefore, leaving the Secondary Rank I as the only option for Secondary graduate students that is 30 hours above a Rank II as previously described.</p>						



## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The Rank I program addresses Goal 5, Strategy 12 as students develop a professional development plan in their degree program. Students take a set of courses in the Professional Education Component, but most of those courses are electives selected to meet students' professional goals, interests, and needs. In addition, the program aligns with Strategy 13: *Create and maintain the physical and virtual structures that contribute to completion and success for all WKU students*. Many core courses as well as courses offered that could be selected for fulfillment of the Related Professional and Specialization Components are online as most students are teachers employed in school districts. Online learning contributes to the flexibility and individualized learning that 21<sup>st</sup> century graduate students seek.

For our community and beyond, the Rank I program aligns with the first goal, Strategy 4, and the third goal, Strategy 9, by offering graduate students a variety of opportunities to extend their professional development. The program challenges P-12 teachers to think critically as they design professional development, compose journal manuscripts, and analyze educational trends. In some Kentucky communities, P-12 teachers hold the highest levels of education. These teachers can directly impact all stakeholders as they design and promote educational opportunities.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The Rank I degree aligns with Objective 2.2: *Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities*. Through job-embedded tasks, graduate students who are P-12 teachers move beyond impacting their own classrooms to leading grade level and schoolwide initiatives. The Rank I students often choose to organize professional development activities for their school or districts when given that option in course assessments and project-based learning.

In addition, the Rank I program addresses Objective 8.1: *Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review*. Rank I students analyze their current teaching capacities, identify professional aspirations, develop programs, organize and/or present professional development trainings to positively impact other educators.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

In the WKU service and GRREC region, there are frequent job openings for teaching positions. The School of Teacher Education (STE) faculty are often contacted and requested to recommend viable candidates. Teachers who hold advanced degrees are more likely to possess forward-thinking teaching expertise and often have more classroom experience, which leads school districts to pursue these teachers for employment. According to Kentucky Future Skills, there is a projected demand in South Central Kentucky for 13 high school openings in the next five years. As reported by the Kentucky Educator Placement Service, in the last 30 days, there have been the highest number of job posting for Exceptional Child (46), high school (44), elementary (44), and middle school teachers (31).

In 2018, there were 42,060 full time Kentucky educator positions according to the Kentucky Department of Education (2018). Warren County Public Schools employ 947 full time teachers with Bowling Green Independent Schools employing 271 full time teachers. The Rank I program graduates become integral parts of classrooms and schools in this region and help meet student needs through knowledge, skills, and advanced teaching expertise that participation in the Rank I graduate program helped to develop.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

Some higher education competitors require a set core curriculum with little flexibility for students. However, the Rank I program has a limited set of required courses with the remainder of the requirements allowing students to identify course electives, including additional content classes and/or endorsements, that will expand the student's skills, abilities, and teacher proficiencies.

Course assessments require graduate students to perform authentic tasks that improve P-12 student learning. This job-embedded program ensures students exit with relevant competencies. Students develop a professional development plan and

complete an advanced portfolio project that could include organizing a series of professional developments, writing for a professional publication, launching a website with teaching materials, or producing research-based teaching materials.

As mentioned above in 4c., WKU provides a significantly reduced tuition cost through the Kentucky P-12 Educator Tuition Discount Program, which is currently \$415 per hour, a substantial discount.

U.S. News and World Report ranked the WKU Graduate Education Program the 31<sup>st</sup> Best Online Graduate Education Program out of 309 online graduate education programs. The US News and World Report indicated that "...students enrolled in online programs at WKU can expect a high level of dedication and assistance from faculty and staff at the university."

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

The Rank I program provides opportunity for students to specialize in various areas to expand their professional abilities. When choosing course electives, many students seek additional content courses ratchet-up content deficiencies or become a content expert. Other students pursue an endorsement such as the Elementary Math Specialist, Environmental Education, Gifted and Talented, or Instructional Computer Technology. The Rank I program can be individualized to meet student needs. Students engage in deeper learning as they master core content, think critically to solve complex problems, work collaboratively, communicate, learn how to learn, and possess an academic mindset (Hewlett Foundation, 2013).

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In 2018, STE partnered with Warren County Public Schools to develop a New Teacher Academy (NTA). The purpose of the NTA is to support first year teachers through a mentoring program and professional development. STE faculty are leading the professional development trainings to support the mentees. The WKU College of Education agreed to waive tuition for one, three credit hour course for the NTA mentors. Mentors must collect evidence that demonstrates the use of research-based practices when coaching mentees. This documentation could be submitted as evidence of job-embedded work for EDU 698. One of the goals of STE participation in the NTA, as well as additional NTAs in the future, is an increase in enrollment in the Rank I and other STE graduate programs.

Additionally, P-12 teachers who supervise a student teacher can receive a tuition waiver for three hours of graduate credit. Hopefully, this benefit will increase enrollment in Rank I courses.

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

According to national trends and since 2010-2011, the number of teachers obtaining advanced degrees in education have declined. Fewer states now require teachers to complete a master's degree and as of August 2018 Kentucky joined the ranks of the states that do not require the master's degree. Because of the master's degree in Kentucky becoming an optional requirement for teachers, there is anticipation of fewer teachers pursuing Rank I degrees. Fortunately, school districts still link Rank I completion to salary increases which attracts many teachers to Rank I programs to boost salary and future pension benefits.

Similarly, the Bureau of Labor and Statistics listed Instructional Coordinator positions as having an average median pay of \$63,750 and is projected to rise by 11 percent in job openings by 2026. Teachers seeking this type of upper level position will need advanced degrees and credentials.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Courses have been revised to promote a variety of job-embedded experiences and provide personalized learning. For example, in EDU 604 students will: (a) identify a problem, (b) analyze the problem, (c) develop an action plan, (d) create an evaluation system, (e) implement action plan, and (f) reflect and evaluate the effectiveness. Students that aspire to be in school leadership often will select a school issue and lead a school initiative.

EDU 601 is a course designed for students to plan a professional project that will allow them to lead peers in their school, district, or state. EDU 601 students could choose to plan and present professional development opportunities, compose an article for publication in a professional journal, or design workshops for an education conference. In EDU 698, students submit documentation and evidence that these projects were completed and make a presentation to the EDU 698 instructor and class members that focuses on the professional project. Students are required to evaluate the quality of their final product and reflect upon their learning.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In the next five years the Rank I program must expand involvement with New Teacher Academies to increase enrollment in the graduate programs. Faculty plan to collaborate with area school districts to design professional development programs tailored to district needs and provide course credit for this highly relevant job-embedded learning.

In the next ten years, program faculty will investigate opportunities for competency-based and personalized learning. Faculty will explore ways to provide more options for demonstrating mastery with stackable series of micro-credentials. With personalized learning, students will have a variety of entry points with residencies, online academies, centers of innovation, WKU conferences, and school tours. In addition, faculty envision an expansion of graduate study abroad course offerings in numerous diverse settings and countries. Strengthening international partnerships throughout the next ten years will elevate program rigor and create a broader and more globalized student perspective.

**e. What recommendation would you put forward for the program (check one)?**

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input checked="" type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)

**References**

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# COMPREHENSIVE ACADEMIC PROGRAM EVALUATION

## PROGRAM SELF-STUDY WORKSHEET

19 October 2018

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Special Education Initial Certification: Learning and Behavioral Disorders
<b>Reference Number:</b>	#0456
<b>CIP Code:</b>	131001
<b>Degree Type (AB, BS, etc.):</b>	MAT
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	36
<b>List Concentrations (if any):</b>	

### 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

This Special Education initial certification program in Learning and Behavior Disorders (P-12), which leads to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD and may or may not be currently employed as a teacher of students with learning and behavior disorders. This option is for those with no prior teacher certification in any area.

The 36-hour program consists of coursework in induction to the profession of special education, the diagnosis and assessment of learning and behavioral disabilities, prescriptive teaching, managing behavior disorders and positive behavior supports, research in special education, and special education law. If a student is currently employed or has verification of employment from a school district, the student becomes eligible for a Temporary Provisional Teaching Certificate. With no secure employment as the teacher of record in an LBD (P-12) setting during the program, the student will be required to complete the equivalent of the state required student teaching experience in an unpaid position in an accredited public school within WKU's service area. Graduates completing the equivalent of a student teaching experience will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD (P-12).



**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	14	15	12	11	7	
Conferrals	0	8	4	5	6	
SCHP	186	192	135	126	66	

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

Special education is an integral part of the total educational enterprise, not a separate order. In any school system, special education is a means of enlarging the capacity of the system to serve the educational needs of all children.

The particular function of special education within the schools (and the education departments of other institutions) is to identify children with unusual needs and to aid in the effective fulfillment of those needs. Both regular and special school programs play a role in meeting the educational needs of children with exceptionalities.

A primary goal of educators should be to help build accommodative learning opportunities for children with exceptionalities in regular educational programs. In the implementation of this goal, special education can serve as a support system, and special educators can assist regular school personnel in managing the education of children with exceptionalities.

**c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)**

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	2	10.0	4	75.0	3	66.7	0	0.0	1	0.0	
Progression											
150% Graduation Rate	0	0	2	50.0	4	75.0	3	66.7	0	0	
Time to Degree			2.29 (N=8)		2.50 (N=4)		3.07 (N=5)		3.56 (N=6)		

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

Education for children and youth with exceptionalities requires the well planned and purposeful coordination of many disciplines. Special education is a cross-disciplinary, problem-oriented field of services, which is directed toward mobilizing and improving a variety of resources to meet the educational needs of children and youth with exceptionalities. All of WKU’s special education programs adhere to the Council for Exceptional Children’s standards for advanced teacher preparation. Therefore, our learning outcomes are aligned with the CEC’s standards and outcomes. In addition, our students are mandated to be proficient in the Kentucky Teacher Standards. Each course in our program has critical performance assessments that are aligned with our standards based learning outcomes. Students must show proficiency in these critical assessments to move forward in the program. An example of program improvement based on assessment analysis was that we found our students were not proficient at analyzing high stakes P-12 assessment data and making instructional decisions based on that analysis. With the recent course revision of that course, students are now taught how to analyze high stakes assessment data to make instructional decisions for their students. In the AMT, students must additionally accrue 200 field observation hours prior to their capstone course, SPED 590.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

The Commonwealth, prior to September, 2018, required that all graduates complete the [Kentucky Internship Teacher Program \(KTIP\)](#). Special Education continues to be a high-need area in P-12 school districts and our graduates fill that community need. According to the Bureau of Labor Statistics Occupational Outlook, “the overall employment of special education teachers is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. School enrollment and the demand for special education services should drive employment growth” (<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>).

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Currently, the Kentucky Teacher Internship Program (KTIP) is suspended until June 30, 2020. No data are being collected by the EPSB. However, WKU has partnered this year 2018-2019 with Warren County Schools to pilot the New Teacher Academy, a support using Mentor teachers and faculty from the School

of Teacher Education to support first-year teachers in an ongoing basis. Since this is a pilot, no data are yet available.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Given the gap between the number of special education teachers available and the number of jobs to be filled increases each year, the lack of qualified special education teachers threatens the quality of education that students with disabilities receive. First-year special educators with no prior teaching experience encounter a variety of stressors. A workload that contains students with a variety of different needs, not enough planning time, paperwork, and current policy are several of the factors that provide stress, and in turn lower job satisfaction. The implementation of a comprehensive mentoring program tailored specifically to the needs of first-year special education teachers can have a positive effect on their ability to perform their job and manage their stress level, and intention to stay in special education. WKU's School of Teacher Education is fully involved in this process.



**4. COSTS, REVENUE AND EFFICIENCY**

<b>a. Data Provided by AA/IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
No external revenue streams are directly associated with the program.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
Teachers of students with disabilities are in high demand across Kentucky and bordering states. In Kentucky, there are 129 school districts and within each of those districts are students with Learning and Behavior Disorders who must receive a Free and Appropriate Public Education according to the Individuals with Disabilities Education Act federal legislation. Recent U.S. Supreme Court cases, such as <i>Endrew F. v. Douglas County School Dist. RE-1, 580 U.S.</i> , which many see as the most significant special-education case in 35 years, are going to make it vital that school districts employ people who are versed in evidenced based strategies in delivering services to students with special needs. The MAT in Learning and Behavior Disorders program at WKU strives to prepare professionals to do that exact job.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The MAT Special Education Learning and Behavior Disorders program aligns with WKU's strategic plan to engage our community and beyond in leading efforts to develop and grow the communities we serve using data, research, and forward-thinking policies; and through partnerships with K-12 education, business, industry, and government leaders, we will work together to provide a talent pipeline for the future. The program addresses the goals of continuing education and enhancing quality of life through providing a certification program to match job market opportunities (see 3.c above) and developing shared intellectual capital and viable products through collaborations, internships, and other partnerships with our P-12 regional partners.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

One of the priorities of the 2016-2021 Statewide Strategic Agenda of the Council of Postsecondary Education is to, "Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path." As part of this priority, Strategy 8.3. states: "Promote academic quality and continuous improvement of programs and instruction through the implementation of the statewide Review of Existing Programs policy and similar measures." Given the current comprehensive program review and evaluation of WKU, this program is using available data to improve this program for future WKU students and the children they serve in our regional communities.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

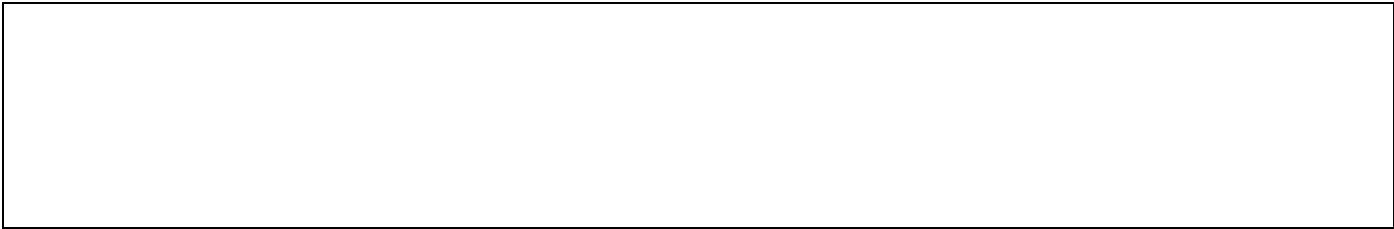
The Special Education program prepares students of all backgrounds to become teachers in hard-to-fill positions, working with our most vulnerable P-12 population. Courses are undergird with current research; students are often invited to be involved in community service through local, state and national opportunities with the hope that these opportunities provide lifelong learning. Our students and graduates, as special educators, enrich the quality of life for those they serve.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The online content of this program is a strength. By providing opportunities for distance learning, we are able to recruit teachers from across the state. Another strength of our program is that the courses are only taught by terminally-degreed professionals.

The activities to meet course objectives have been developed to promote critical thinking and bridge the research-to-practice gap. Our faculty focuses on using evidence-based practices and research to guide instruction. The final capstone course, SPED 590, serves to fully integrate candidates into the classroom. The New Teacher Academy, if candidates are hired in Warren County, continues mentoring support and timed professional development throughout the first-year teacher experience.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**



## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Given the recent change in state requirements to no longer require advanced preparation for teacher certified employees, we have many challenges and opportunities to revamp our program to meet the needs of our constituents moving forward. Faculty see this as an opportunity to expand our reach beyond the state of Kentucky and provide new opportunities for our students. All of our programs must be approved by the Kentucky Department of Education and must adhere to their standards as well as the standards of the university and the discipline's standards and best practices so we are working hard to implement programs that meet all of those external mandates while providing our students with state of the art curriculum and delivery so that they may go out and enhance their communities through their work with students with disabilities.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

A national shortage of fully certified special education teachers has been a persistent concern over the years. By examining teacher availability by analyzing data from the annual reports to Congress over a 10-year period, findings indicate (a) that there is a nationwide shortage of teachers who are qualified to teach across all disabilities, including a particularly disproportionate shortage in the area of emotional and behavioral disorders, and (b) that there has been a dramatic decrease in the teacher shortage rate, beginning in the 1993—1994 year and continuing in subsequent years. In the 2013-14 school year, 47 states reported shortages of special education teachers. Though not a new challenge, its impact has intensified as the number of students receiving special education services has increased over the past two decades. Possible explanations for this decrease may be the expanded reliance on the proliferation of alternate or emergency certification, inclusionary practices, personnel preparation training grants, and non-categorical certification. Teacher shortages may be the most acute problem in special education. This national trend highlights the recent decline in enrollment in all teacher preparation programs, and our teacher preparation programs have followed that trend.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Our efficiency could be improved by reducing the number of hours we currently require. This can be accomplished by combining courses that have redundant content, and faculty are prepared to make these changes.

Marketing and recruiting is a part of all faculty expectations, and many of the Special Education faculty regularly participate in job fairs and marketing events.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

If the current downward national trends continue, five years will most likely reveal a significant gap in the need for special education certified teachers versus the number of students with disabilities being served. We need to be ready. Within the next three years (by 2021), we are going to need an additional, qualified full-time faculty.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018

Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Special Education: Learning and Behavioral Disorders and Elementary Education
Reference Number:	#5003 (was #553)
CIP Code:	131001
Degree Type (AB, BS, etc.):	BS
STEM+H Degree (Y/N)	N
Minimum Hours Required:	91
List Concentrations (if any):	

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

(Program # 5003) The Special Education: LBD and Elementary Education program is a dual certification program which leads to the Bachelor of Science degree and a statement of eligibility for both Kentucky teaching certificates Exceptional Education: Learning and Behavior Disorders (P-12) and Elementary Education (P-5). The program requires completion of WKU Colonnade/General Education requirements, a related studies component (30 hours) and a professional education component (61 hours) for 91 total program hours. Program hours are taught by both elementary and special education faculty in collaboration. Coursework and clinical classroom experiences provide candidates with a deep understanding of *skills, knowledge, and dispositional components* needed to effectively collaborate and co-teach across content areas, diverse learners, and grade levels. Candidates have an excess of 200 clinical hours in diverse, real-world classrooms due to established partnerships with local school systems. Mentoring from practicing teachers and embedded clinical placements are integral parts of the program. This program combines the strengths of content area knowledge, clinical experiences, data-driven instructional decisions, behavior analysis, and purposeful use of research-based strategies resulting in a rigorous program applying high-leverage practices. Candidates must maintain a GPA of 2.75 and pass state mandated entrance tests prior to admission to the program.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>		<b>2014-15</b>		<b>2015-16</b>		<b>2016-17</b>		<b>2017-18</b>		<b>17/18 Univ. Median</b>
Enrolled Students	0	0	0	0	64	64	131	131	149	149	89
Conferrals	0	0	0	0	0	0	9	9	16	16	22
SCHP	0	0	0	0	789	789	1454	1454	2011	2011	991
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>											
<p>Recent Kentucky teacher surveys, as well as national indicators, show practicing teachers desire more competence with differentiation of instruction and use of assessment data to improve learner outcomes. SPED 330: Introduction to Exceptionalities and Diversity in Learning is a course designed and required for all education majors. It is offered in several sections across fall and spring to approximately 250 education majors. The course addresses current law for students with disabilities, explicit instruction using critical thinking, research-based strategies for effective instruction, differentiated instruction, and data driven measure. All these items are essential components of the 5003 program addressing the “diversity, equity, and inclusion for the needs of our community and beyond” (WKU strategic plan). Program candidates study culturally appropriate curriculum, assessing the needs of the learner, and adjusting instruction to meet those needs. Our candidates “lead through service” with “respect for individual differences” in every aspect of course and clinical experiences (CEBS Strategic plan). A large percentage of our candidates elect to participate at at-risk schools as well as choosing to add international student-teaching. The SPED:ELED program also gives elementary education majors an opportunity to expand their teaching knowledge to better meet the needs of today’s increasingly diverse classrooms.</p>											
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>											
<p>Our previous program (#553) was limited to special education with low enrollment and some students struggling to pass state entrance tests. Intensive research and collaboration with elementary education faculty, as well as regional schools, led faculty to redesign the program to the current program, 5003. Enrollment data under the new program show increased enrollment, higher competence on entrance tests, and improved retention through graduation. Student-teaching supervisors noted increased skills, knowledge, and dispositions evident in student-teaching activities and the Teacher Work Sample. Clinical placements in local schools are highly supported by area administrators and partner schools noted higher level teacher candidates.</p>											

**3. SUCCESS OF STUDENTS**

<b>a. Data Provided by IR</b>	<b>2013-14</b>		<b>2014-15</b>		<b>2015-16</b>		<b>2016-17</b>		<b>2017-18</b>		<b>17/18 Univ. Values</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
First-Year Retention Rate	0	0	0	0	0	0	32	84.4	27	59.3	69.4
Progression			0	0	25	100.0	108	72.2	120	74.2	61.3
150% Graduation Rate											54.1
Time to Degree							3.78 (N=9)		3.92 (N=16)		4.39
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Program outcomes:            Learning outcomes are aligned with Kentucky Teaching Standards, Council for Exceptional Children and InTASC standards for education. At the program level, outcomes are measured by key program assessments (see below). Individual learning outcomes at listed at the course level and aligned with standards.</p>											

Learning Outcomes Areas as defined by Standards		NAME of Key Assessment
1	Content Assessment	Praxis II
2	Other Content Assessment	Major GPA
3	Assessment of Professional Capabilities	Praxis PLT
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies
9	Dispositions	Dispositions Form
10	KTS Exit Survey	KTS Exit Survey

(Taken from SACS Program Improvement document, 2015-16)

Example of improvement

Program review uncovered weak areas in diversity knowledge and skills demonstrated in the key measures and great inconsistency in syllabi for SPED 330 course sections. It was determined that the key measures were not rigorous enough for the target and that consistency in this significant course must be monitored. The course was revised. By 2014-15, this course was moved to a face-to-face venue. The course was modified to four major topic areas: special education law and processes, research into the most typical disabilities seen in general education classrooms, effective differentiated instruction, and culturally relevant instructional practices.

Rubric Score	1	2	3	4	Grand Total
2010-11	0%	5.56%	55.56%	38.39%	100 %
2013-14	1.45%	4.34%	24.86%	69.36%	100%

In 2010, the rubric was simplistic. It was discovered on review of syllabi that adjunct faculty had created their own evaluations so the 2010 scores above were not valid in demonstrating strong outcomes.



Key measure scores are gathered each semester and reviewed by faculty. One tenured-track faculty member is assigned to facilitate communication among adjuncts, present the base syllabus and required activities, and complete training on scoring the rubric. The course revisions increased student outcomes despite the higher challenge of the task. Students met the challenge and overall scores for the key measures shifted to the higher level with the majority scoring at the top level.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

KTS Exit survey, First-year Teacher Academy, and direct relationship with our candidates. Students completing the SPED:ELED program have a 100% pass rate for the special education certification exam. All candidates seeking employment (i.e. not seeking employment due to pregnancy, death in family, or moving overseas) were successful in employment. Some secured employment in other states. Through direct contact with candidates approximately 95% remained employed over the next three years. Special education teachers, as well as elementary teachers strong in inclusive methodology, are highly sought. About half our graduates seek and secure elementary positions and the other half secure special education positions. All graduates seeking employment received job offers and we consistently receive requests for additional position vacancies that we cannot provide candidates because all our graduates are employed. SPED faculty also present research with SPED:ELED teacher candidates during their time at WKU and this is another venue where attendees at these presentations email us requesting our candidates to fill their teaching vacancies.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

This is an area that we are working on to gain more consistent data. The addition of the clinical design of the SPED/ELED program has been helpful in that it not only provides our teacher candidates with the knowledge to be first-day ready as desired by employers, but also has increased our visibility and overall relationship with our community partners. We work together closely with our school partners to determine the skills most needed in today's teachers. Our teacher candidates then practice these skills with mentor teachers already in the classroom. This partnership improves our candidates' skills as well as the confidence our community partners have in the WKU SPED:ELED graduates.

In addition to the TELL survey, this year began the First-year Teacher Academy and this provides opportunities to network with our teachers and learn of areas they wish they had greater skill. This information is discussed and we look for areas within the program where this can be addressed. In the past, SPED faculty have used information from alumni to strengthen our program. For example, an increased emphasis is now on data-driven decision making and the literacy clinic was added because of alumni feedback.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

The clinical model provides our SPED:ELED candidates with hands-on opportunities to improve student outcomes even before they graduate! The coaching provided from both the SPED faculty and the mentor teachers provide our teacher candidates with exceptional learning opportunities. They use this feedback to continually improve their craft and be day-one ready. For example, the literacy clinic provides our teacher candidates a semester-long learning opportunity to use data to drive decision making just as they will when they become teachers but now have access to coaches to help hone their skills.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					2.73	12
Number of NTE Faculty					.14	4

Cost per SCH					91.17	128
SCHP/FTF by Dept.	238	212	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	18	17	16	15	17	19
% Under-Enrolled Sections by Level	41.9	45.1	46.2	46.8	38	36.3

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

The SPED:ELED program began with a 3-year, \$150,000 grant that helped with initial program development and buy-out to provide more faculty in the clinical model.

Since the inception of the SPED:ELED program, the special education faculty were awarded external funding to provide scholarships for undergraduate students pursuing an initial degree in special education. The dollar amount of scholarships distributed has varied. For the 2018-2019 school year \$25,000 was distributed from the WHAS Crusade for Children Award.

The special education department received a KEEP award of \$6000 for the 2018-19 school year to support clinical partnerships in collaboration with other universities in Kentucky.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

Yearly, our junior and senior undergraduate students present at the Kentucky Council for Exceptional Children (KYCEC) Conference in Louisville. In 2017, 33 students and 6 professors attended with 65 scheduled to attend in 2018. WKU showcases academic rigor with poster presentations and student-led presentations. This is a strong marketing tool for WKU and the SPED:ELED program. Our students receive job offers and several win state offices each year. Professionalism and applied research projects are in full display. We provide this opportunity for our students through fundraising in our local community and grants from the state and national CEC.

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The SPED:ELED Undergraduate Dual Certification program aligns with WKU's strategic plan to engage our community and beyond in leading efforts to develop and grow the communities we serve using data, research, and forward-thinking policies; and through partnerships with K-12 education, business, industry, and government leaders, we will work together to provide a talent pipeline for the future. The clinical model also provides many student-driven, applied research opportunities and our students often receive FUSE grants and present at state and national conferences with SPED faculty. Additionally, through Global Learning, the program encourages students to participate in an International Student Teaching Experience and a large percentage of our students take advantage of this opportunity. In the past 5 years, we have had students complete a portion of their student teaching in Spain, China, Germany, Ecuador, Ireland, and Belize to name a few locations. This opportunity aligns perfectly with the WKU Strategic Goal of, "Ensuring that a world view and international issues are intentionally incorporated across the curriculum, preparing WKU graduates to enter a competitive global workforce."

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The program addresses the statewide strategic agenda through addressing the priority of increasing degree and certificate completion, filling workforce shortages, and guide more graduates to a career path. All students complete this program with the opportunity to receive a statement of eligibility for Kentucky Teacher Certification. In addition, Special Education is a high need area for employment in K-12 Public School districts across Kentucky and nationwide. Our students are prepared to address this need upon graduation.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

According to the U.S. Census, 2.8 million school-aged children with disabilities across the United States qualify for special education services. This is approximately 5.2 percent of America's youth aged 5 to 18. Increased awareness of various disabilities has caused higher enrollment in elementary and secondary special education programs. As more children are properly diagnosed, the number of special education teachers will grow. The Bureau of Labor Statistics predicts that employment of special education teachers will grow as fast as the average by six percent through 2024. This will open roughly 31,000 new jobs nationwide in special education. Special education is a demanding job, so job turnover and retirement will cause the need for new hires. The highest need for special education teachers will be in the South and West.

According to the Bureau of Labor Statistics Occupational Outlook, "the overall employment of special education teachers is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. School enrollment and the demand for special education services should drive employment growth" (<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>).

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The clinical model utilized in the SPED:ELED program at WKU is the most advanced in the state of Kentucky. Recently, SPED faculty from around the state met to discuss clinical models and the opportunities available within the state. It is clear that WKU has the most advanced school partnerships and the most comprehensive clinical opportunities for SPED:ELED teacher candidates. The KY Consortium for KY Special Educators is planning to visit WKU so others around the state can learn from our program. We were recently awarded a grant from Kentucky Excellence in Educator Preparation (KEEP) to further develop our community partnerships. The American Association of Colleges for Teacher Education (AACTE) disseminated key research supporting the clinical model as the best model for teacher education.

The reputation of our program is evident in testimonials by our school partners and their desire to hire our graduates as well as children of current teachers and administrators attending WKU because they know WKU produces the most prepared

teacher educators. This is also evident by the number of requests we receive from districts seeking our candidates. Also, many of our teacher candidates are hired prior to graduation with 100% of graduates seeking employment receive job offers.

**e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)**

The SPED:ELED program serves a critical need to support the learning needs of all students. This program provides general educators with specialized skills to differentiate their teaching practices to meet the needs of the increasing diverse school populations. Teacher candidates learn these skills through hands-on teaching in high-need, diverse classrooms. Given the recent state budget cuts, this program also supports our school partners by providing extra teaching support in the classroom through the WKU teacher candidates running teaching stations and providing one-one-support to high need learners.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

The special education program is poised to contribute meaningfully to the new “core courses” initiative. Going forward, all STE programs will share a 15 hour “Core”, allowing students to switch majors more efficiently (beginning Fall 2019). In this model, our special education faculty can be involved in educating students across the STE, rather than only those students who have identified special education as their major. In the past four decades, the United States has focused on providing quality education for all learners in their least restrictive environment (IDEA, 1975). This is considered an “inclusive” model of education. In order to effectively do this, the most important role of teacher preparation programs is to train and empower teachers to identify and support students who experience barriers to learning. This means that diverse learners will be in teachers’ classrooms across grade levels and subject areas. Through the core courses, the special education faculty is prepared to equip all preservice teachers with the knowledge, skills, and expertise to teach in today’s diverse classroom by coupling strategies that are effective for most students (general education content) with strategies that are effective for students who struggle in school (special education content). Additionally, the special education program is considering alternatives to our current model that better support our nontraditional students.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

Our program has had increasing enrollment over the past three years, since the new SPED:ELED major was introduced. This is in contrast to the national and state decreasing enrollment in the field of education. It is important to note that Kentucky has an increasing trend in employing only “fully qualified” special education teachers. In 2012, there were 118 “non-fully qualified” special education teachers, but in 2017, that number dropped to 19. This shows that districts in our state are increasingly requiring a special education teaching license from an accredited university before they are allowed to teach in a school. This is an area of need, SPED:ELED is actively addressing.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

In the past three years, WKUs special education program has positioned itself as a leading, innovative program in the state of Kentucky. There are two key aspects of our program that will allow us to continue to be a leader in the state. First, our

program results in teaching certification in elementary education and special education: learning behavior disorders K-12, greatly expanding the employability of our students after they graduate. The special education program trains students to be prepared to work in the diverse classroom of today.

Additionally, teacher education programs across the state of Kentucky have placed an emphasis on clinical models of education. The Council for Postsecondary Education awarded WKU funding for the development of the clinical model at WKU and continues to offer assistance to support this model. At WKU, we have a robust clinical model with strong partnerships in three local schools, T.C Cherry, Dishman McGinnis, and Parker Bennett Curry. We have been invited to present on our clinical model at the state level. Our strong clinical model will continue to garner support at the state and national level.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In five years, we see the program as being a central program to the training of special educators in Kentucky. We have only had our new model of ELED:SPED and clinical experiences for three years, so the next five years we will focus on expanding. We have great potential for growth given the dual certification and the teacher shortages in the certification areas. Additionally, SPED faculty have made meaningful connections with other universities and are closely connected with many state-level initiatives. In ten years, we anticipate a program with consistently high enrollment that continues to engage in innovative teacher preparation.

One impediment is that as our program grows, we will need additional full-time faculty and clinical faculty support to meet the increasing enrollment in our program. Currently, we can only offer one course a year, so if a student gets behind, they are behind for an entire year, rather than a semester. With our new funding model and emphasis and our emphasis on student retention and support, it is imperative that we allow for more scheduling options so students can graduate in four years. The lack of faculty resources has the potential to hurt our recruitment and retention.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



# COMPREHENSIVE ACADEMIC PROGRAM EVALUATION

## PROGRAM SELF-STUDY WORKSHEET

19 October 2018

Department/School:	Western Kentucky University (00200200)
College:	College of Education and Behavioral Sciences

Program Name:	Special Education: Moderate and Severe Disabilities
Reference Number:	#0438
CIP Code:	131001
Degree Type (AB, BS, etc.):	MAE
STEM+H Degree (Y/N)	N
Minimum Hours Required:	37
List Concentrations (if any):	<a href="https://www.wku.edu/cebs/peu/curriculum_contracts/files/msd_msd_7-15.pdf">https://www.wku.edu/cebs/peu/curriculum_contracts/files/msd_msd_7-15.pdf</a> <a href="https://www.wku.edu/cebs/peu/curriculum_contracts/files/msd_lbd_7-15.pdf">https://www.wku.edu/cebs/peu/curriculum_contracts/files/msd_lbd_7-15.pdf</a>

### 1. PROGRAM SUMMARY

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The Master of Arts/Teacher Leader in Special Education for Moderate and Severe Disabilities advanced Preparation program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Moderate and Severe Disabilities (MSD). Courses and experiences include Professional Learning Communities in which teacher candidates interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. With the MAE program in Special Education: MSD, teacher candidates are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with moderate and severe disabilities and to exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.



**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	44	27	14	7	9	19
Conferrals	12	13	14	1	3	6
SCHP	420	269	104	110	104	212

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

The MAE: MSD program contributes to the WKU mission to develop productive, engaged, and socially responsible citizen-leaders of a global society by educating advanced degree teachers to use best practice in the classroom and preparing teachers to be leaders in their schools and communities. This program is designed to not only teach the basic components of utilizing evidence-based research, but also to engage future teachers in higher-level concepts, such as how to differentiate instruction, follow legal policy, and analyze curricula and standards. Many of the students in our MAE: MSD program are currently in service to the state, working as teachers in the MSD setting and they use their coursework, interaction with their peers, and interaction with their professors to continue to improve and problem solve real-world examples, and increase the quality of life for residents of the Commonwealth.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**



### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	4	25.0	8	62.5	1	100.0	1	100.0	0	0	82.2
Progression											
150% Graduation Rate	5	20.0	4	0.0	8	37.5	1	100.0	1	0.0	73.3
Time to Degree	2.96 (N=9)		3.22 (N=9)		4.00 (N=11)		3.67 (N=1)		5.33 (N=2)		2.56

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

For our program, we rely on Critical Performance Indicators (CPI) to assess student learning. Each course has an individualized CPI that targets the content taught in the course and aligns with the Kentucky Teacher Standards and Kentucky Framework for Teaching. The CPI is in place to ensure that students are held accountable to an identified set of standards and can produce the same culminating project regardless of the instructor of the course. The CPI is measured on a Likert-type scale of 1-4, with 1 being unacceptable and 4 being exemplary. Passing the CPI for each designated course is a requirement. Program quality and rigor is judged in part with student performance on the culminating CPI. If students score below the minimum, each faculty member requires a remediating to close that gap of knowledge before the student moves forward in his/her coursework. Students are not asked to “redo” but are required to have specific instruction to address the weak area. For example, students presenting a paper with weak writing skills are required to take their paper to the WKU Writing Center for direct and specific instruction in the writing skills lacking. Students then resubmit the paper with an addendum outlining the specific skills they learned to correct the weak area. If the student’s weak area is in content, the course instructor and the student will meet and develop a plan for the student to master the content and remediate the CPI. This type of remediation is noted in the CPI scoring system. All teaching standards measured with the CPI process must be satisfactorily met prior to student teaching. Additionally, our student teaching candidates must take the PRAXIS II test in their content area.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Through exit surveys of all graduates in teacher education programs, the college gathers and incorporates feedback on the success of graduates. In addition, all students in the program seeking to add the Kentucky Moderate Severe Disabilities certification to their credentials must pass the Praxis II Exam for Moderate and Severe Disabilities. The pass rate of our students on this exam is 100%. Anecdotal records are kept on graduates based on where they are teaching and whether they remain in the profession. According to the Bureau of Labor Statistics Occupational Outlook, “the overall employment of special education teachers is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. School enrollment and the demand for special education services should drive employment growth” (<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>).

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Data are unavailable for this report period; however, the dean’s office is working in partnership with the Education Professional Standards Board and the Kentucky Center for Education and Workforce Statistics to provide employment data on the near future.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

All students must pass the Praxis II in Moderate and Severe Disabilities content and knowledge in order to graduate and

receive certification. Anecdotally, the graduate students in this program are highly sought for employment.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					n/a	12
Number of NTE Faculty					n/a	4
Cost per SCH					n/a	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
No external revenue streams are directly associated with the program.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
Teachers of students with Moderate and Severe Disabilities are in high demand across Kentucky and bordering states. In Kentucky, there are 129 school districts and within each of those districts are students with moderate and severe disabilities who must receive a Free and Appropriate Public Education according to the Individuals with Disabilities Education Act federal legislation. Recent U.S. Supreme Court cases, such as <i>Endrew F. v. Douglas County School Dist. RE-1</i> , 580 U.S., which many see as the most significant special-education case in 35 years, are going to make it vital that school districts employ people who are versed in evidenced based strategies in delivering services to students with special needs. The MAE in Moderate and Severe Disabilities program at WKU strives to prepare professionals to do that exact job.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The MAE Special Education Moderate Severe Disabilities program align with WKU's strategic plan to engage our community and beyond in leading efforts to develop and grow the communities we serve using data, research, and forward-thinking policies; and through partnerships with K-12 education, business, industry, and government leaders, we will work together to provide a talent pipeline for the future. The program addresses the goals of continuing education and enhancing quality of life through providing a certification program to match job market opportunities (see 3.c above) and developing shared intellectual capital and viable products through collaborations, internships, and other partnerships with our P-12 regional partners.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

One of the priorities of the 2016-2021 Statewide Strategic Agenda of the Council of Postsecondary Education is to, "Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path." As part of this priority, Strategy 8.3. states: "Promote academic quality and continuous improvement of programs and instruction through the implementation of the statewide Review of Existing Programs policy and similar measures." Given the current comprehensive program review and evaluation of WKU, this program is using available data to improve this program for future WKU students and the children they serve in our regional communities.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The Special Education department prepares students of all backgrounds to become teachers in hard-to-fill positions, working with our most vulnerable P-12 population. Courses are undergird with current research; students are often invited to be involved in community service through local, state and national opportunities with the hope that these opportunities provide lifelong learning. Our students and graduates, as special educators, enrich the quality of life for those they serve.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The online content of this program is a strength. In Kentucky, many students pursue their Master's degree while working in the school system and by providing opportunities for distance learning, we are able to recruit teachers from across the state. Another strength of our program is that the courses are only taught by terminally degreed professionals.

The activities to meet course objectives have been developed to promote critical thinking and bridge the research-to-practice gap. Our faculty focuses on using evidence-based practices and research to guide instruction. Our culminating SPED 595 is a research inquiry project with real-life application, which allows our teacher candidates to evaluate their practices.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**



**6. PROSPECTUS**

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

We are preparing teachers for P-12 special education. Program revision would greatly enhance our marketability statewide, and possibly nation-wide. Our current program MAE TCHL MSD, which shares the degree with Teacher Leadership, carries a minimum of 37 hours, which makes us the highest credit degree program for MSD in the state. With the KY Department of Education’s decision to discontinue the teacher leader standards as a requirement, we hope to revisit the curriculum and reduce the number of hours to 30. We envision the possible combination of all current MAE TCHL special education programs under one program, with options for certification. Realignment has the potential to collapse 5 programs into 1, with options for certification.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

A national shortage of fully certified special education teachers has been a persistent concern over the years. By examining teacher availability by analyzing data from the annual reports to Congress over a 10-year period, findings indicate (a) that there is a nationwide shortage of teachers who are qualified to teach across all disabilities, including a particularly disproportionate shortage in the area of emotional and behavioral disorders, and (b) that there has been a dramatic decrease in the teacher shortage rate, beginning in the 1993—1994 year and continuing in subsequent years. In the 2013-14 school year, 47 states reported shortages of special education teachers. Though not a new challenge, its impact has intensified as the number of students receiving special education services has increased over the past two decades. Possible explanations for this decrease may be the expanded reliance on the proliferation of alternate or emergency certification, inclusionary practices, personnel preparation training grants, and non-categorical certification. Teacher shortages may be the most acute problem in special education. This national trend highlights the recent decline in enrollment in all teacher preparation programs. And retaining special education teachers is especially challenging.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Until now, the faculty have been unable to make desired changes due to state regulations which impact this program’s ability to reduce the number of credit hours in order to be more competitive with colleges and universities throughout the Commonwealth. With recent and pending changes at the state EPSB level, we hope to explore to combining programs and reducing the number of credit hours that drive our potential applicants elsewhere.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

If the current downward national trends continue, five years will most likely reveal a significant gap in the need for special education certified teachers versus the number of students with disabilities being served. We need to be ready. Within the next three years (by 2021), we are going to need additional qualified full-time faculty.

**e. What recommendation would you put forward for the program (check one)?**

<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)





**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET**

**19 October 2018**

<b>Department/School:</b>	Western Kentucky University (00200200)
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Special Education
<b>Reference Number:</b>	#0437 discontinued in 2015; #0457 current program
<b>CIP Code:</b>	131001
<b>Degree Type (AB, BS, etc.):</b>	LBD, MAE
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	37 - 43
<b>List Concentrations (if any):</b>	<a href="https://www.wku.edu/ste/sped/mae_sped_teacher_leader.php">https://www.wku.edu/ste/sped/mae_sped_teacher_leader.php</a>

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

This program (program reference #0437) was discontinued after program revision and replaced with Special Education for Teacher Leaders: Learning and Behavior Disorders, program reference #0457. No students have been enrolled in program #0437 since 2015 and all information provided in this self-study will be based on the newer program #0457.

This program (#0457) is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The School of Teacher Education, through the Exceptional Education program area, offers courses and experiences for initial preparation of Exceptional Education teachers and for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which teacher candidates interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. This concentration is for advanced preparation as an additional certification for those holding certification in any area other than Exceptional Education LBD or MSD certification. Within this concentration, the teacher candidate is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and to exhibit appropriate teacher disposition



behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. Teacher candidates will complete a professional education component and a specialization component based upon their certification status, educational background, and career goals.

**2. PROGRAM PRODUCTIVITY**

<b>a. Data Provided by IR</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>17/18 Univ. Median</b>
Enrolled Students	19	24	20	20	44	19
Conferrals	2	3	5	5	4	6
SCHP	234	219	213	267	453	128

**b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)**

Since the revision, the enrollment in this program has increased 11 students or over 30%. While this is positive, given our challenges, more needs to be done and the program faculty is currently working to revamp, once again, our advanced preparation programs in Special Education given the recent state decision to no longer require teachers to receive a master’s degree (Rank II) to maintain their teacher certification. In past years, all teachers in the state of Kentucky were required to hold a Rank II to keep their certification after 10 years in the profession.

**c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)**

Faculty in this program are continually updating and revision courses to reflect changes in the field. For example, in past years, special education teachers were fairly autonomous and served children in separate classrooms who required special instruction. Now, thankfully, children with, what are considered mild disabilities, are, for the most part, served in regular general education classrooms with the special education teachers collaborating and co-teaching with the general education teachers. This change in the field required our programs to respond to the increased need to teach collaboration and team building skills for our advanced preparation teachers.

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	3	66.7	3	100	3	33	2	50	4	100	82.2
Progression											
150% Graduation Rate	0	0	3	0.0%	3	33.3	3	0.0%	2	0.0%	73.3
Time to Degree	4.00 (N=2)		4.84 (N=2)		3.67 (N=3)		3.40 (N=5)		3.25 (N=4)		2.56

**b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)**

All of WKU's special education programs adhere to the Council for Exceptional Children's standards for advanced teacher preparation. Therefore, our learning outcomes are aligned with the CEC's standards and outcomes ([found here](#)). In addition, our students are mandated to be proficient in the Kentucky Teacher Standards. Each course in our program has critical performance assessments that are aligned with our standards based learning outcomes. Students must show proficiency in these critical assessments to move forward in the program. An example of program improvement based on assessment analysis was that we found our students were not proficient at analyzing high stakes P-12 assessment data and making instructional decisions based on that analysis. With the recent course revision of that course, students are now taught how to analyze high stakes assessment data to make instructional decisions for their students.

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

Graduates of all teacher education programs are given an exit survey and the college attempts to track their success beyond their college programs. However, this mostly garners data about our undergraduate graduates and we need to do a better job tracking our graduate students after they complete advanced preparation programs, perhaps developing a survey using our database of completers. Students completing our advanced preparation special education Learning and Behavior Disorders masters program, based on anecdotal data, often become leaders in their school, districts, and across the state. Our graduates have served on many state-wide curriculum committees, have taken leadership on creating community organizations that benefit children with disabilities, and some have gone on to teach courses as an adjunct at WKU and other institutions of higher education across the state.

Special Education continues to be a high-need area in P-12 school districts and our graduates fill that community need. According to the Bureau of Labor Statistics Occupational Outlook, "the overall employment of special education teachers is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. School enrollment and the demand for special education services should drive employment growth" (<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>).

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g.,**

**employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Data are unavailable for this report period; however, the dean's office is working in partnership with the Education Professional Standards Board and the Kentucky Center for Education and Workforce Statistics to provide employment data on the near future.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

All students must pass the Praxis II in Learning and Behavior content and knowledge in order to graduate and receive this certification if they don't already hold the LBD certification. Anecdotally, the graduate students in this program are highly sought for employment. SPED faculty are highly visible throughout the region and represent WKU at several IHE state meetings for public universities. We are often asked at those meetings if we have potential graduates for hire. In addition, we receive email and phone calls from districts (and often the superintendents and principals are former students) asking for potential hires.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					.24	12
Number of NTE Faculty					0	4
Cost per SCH					37.07	128
SCHP/FTF by Dept.	238	221	227	214	245	375
% SCH by FTF by Dept.	77.1	78.7	76.4	75.3	79.1	75.8
Median Class Size by Level	12	9	7	8	8	8
% Under-Enrolled Sections by Level	42	50.4	58.5	57.1	55.3	58.2
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
No external revenue streams are directly associated with the program.						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
Teachers of students with disabilities are in high demand across Kentucky and bordering states. In Kentucky, there are 129 school districts and within each of those districts are students with Learning and Behavior Disorders who must receive a Free and Appropriate Public Education according to the Individuals with Disabilities Education Act federal legislation. Recent U.S. Supreme Court cases, such as <i>Endrew F. v. Douglas County School Dist. RE-1, 580 U.S.</i> , which many see as the most significant special education case in 35 years, are going to make it vital that school districts employ people who are versed in evidenced based strategies in delivering services to students with special needs. The MAE in Learning and Behavior Disorders program at WKU strives to prepare professionals to do that exact job.						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

The MAE Special Education Learning and Behavior Disorders program aligns with WKU's strategic plan to engage our community and beyond in leading efforts to develop and grow the communities we serve using data, research, and forward-thinking policies; and through partnerships with K-12 education, business, industry, and government leaders, we will work together to provide a talent pipeline for the future. The program addresses the goals of continuing education and enhancing quality of life through providing a certification program to match job market opportunities (see 3.c above) and developing shared intellectual capital and viable products through collaborations, internships, and other partnerships with our P-12 regional partners.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

One of the priorities of the 2016-2021 Statewide Strategic Agenda of the Council of Postsecondary Education is to, "Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path." As part of this priority, Strategy 8.3. states: "Promote academic quality and continuous improvement of programs and instruction through the implementation of the statewide Review of Existing Programs policy and similar measures." Given the current comprehensive program review and evaluation of WKU, this program is using available data to improve this program for future WKU students and the children they serve in our regional communities.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

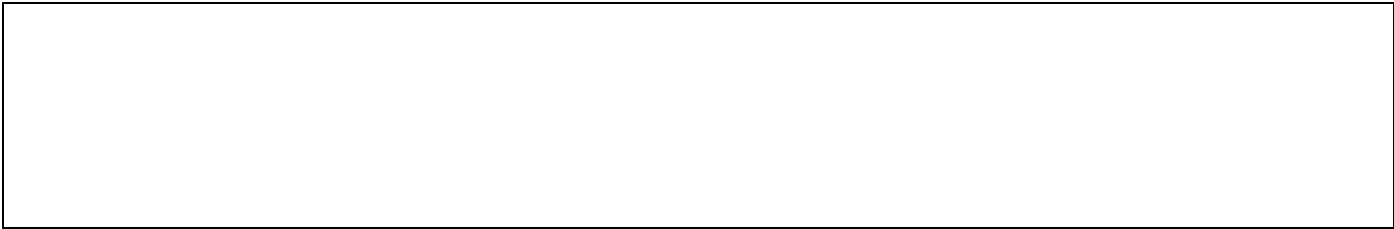
The Special Education program prepares students of all backgrounds to become teachers in hard-to-fill positions, working with our most vulnerable P-12 population. Courses are undergird with current research; students are often invited to be involved in community service through local, state and national opportunities with the hope that these opportunities provide lifelong learning. Our students and graduates, as special educators, enrich the quality of life for those they serve.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The online content of this program is a strength. In Kentucky, many students pursue their Master's degree while working in the school system and by providing opportunities for distance learning, we are able to recruit teachers from across the state. Another strength of our program is that the courses are only taught by terminally degreed professionals.

The activities to meet course objectives have been developed to promote critical thinking and bridge the research-to-practice gap. Our faculty focuses on using evidence-based practices and research to guide instruction. Our culminating SPED 595 is a research inquiry project with real-life application that allows our teacher candidates to evaluate their practices.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**



## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Given the recent change in state requirements to no longer require advanced preparation for teacher certified employees, we have many challenges and opportunities to revamp our program to meet the needs of our constituents moving forward. Faculty see this as an opportunity to expand our reach beyond the state of Kentucky and provide new opportunities for our students. We are preparing teachers for P-12 special education. Program revision would greatly enhance our marketability statewide, and possibly nation-wide. Our current program MAE TCHL LBD, which shares the degree with Teacher Leadership, carries a minimum of 40 - 43 hours, which makes us the highest credit degree program for LBD in the state. With the KY Department of Education's decision to discontinue the teacher leader standards as a requirement, this program has an opportunity to not only reduce the number of hours to 30, but also to increase the program content to focus solely on special education content and pedagogy. Given this opportunity, we envision the possible combination of all current MAE TCHL special education programs under one program, with options for certification. The proposal will collapse 5 programs into one program without any significant changes to courses offered in the programs.

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

A national shortage of fully certified special education teachers has been a persistent concern over the years. By examining teacher availability by analyzing data from the annual reports to Congress over a 10-year period, findings indicate (a) that there is a nationwide shortage of teachers who are qualified to teach across all disabilities, including a particularly disproportionate shortage in the area of emotional and behavioral disorders, and (b) that there has been a dramatic decrease in the teacher shortage rate, beginning in the 1993—1994 year and continuing in subsequent years. In the 2013-14 school year, 47 states reported shortages of special education teachers. Though not a new challenge, its impact has intensified as the number of students receiving special education services has increased over the past two decades. Possible explanations for this decrease may be the expanded reliance on the proliferation of alternate or emergency certification, inclusionary practices, personnel preparation training grants, and non-categorical certification. Teacher shortages may be the most acute problem in special education. This national trend highlights the recent decline in enrollment in all teacher preparation programs, and our teacher preparation programs have followed that trend.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

Until now, the faculty have been unable to make proposed changes due to state regulations which impact this program's ability to reduce the number of credit hours (up to 43) in order to be more competitive with colleges and universities throughout the Commonwealth. With the recent changes at the state EPSB level, we are proposing to (finally) change our program to be more focused exclusively on students with disabilities, and reduce the number of credit hours that drive our potential applicants elsewhere.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

If the current downward national trends continue, five years will most likely reveal a significant gap in the need for special education certified teachers versus the number of students with disabilities being served.



We need to be ready. Within the next three years (by 2021), we are going to need additional qualified full-time faculty in order to fully vest both our undergraduate and graduate programs.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION  
PROGRAM SELF-STUDY WORKSHEET  
19 October 2018**

<b>Department/School:</b>	Counseling and Student Affairs
<b>College:</b>	College of Education and Behavioral Sciences

<b>Program Name:</b>	Standard Guidance – Rank 1, R1
<b>Reference Number:</b>	048
<b>CIP Code:</b>	422803
<b>Degree Type (AB, BS, etc.):</b>	Rank 1
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	60
<b>List Concentrations (if any):</b>	School Counseling

**1. PROGRAM SUMMARY**

<p><b>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</b></p>										
<p>The Rank I Program leads to Standard Counselor Certification for individuals with a Masters’ Degree in School Counseling. The Rank I Program is designed to provide additional preparation and competency for the school counselor. The combined Masters’ and Rank I Program requires a minimum of 60 hours and one year’s experience as a school counselor.</p> <p>The Rank I Program Requirements are as follows:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Masters’ Degree in School Counseling</td> <td style="text-align: right;">36</td> </tr> <tr> <td>CNS 557 Human and Family Development in Counseling</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CNS 666 Legal and Ethical Issues in Counseling</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Advisor Approved Electives</td> <td style="text-align: right;">18</td> </tr> <tr> <td>Minimum Total Hours</td> <td style="text-align: right;">60</td> </tr> </table> <p>The elective courses are taught in a variety of delivery modes to accommodate applicants (face-to-face, weekend format, WEB format, and combination of WEB and face-to-face meetings).</p>	Masters’ Degree in School Counseling	36	CNS 557 Human and Family Development in Counseling	3	CNS 666 Legal and Ethical Issues in Counseling	3	Advisor Approved Electives	18	Minimum Total Hours	60
Masters’ Degree in School Counseling	36									
CNS 557 Human and Family Development in Counseling	3									
CNS 666 Legal and Ethical Issues in Counseling	3									
Advisor Approved Electives	18									
Minimum Total Hours	60									

## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	9	8	4	3	3	19
Conferrals	12	8	7	5	4	6
SCHP	57	51	27	6	12	212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
b. This program is geared toward individuals who have completed Masters' Degrees in School Counseling and are fully employed in P-12 schools and wish to advance. For teachers and counselors to be able to complete the Rank I Program at this university would contribute to the academic quality and reputation of the university as it is important for students to be able to reach their academic goals at the university of their choice. This could also inspire others with whom they work and interact to do the same.						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
c. It is important for teachers in the region and state who are contemplating completing the School Counseling Program at Western Kentucky University to know that the entire program (Provisional Certification, Standard Certification, and Rank I) can be completed at this university.						

## 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											82.2%
Progression											
150% Graduation Rate											
Time to Degree	9.92 (N=8)		10.47 (N=5)		11.90 (N=7)		9.50 (N=4)		10.17 (N=4)		2.56
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>All courses on the Rank I Program for students are electives except two – these are CNS 557 and CNS 666. Students are required to meet the expectations for each course as there is no Comprehensive Exam before completion. For instance, CNS 666 Legal and Ethical Issues in School Counseling provides opportunities for students to apply ethical codes to various situations, while also applying legal assessments. In addition to a Final Exam and completion of specific work on Discussion Board, students are required to complete two Critical Performance activities with Scoring Rubrics attached to the Syllabus that provide directions for completion and scoring. An average score of 3 (B) is acceptable and an average score of 4(A) is Exemplary on both Rubrics. One Critical Performance requires students to write a paper (4-6 pages) on Legal and Ethical Issues discussing each of the six areas on the Rubric; the other Critical Performance requires students to complete a Research Project on Legal and Ethical Issues using the guidelines on the Scoring Rubric. Students have four final scores that are added and divided by 4 for their Final Grade. These students are usually school teachers or school counselors who are goal oriented; they usually do exceptionally well with coursework. For instance (when this course was taught in the Summer Session, 2018), the average Critical Performance Score for students on the paper (4-6 pages) on Legal and Ethical Issues was 85; the average score for the Research Paper was 96; the average score for Discussion Board assignments was 100; and the average Final Exam Score was 90. When the scores were averaged for each student the final scores for students ranged from 90 to 96.25. Course requirements are reviewed at the end of each semester and necessary changes are made at that time.</p>											

**c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)**

The Rank I students in our program are usually employed as either teachers or school counselors at the time and there is no formal process for gathering and incorporating feedback from employers when they are in this program. When these students were in their Masters' programs, they were required to complete Practicum and Internship courses that required a University Supervisor and a Site Supervisor (school counselor). Each Site Supervisor completes a Mid-Term and Final Evaluation on forms provided by the department for each Supervisee. These evaluations are reviewed with the students and Site Supervisors are involved in discussions when necessary. Also, the progress of students is discussed in faculty meetings using PPR forms.

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

At this time, there is no specific way that employers are involved in providing information concerning their expectations for curriculum alignment for Rank I students. We had an Advisory Committee comprised of school administrators, school counselors, community members, and the counseling faculty that discussed the quality of our programs and made suggestions at times on ways we could improve. This committee has not met for some time, however will begin meeting bi-annually as of this December.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

Evaluators should know that most students in the Rank I Program have successfully completed their Masters' Degrees in School Counseling at this university. These are individuals who are already employed in P-12 Schools and have a desire to advance and increase their income. It is important for them to be able to return to this university to complete this certification. WKU expands its economic impact on the Region when educators in the area receive degrees and certifications on its campus.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					3	12
Number of NTE Faculty					0	4
Cost per SCH					\$300	\$128
SCHP/FTF by Dept.	582	525	621	690	693	375
% SCH by FTF by Dept.	90.7%	94.7%	93.8%	94.8%	86.2%	75.8%
Median Class Size by Level	12	9	12	13	13	8
% Under-Enrolled Sections by Level	36.2%	51.0%	34.9%	35.7%	34.1%	58.2%

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

To my knowledge, there are no external revenue sources associated with this program.

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

There is no additional program cost for the Rank I Program as the Professors who advise and teach the required courses for the Masters' Program are full-time faculty. Also, with 18 hours of elective course work, Rank I students are able to take other courses in the department to enhance their performance in the schools and perhaps fill other needs in the school system. For instance, we have graduate Certificate Programs in College & Career Readiness and Addictions Education. It seems reasonable to suggest that more students would be successful in school and in the future if there were more assistance available in the schools with information in either of these three areas (College Preparation, Career Readiness, and Addictions Education).

## **5. PROGRAM ALIGNMENT AND DISTINCTIVENESS**

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

*Our Community and Beyond. Goal 3: Facilitate continuing education, retraining, and degree completion, leveraging online resources and WKU's regional campuses; Goal 4: Improve the quality of life regionally.* Program electives allow Rank I students to complete other courses in the school counseling program in addition to other areas such as addictions and college and career readiness which are supported in literature as current mental health needs and priorities.

*Our Hill. Goal 4: Incentivize and support research and creative activities . . .* Since the 2011-2012 academic year, faculty published 2 books and over 25 journal articles; conducted over 60 international, national, regional and state presentations; and were awarded 6 research grants.

*Our Community and Beyond. Goal 1.* Two new certificate programs (College and Career Readiness and Addictions Education), are available for Rank I students and are entirely on-line to serve students regionally, nationally and internationally.

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The increased knowledge and skills acquired in the Rank I program enables school counselors to work within the ASCA National Model School Counseling Program to provide additional services to students in schools, especially those who are under-represented and have special needs. Completion of the Rank I Program in School Counseling prepares graduates to implement Strategy 1.3. Implement the new Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion and the associated degree eligibility process; Strategy 2.4. Work with KDE to ensure more students have access to high quality Advanced Placement, International Baccalaureate, and early college experiences; and Strategy 2.7. Encourage the development of career pathways in high schools and the use of the Individual Learning Plan by postsecondary advisors to encourage and assess students' career interests and academic strengths.

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The Rank I Program in School Counseling often allows certified school counselors in Kentucky to advance in their profession when they obtain this status by receiving a promotion in their school system or in another school system; it also provides a pay increase.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The Rank I Program is distinctive in that the coursework for the program is offered in different formats to accommodate the time schedules for most students (Face-to-Face, WEB format, Weekend format, and a combination of WEB and face-to-face).

Students report choosing WKU because of the faculty's advanced and specialized training. Loretta Dye - Experienced Registered Yoga Teacher, Trained and certified Yoga Calm Instructor; Andrea Jenkins – specialized training in ASIST and eating disorders; Jill Sauerheber - EMDR Certified, Gottman Level 3 Trained, Brainspotting Trained, Reality Therapy Certified; Cheryl Wolf - Global Career Development Facilitator, Certified Professional in Human Resources, and a Certified Clinical Hypnotherapist. Cynthia Mason is Reality Therapy certified and has faculty and supervision status in the William Glasser Institute.

Two of the five full-time faculty who teach in the program are persons of color.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

Going forward, our plan is to increase the number of students in our School Counseling Program as these are the students who will be eligible for the Rank I Program. At this time, we are engaging in strategic marketing and recruitment by delivering flyers to over 1,000 regional school staff; we have scheduled a planning session with the Department of Teacher Education as most of our school counselors are school teachers; and we have scheduled an informational meeting with school administrators, school counselors, site supervisors, and the departmental counseling faculty with the goal of working together to increase the enrollment in the school counseling program.

**b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)**

To my knowledge, the Rank I Program in School Counseling is not a national program.

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or allocation of faculty resources to better align with demand. (maximum 200 words)**

As mentioned previously, the department is focusing on marketing and recruiting students for the Masters' Program in School Counseling who will be eligible for the Rank I Program after graduation.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

In five years, I expect the enrollment in the Rank I Program to increase by at least 50%. To reach this goal, we must continue our recruitment efforts in the School Counseling Program.

An impediment to enrollment growth is lack of faculty.

**e. What recommendation would you put forward for the program (check one)?**

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**PROGRAM SELF-STUDY WORKSHEET**  
19 October 2018

<b>Department/School:</b>	Counseling and Student Affairs
<b>College:</b>	Education and Behavioral Sciences

<b>Program Name:</b>	Student Affairs in Higher Education
<b>Reference Number:</b>	145
<b>CIP Code:</b>	131102
<b>Degree Type (AB, BS, etc.):</b>	M.A.E.
<b>STEM+H Degree (Y/N)</b>	N
<b>Minimum Hours Required:</b>	42
<b>List Concentrations (if any):</b>	N/A

**1. PROGRAM SUMMARY**

**a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)**

The M.A.E. degree in Student Affairs is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based yet applications-oriented program, students gain necessary skills and competencies to succeed in a variety of student affairs units and postsecondary settings. The Counseling and Student Affairs faculty comprised of academics and practitioners cultivate active partnerships with student affairs professionals to provide a living learning laboratory for student professional development. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students who are successful in the M.A.E. program in Student Affairs develop proficiency in all areas of Student Affairs work. Individual students are also provided with opportunities to focus in on specific content areas which may be of particular interest. Review of completed applications begins October 1st and March 1st for spring and fall respectively. Reviews employ a holistic approach to evaluate each applicant's potential to be successful as students and, upon graduation, student affairs professionals. This approach involves the submission of an application form, statement of interest, three references, a background check, and an interview. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.



## 2. PROGRAM PRODUCTIVITY

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students	32	46	43	34	34	19
Conferrals	9	10	19	18	22	6
SCHP	435	669	675	504	522	212
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>The program works closely with the Division of Enrollment and Student Experience (formerly the Division of Student Affairs and Campus Services) and the Division of Academic Affairs to supply qualified graduate students to a variety of different units across campus. Currently, 16 graduate students in the program have assistantships (or other forms of student employment) in ten different departments; these positions are funded by the unit hosting the graduate students. This is a win-win for everyone; the departments get much-needed staffing and the students are provided with an invaluable opportunity to learn about areas in which they will potentially be employed professionally in the future. Moreover, a JUMP (Joint Undergraduate-Master's Program) agreement for the MAE in Student Affairs in Higher Education was implemented this past year, effective with the Fall Semester 2018. This will allow undergraduate students in any major to matriculate into the program prior to completion of their undergraduate degrees. Finally, graduate students in other programs (both master's and doctoral) routinely take Student Affairs courses as electives. These students consistently report that their involvement in Student Affairs classes enhances and reinforces their major (Organizational Leadership, Postsecondary Emphasis in the EdD program, etc.).</p>						
<b>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</b>						
<p>In 2016-17, the program changed from a 48-hour program to a 42-hour program. It was determined the program could still meet the Council for the Advancement of Standards (CAS) Standards for graduate preparation programs in student affairs with six less hours (two less courses) by reconfiguring course content in a more efficient and economical (especially for the student) manner. Also, 30% of the curriculum is delivered via online courses, which expands access to the program by students in remote locations (by limiting the number of times they have to come to the main campus and enhancing revenue).</p>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate	5	100%	14	85.7%	18	100%	10	90%	13	84.6%	73.6%
Progression											
150% Graduation Rate	6	66.7%	5	80%	14	78.6%	18	100%	10	80%	81.2%
Time to Degree	2.43 (N = 7)		2.78 (N=9)		2.26 (N = 18)		2.20 (N = 15)		2.66 (N = 19)		2.63
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>Examples of Student Learning Outcomes: 1) Demonstrates an understanding of the core values of the student affairs profession. 2) Demonstrates an understanding of student development theory and its relationship to the promotion of student learning and development. 3) Demonstrates an understanding of diversity and has the ability to relate to students from different backgrounds/ cultures. 4) Demonstrates an understanding of appropriate leadership, organizational, and management practices; can apply this knowledge to help the department and institution achieve its mission. 5) Demonstrates the ability to advocate appropriately for student needs and concerns. Each of these SLOs are assessed at the programmatic level by the Comprehensive Exam, which is required for all students before completing their degree program; it is typically administered during the last semester of enrollment and covers the entire course (knowledge, skills and dispositions). Specifically, all students must pass a comprehensive examination that assesses the knowledge and skills acquired through the student affairs program. This examination has both an objective (100 multiple choice items) and a qualitative component (two essay questions). Students must achieve a passing score of 70% to graduate. The objective portion has subsets of questions keyed to the SLOs associated with the program; the qualitative portion requires students to synthesize the information learned in an integrated manner to address the opportunities and challenges they will face as student affairs professionals. Based on the feedback received from graduates of the program as well as from the employers of those graduates, and as alluded to previously, the program has been changed from a 48-hour curriculum in which all students were required to take the exact set of courses to a 42-hour program with an eleven-course core and a set of six restricted electives in which students pick the three electives that best meet their individual career needs.</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <a href="#">employment statistics</a> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Electronic surveys were sent to 198 graduates of the Student Affairs program in April 2015. Usable responses were received from 149 graduates (75.2% response rate). Alumni were asked to self-rate their abilities on items based on the applicable CAS Standards for Student Affairs Preparation Programs using a 5-point scale provided. As was the case with employers, qualitative feedback was also obtained in the form of comments which were condensed into themes. The need for qualified student affairs professionals is anticipated to increase significantly over the next decade; consequently, employment projections for student affairs professionals are very positive. From the Bureau of Labor Statistics: "Employment of postsecondary education administrators is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations." A recent report by HigherEdJobs noted that "Postings show fairly consistent growth among the variety of disciplines included in student affairs." Moreover, according to a recent report by the College and University Professional Association, "The student affairs field is demographically more diverse than other college professions and relatively lacking in pay-equity issues."</p>											

**d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)**

Electronic surveys were sent to employers of Student Affairs graduates during June 2013 and July 2015. (Survey items are based on the applicable CAS Standards for Student Affairs Preparation Programs, which are the standards the program is constructed around). Specifically, 42 employers were sent surveys in 2013 and 45 employers were sent surveys in 2015. In 2013, usable responses were received from 35 employers (83.3% response rate); in 2015, usable responses were received from 33 employers (73.3 response rate). Employers were asked to rate their employees (our graduates) on a 5-point scale. Qualitative feedback was also obtained in the form of comments which were condensed into themes. As a direct result of the feedback received through these surveys, two new courses were developed in order to meet the evolving needs of employers (as noted in the surveys referenced above): CNS 603 (Critical Issues and Strategies in Student Affairs and Higher Education) and CNS 604 (Resource Management in Student Affairs and Higher Education). Employers consistently reported that graduates need to be more apprised of the changing landscape and emerging issues in student affairs/higher education and that needed to be more proficient in resource allocation and enrollment management.

**e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)**

We track all graduates of the program. Each program cohort consistently exhibits a placement rate approaching 100%. Graduates who are pursuing a professional position in student affairs or a related field, and who are willing to go where jobs are available, are able to find employment in the profession. The only graduates who experience difficulty in the job search process are those who put limitations on themselves; i.e., they want to work in a specific region or location or have other considerations such as family obligations personal preferences. Alumni of the program can be found all over the world.

#### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty					2	12
Number of NTE Faculty					0	4
Cost per SCH					230	\$128
SCHP/FTF by Dept.	435	669	675	504	522	375
% SCH by FTF by Dept.	90.7%	94.7%	93.8%	94.8%	86.2%	75.8%
Median Class Size by Level	12	9	12	13	13	8
% Under-Enrolled Sections by Level	36.0%	51.1%	34.9%	35.7%	34.1%	58.2%
<b>b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)</b>						
<p>The program has a robust and active Student Affairs Graduate Association (SAGA) made up of current students as well as alumni of the program. The program receives considerable financial support from the membership in the form of donations (maintained through a WKU Foundation account that is used for both social as well as educational programming). This past year, for example, an alumnus of the program gave \$1000. The association also conducts several fund-raising events throughout the academic year. The program also receives support from DELO distributions and has been involved in limited grant activity.</p>						
<b>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</b>						
<p>Some costs associated with the program, such as for the administration of the comprehensive exam and certain costs associated with supervision of interns at on-site locations, are offset by the collection of course fees assessed for Internship (CNS 595).</p>						

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

**a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)**

As noted in the recently-adopted WKU Strategic Plan 2018-2028, "We embrace our responsibility as a public university in Kentucky to provide access to an affordable postsecondary education of exceptional quality, but we also recognize that access without success is access to nothing at all. This plan outlines aggressive steps to ensure that students can graduate in four years fully prepared to enter the workplace or pursue a graduate degree. WKU students will begin their climb confident they have support from faculty, staff, and the community. And when our graduates leave WKU, they will depart with the skills to make a good living and, more importantly, with the capacity to make a good life for themselves and for those around them." The program mission is in perfect alignment with the institutional mission as we seek to prepare professionals who are trained to make this intuitional aspiration a reality: "Through a theory-based yet applications-oriented program, students gain necessary skills and competencies to succeed in a variety of student affairs units and postsecondary settings by providing a living learning laboratory for student professional development. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness."

**b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)**

The Kentucky Council of Postsecondary Education's Objective and Strategies: "Objective 9. Improve the career readiness and employability of postsecondary education graduates. Strategy 9.1. Make career development a state and institutional priority and a key strategy for student success. Improve career development through earlier advising efforts, clearly articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training." Student affairs professionals, through their involvement with career counseling and academic advising, and their understanding of, and expertise in student development and learning processes, play a key role in helping all students be successful in their higher education pursuits. Student affairs professionals assume leadership roles in recruitment, orientation, academic and social support, programming, discipline, financial aid, and other units considered essential to student success. Again, by preparing students to enter the student affairs profession, the program directly supports this and other KCPE objectives and strategies. Specifically, Objective 9.1: "Make career development a state and institutional priority and a key strategy for student success. Improve career development through earlier advising efforts, clearly articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training."

**c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)**

The Kentucky Council of Postsecondary Education's Big Goal: 58% with Degrees and Credentials by 2025. Achieving this goal is critical if the Commonwealth hopes to accelerate job creation, grow the economy, and expand our tax base through the contributions of a more skilled, productive workforce. Additionally, high levels of educational attainment are correlated with better health; more informed, engaged citizens; and the kind of business and cultural endeavors that attract vibrant, creative and entrepreneurial people to the state." Student affairs professionals are responsible for recruiting, retaining to graduation, and helping students obtain jobs related to their majors after graduation. This contributes directly to the economic and social welfare of everyone in the Commonwealth, individually and collectively. By preparing students to enter the student affairs profession, the program directly supports Objective 6.1: "Improve student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation," and Objective 6.4: "Promote greater

collaboration between academic affairs and student affairs professionals to facilitate student success and share effective practices. Student affairs professionals, through their involvement with career counseling and academic advising, and their expertise in student development and learning processes, play a key role in helping all students be successful.

**d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)**

The Student Affairs program at WKU is unique in its focus, philosophy, and flexibility. It is the only program in the state that is structured around an eleven-course core coupled a unique set of six restricted electives of which students select three that match their individual interests/aspirations. This structure that allows students to customize their degree programs to fit their individual career needs. This is further evidenced by the fact that students in the master's program can augment the degree with graduate certificate program(s) in either International Student Services and/or Career Services. No other program in the country has this feature and it has enhanced recruitment and enrollment in the master's program. The WKU program is unique with its focus on preparing practitioners as opposed to academics. The program at the University of Louisville, for example, seems to be focused on preparing students to pursue additional graduate work at the doctoral level. And while the WKU program also requires students to engage in research, the impetus is much more oriented on having them acquiring the critical thinking skills to be good connoisseurs of research, a skill they will employ more consistently as practitioners in the field.

**e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)**

One of the goals as noted in the recently-adopted WKU Strategic Plan 2018-2028, "Enroll a diverse body of regional and global undergraduate, graduate, and nontraditional students who are fully prepared for a rigorous, fulfilling college experience at WKU." Of particular note is that fact that the program contributes significantly to the diversity of the graduate student population at WKU. For example, currently 38% of all graduates in the program are African-American. This helps the profession, the institution, and society in a number of tangible ways; the most beneficial being the assistance and inspiration these individuals provide for college students from under-represented populations.

## 6. PROSPECTUS

**a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)**

In order to attract, enroll and graduate high-quality students, the curriculum must mirror the reality of the knowledge and skills graduates will need to be successful in the profession after completion of the program. By providing the profession with graduates who are able to successfully meet the challenges that lie ahead, employers are much more willing to hire graduates of the program. Happy, employed graduates who exceed the expectations of the student affairs departments and units that hire them constitutes the best marketing. This is the best way to attract, enroll and graduate high-quality students. The restricted electives component allows students the flexibility they need to create a program that meets their individual needs. The program tracks all graduates and maintains extensive records regarding employment status and contact information. The program is currently in its 27th year; even though the program is marketed extensively through listservs and social media (in addition to relevant recruitment events at conferences and professional meetings) networking, word-of-mouth testimonials, and referrals now account for approximately 75% of current enrollments. But the foundation is the quality and national reputation of the program itself. As such, every effort is made to maintain a curriculum that accurately reflects the current needs of the profession.

**b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)**

As noted previously, the need for qualified student affairs professionals is anticipated to increase significantly over the next decade; consequently, employment projections for student affairs professionals are very positive. From the Bureau of Labor Statistics: "Employment of postsecondary education administrators is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations." From the American College Personnel Association (ACPA): "The student affairs field recognizes the on-going changes and transformations that are occurring in society and affecting institutions of higher education. The field and the professionals within it are dedicated to meeting those challenges. However, at its core, the student affairs profession will be called to continue its traditional responsibilities of helping to shape our institutions and to meet the learning and developmental needs of all students and humanizing the college campus. To achieve these goals, we will need to learn how to make colleges supportive, learning rich environments for all students, including traditional age students, adult students, graduate students, part-time students, commuters, students of color, students with disabilities, and poor and otherwise disadvantaged students. In addition, student affairs practitioners will need to develop policies and practices that allow students to stay connected to each other and the institution."

**c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)**

During the last three years, the curriculum has been significantly revised and enhanced. Based on the feedback received from graduates of the program as well as from the employers of those graduates, and as alluded to previously, the program has been changed from a 48-hour curriculum in which all students were required to take the exact set of courses to a 42-hour program with an eleven-course core and a set of six restricted electives in which students pick the three electives that best meet their individual career needs. Specifically, three courses (CNS 555, CNS 556, and CNS 598) were significantly re-designed and oriented more explicitly toward student affairs professionals (they became CNS 605, CNS 593, CNS

594, respectively). Two courses (CNS 552 and CNS 558) were dropped altogether. Finally, two new courses were developed in order to meet the evolving needs of graduate and employers: CNS 603 (Critical Issues and Strategies in Student Affairs and Higher Education) and CNS 604 (Resource Management in Student Affairs and Higher Education). These changes, which were all based on program assessment activities can be seen by comparing the old 48-hour curriculum with the current 42-hour curriculum.

**d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)**

The Student Affairs program is poised to become of the premiere graduate preparation programs for the student affairs profession. The program currently has a national reputation and is well-respected within the profession; both can be enhanced, which could result in expanded enrollments and the need for additional faculty. Specifically, we would like to see the number of students entering and completing the program double over the next 5-7 years. The only real potential impediments to reaching this goal could be the ever-increasing tuition and fees associated with pursuing graduate education at WKU and the ability of units across the campus to support our graduate students through the provision of graduate assistantships and other paraprofessional employment opportunities. As noted previously, the program currently meets the CAS Standards with a 42-hour program, although there is currently a trend across the country to reduce the number of hours in student affairs graduate preparation programs. In order to stay competitive, we may need to eventually consider moving to a 36- or a 39-hour curriculum (as long as we are able to maintain alignment with the CAS Standards).

**e. What recommendation would you put forward for the program (check one)?**

<input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)