



## ACADEMIC PROGRAM REVIEW (APR) Early Childhood Education (Part A)

### SECTION 1: Introduction

1. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.

Peggy Reed, Education Department, Early Childhood Education/Evangel University, 2015-2019

2. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.

#### B.S. in Education:

The Early Childhood major is a professional career preparation program that provides for the spiritual, intellectual, cultural, physical, and emotional development of the Christian educator—one who is dedicated to the development of and service to the student and local and world communities.

Completion of the Early Childhood Education comprehensive major certifies the individual in Early Childhood (birth to grade 3) and Elementary (grades 1 to 6). With this comprehensive major, a minor or area of emphasis is not required.

#### A.A. in Child Care and Development:

The Child Care and Development Associate of Arts program is designed for the student who wishes to work in the child care field or as a paraprofessional in a PK-5 school. Admission to the Teacher Education Program is not required.

This A.A. program, consisting of 62 credit hours, has been carefully planned to allow students who later choose to earn certification through the 4-year Early Childhood Education program to do so without losing time or credits.

3. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.

See Appendix A.

4. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.

Students: Freshmen, sophomores, juniors, and seniors

Alumni: Recent grads seeking advice and mentoring

Employers: PreK-12 school districts, Head Start programs, private child care programs

## SECTION 2: Identity: Mission, Values and Strategic Plan

### 5. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.

- The Education Department program produces graduates who impact the local society and the world.
- We have strong school partnerships with Springfield Public School sites (Weller Elementary and Shady Dell Early Childhood Center) where Early Childhood Education students can engage and interact directly with children.
- Our students have multiple classes on-site in local school districts where they are learning and teaching for hands-on experience.
- Field experiences in diverse settings (rural, inner-city, suburban) help our students engage in a variety of teaching and behavior management strategies.
- To invest in our students, several endowed scholarships were created for current and future students. The Pence scholarship is specifically for an Early Childhood Education major.
- The Education Department recently received more scholarships for current and future students.
- Our student workers are supporting faculty in various tasks related to education.
- Students are given global teaching opportunities. One way is through Global Connection trips (undergraduate students) and the opportunity to teach in international schools upon graduation.
- To help nurture our students' spiritual growth, the Education Department holds chapel each semester for undergraduate students.
- The Education Department classroom (Zimmerman Hall 205) was given a complete remodel to become a lab classroom with flexible seating and technology that is current in today's schools.

### 6. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.

- Several education-specific courses provide opportunities for Early Childhood Education students to collaborate with non-education majors on campus; for example, EDUC 360 Perceptual-Motor Development and EDUC 271 Education of the Exceptional and English Language Learner.
- Close collaboration with the Center for Student Success helps students with study skills and time management.
- The Center for Student Success supports our Education students with tutoring, test support, and resume/interview support.
- Counseling Services on campus work closely with us to support students who are seeking additional counseling support than we can provide.

### 7. Explain any changes or improvements that have been implemented since the last APR.

- Creation of a new minor, Disability Studies Minor, to involve students from other majors in the mission of the Education Department.
- Creation of a partnership with Achieve Southwest Missouri to include students with disabilities in a college experience.

### 8. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.

- Enrollment in the Education Department is always in the top 1% of departments on campus. Without our program there would be a huge drop in enrollment in all departments.
- Missouri is currently facing a teacher shortage; there is a high demand for graduates, especially in the early childhood age range (birth to 3<sup>rd</sup> grade). If our program were to be eliminated, it would impact Evangel students' ability to successfully find jobs in the education field.

## SECTION 3: Relevance

### 9. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.

See Appendix B

**10. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.**

- Our department completely changed the orientation process for new students. We updated the standards and approval timeline for students to be admitted to the department and we share this information and graphic with all new students at the EU Launch Department Meeting.
- Our field placement coordinator meets one-on-one with any transfer student to walk them through the Education Department admissions process.
- Our math methods field placement (EDUC 331) was shifted to a specific scheduled time that is based on local schools' schedule for teaching math.
- Our Missouri General Education Assessment (MoGEA) cut scores were adjusted to better align with local universities.
- Each semester our department chair, field placement coordinator, and faculty meet with cooperating teachers to keep them updated and establish relationships between the school partnerships.
- The Education Department provides MEES training for all university supervisors and cooperating teachers to ensure reliability and validity in MEES scoring.
- We have established two year-long student teaching internships starting Fall of 2018. This provides early childhood/elementary education majors the opportunity to be on-site at a local PK-5 school from the beginning days of the school year through the end of the school year.
- We replaced the Missouri Educator Profile (MEP) with Strengths Finder to align with our EU Essential Christianity course in providing dispositions and strengths of our Education majors.
- We are continuing to adjust our program to meet changing DESE requirements including adding an English Language Learner Component to EDUC 271 Education of the Exceptional Student and adding an adolescent component to Child Psychology.
- We continue to update matrices and increase practicum hours (from 30 hours to 45 hours in Level II and Level III) to provide more classroom experience and better equip our students.

**11. A SWOT Analysis involves identifying the program's strengths (S), weaknesses (W), opportunities (O), and threats (T). List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).**

See Appendix C.

**12. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).**

See Appendix C.

**13. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.**

- Public service announcements to encourage interest in a career in education in general
- Early Childhood organizations have partnered to develop public service announcements and print materials that will be used to encourage a career in ECE
- Publicizing government programs for loan forgiveness to undergraduate students

**SECTION 4: Effectiveness**

**14. Attach your most recent PLO assessment data/results.**

See Appendix D.

**What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?**

- We learned that students are more engaged and involved because they know what is at stake.

- We have added a 3<sup>rd</sup> Standards and Approval Meeting to review all data including PLO's.
- A flowchart was created with a specific timeline and procedure for student progress and approval in our Education Department.
- We have moved required practicum paperwork (placement forms, time sheets, activity checklists, field experience evaluations, and cooperating teacher evaluations) to an online format to make it more user-friendly for students and practicum professors.
- Our field placement coordinator and advisors have utilized Dropout Detective to ensure that students are meeting GPA requirements. This helps our program with retention and better student services.
- By keeping up with GPA's we are hoping that will improve MoCA score for first-time test takers.
- We have increased our academic advising rigor by utilizing Center for Student Success for support, individualizing program plans for students, and taking time for professional collaborating to provide student support. We also incorporate long-term planning with students based on each individual's four-year plan during advising meetings.
- We have monthly meetings with Education Department professors that teach content (ie: math, social sciences, etc.) to discuss assessment, advising, etc. to ensure we all support our students to the best of our ability.
- We have set a high standard for the MoCA exam and began recognizing these high achievers with cords for graduation honors.

**15. Identify the source of professional standards that inform this program.**

See Appendix E.

**Explain how those standards have been used to assess and maintain ongoing quality and relevance.**

- Cooperating teachers provide specific feedback for each practicum placement student and student teacher.
- We use Strengths Finder and dispositions to track student wellness and professionalism.
- The MoCA and MoGEA assess student academic preparation for each content area.
- Our Standards and Approval committee have created a timeline to help students know what is expected and to keep students on track.
- We work closely with the Center for Student Success and Counseling Services to encourage students in wellness.
- The Center for Student Success helps support students in professionalism by supporting resume and interview protocol.
- Field placement in a variety of settings provides students with cultural competence and expanding viewpoints.
- Critical literacy awareness is integrated in the various literacy courses on campus.
- ICST 350 Global Connections trips locally and across the globe help promote social awareness and compassion for human needs.
- EU Launch provides opportunity for students to engage in community service.

**16. Report and discuss the post-graduation placement of your graduates.**

See Appendix F.

Early Childhood Education graduates continue to have high placement rates in public and private school settings. Our students make a name for themselves at every practicum and student teaching placement and as a result, are hired for teaching positions throughout Southwest Missouri and beyond.

**17. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.**

- Practicum students review their cooperating teachers at the end of each semester.
- We continue to foster relationships with local schools that lead to optimum, high-quality placements for students.

- Our field placement coordinator continues to foster and strengthen relationships with DESE. Due to budget cuts we are less involved with MACTE, more engaged with DESE which greatly benefits our students.
- High job placement each year.

**18. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.**

Students who are following the A.A. degree plan also benefit from the addition of the English Language Learner component to EDUC 271 as well as the addition of the adolescent psychology component to PSYC 233 Child Psychology.

**SECTION 5: Sustainability**

**19. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc.**

We received a grant from the EU Auxiliary to update our Education classroom with flexible seating and a teaching lab set up.

**20. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives?**

The Instructional Resource Center (IRC) provides essential technology support, but needs updated literacy/curriculum resources.

CAMS is outdated and makes it difficult to gather data.

Department chair and other personnel are fully utilized, maximizing course load; however, we have been short one faculty member since 2017.

**21. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole?**

- Common syllabi template for all courses.
- Streamlining of courses through Course Commons (department-specific template for homepage, submission of assignments online, Drop-out Detective software, etc.)
- Maximizing of course offerings (spring/fall sequence for smaller enrollments).

**SECTION 6: Planning for the Future**

**22. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 9-13), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years. For each objective, please include: Who is the driver responsible for meeting this objective? Who needs to be involved in accomplishing the objective? What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?**

1. We will grow enrollment to invest in EU’s future.

Driver responsible: Office of Enrollment Management

Involved in accomplishing objective: Education Department Faculty

Strategies used: Recruitment at schools, Fine Arts Festivals, churches, etc. Then faculty will meet with prospective students, answer questions, host school groups, etc.

Objective accomplished: ongoing

2. We will continue to work to provide state of the art appropriate teaching tools to demonstrate real world teaching experience in public schools, which leads to academic innovation.

Driver responsible: Education Faculty and Office of Digital Learning

Involved in accomplishing objective: Faculty, technology, digital learning

Strategy used: Continue to seek grants for updated technology

Objective accomplished: 2020

(Part B)  
APR Rubric

**Please click on the link below to complete the APR rubric. A PDF copy of the rubric will be uploaded to Course Commons in the department's file of APRs by the chair of Assessment.**

[https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9\\_ub6U-LC8HNW1BlvPeJHo7tNrARCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNrARCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u)

\*Adapted with permission from Graceland University, Dr. Katie Bash

## APPENDIX A: Staffing

Name	Description of academic qualifications
<b>Full-Time Faculty</b>	
Drake, Fredrick	<ul style="list-style-type: none"> <li>-B.A. Biology</li> <li>-M.A. Biological Sciences</li> <li>-Ed.S. Educational Administration</li> <li>-Ed.D. Educational Administration</li> </ul>
Hughes, Andrea	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M.Ed. Curriculum and Instruction: Literacy</li> <li>-Ph.D. Teaching and Learning Processes: Literacy</li> <li>-Elementary Education Certification (1-6 grades)</li> </ul>
Noack, Edwin	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M. Ed. Educational Leadership</li> <li>-Ed. S. Educational Specialist in Administration</li> <li>-Ed. D Educational Doctor in Educational Leadership (ABD)</li> <li>-Elementary Education (1-8) Certification</li> <li>-Principal (K-8) Certification</li> <li>-Mild/Moderate Cross Categorical (K-12) Certification</li> <li>-Early Child Special Education (B-3) Certification</li> <li>-English for Speakers of Other Languages (K-12) Certification</li> </ul>
Reed, Peggy	<ul style="list-style-type: none"> <li>-B.S. Elementary Education (K-6) Lifetime Certification</li> <li>-M.S. Elementary and Early Childhood Education</li> <li>-Ed.D. Early and Middle Childhood</li> </ul>

Sutherland, Kelly	<ul style="list-style-type: none"> <li>-B.S. Elementary Education and ECHD (Pk-3) Lifetime Certification</li> <li>-M. Ed. Masters in Elementary Education</li> <li>-M. Ed. Masters in Educational Administration (K-12) Lifetime Certification</li> <li>-Ed.S. Educational Specialist in Administration (K-12)</li> <li>-Ed.D. Educational Doctorate in Administration</li> </ul>
Crawford, Shonna	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M.Ed. Reading Education</li> <li>-Ph.D. Learning, Teaching, and Curriculum: Literacy</li> <li>-K-12 Special Reading Certification</li> <li>-Elementary Education (Grades 1-6) Certification</li> </ul>
Adjunct Faculty	
Baker, Katie	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M.S. Elementary Mathematics Specialist</li> </ul>
McKeever, Jessica	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M.Ed. Literacy</li> </ul>
Walters, Stephanie	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M.Ed. Educational Leadership</li> </ul>

## APPENDIX B: Early Childhood Education Enrollment Data

Early Childhood Education



## APPENDIX C: SWOT Analysis

Strengths	Weakness	Opportunities	Threats
<ul style="list-style-type: none"> <li>• Large number of field experiences for Early Childhood majors</li> <li>• Increase of student involvement in Student Missouri State Teachers Association (SMSTA); one early childhood major was a state ambassador in 2019</li> <li>• All Early Childhood Education majors are advised within our department</li> <li>• Personal relationships are fostered with students and advisees</li> <li>• We have added year-long placement opportunities within two local school districts</li> <li>• Education majors connect with TESOL, SPED, Center for Compassion to support high demand in current educational settings</li> <li>• The Early Childhood professor is active in the Missouri Association of Early Childhood Teacher Educators (MAECTE)—Secretary (2014-2017) and President (2018-present)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of institutional funding to support professional development of Education Department faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Make Early Childhood a stand-alone-option major (Only ECand not EC/Elementary Education); this would allow students to add a desired minor. Several students have switched to Elementary Education because they wanted to pursue a particular minor without adding extra time in college.</li> <li>• Continue to grow year-long placement sites</li> <li>• Government loan forgiveness programs are available to Early Childhood graduates since this is an area of high need</li> </ul>	<ul style="list-style-type: none"> <li>• Some students leave Early Childhood because they want to add a minor without the extra semester that is required when added to a double major like EC/ELEM</li> <li>• Lower academic ability/emotional stability of incoming students over the past few years</li> <li>• Small enrollment in the early childhood major.</li> <li>• Fewer students are interested in pursuing a career in education.</li> <li>• Lack of societal support for a teaching career (external)</li> <li>• Traditionally low income for teachers (external)</li> </ul>

**APPENDIX D: PLO Assessment Data**

<b>Fall 2018</b>									
	<b>MoGEA</b>			<b>MoCA</b>			<b>MEES</b>		
	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>
<b>ECHD</b>	5	5	0	1	0	1	2	2	0
Percentge (%)		100%	0%		0%	100%		100%	0%

<b>Spring 2019</b>									
	<b>MoGEA</b>			<b>MoCA</b>			<b>MEES</b>		
	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>
<b>ECHD</b>	3	3	0	4	2	2	2	2	0
Percentge (%)		100%	0%		50%	50%		100%	0%

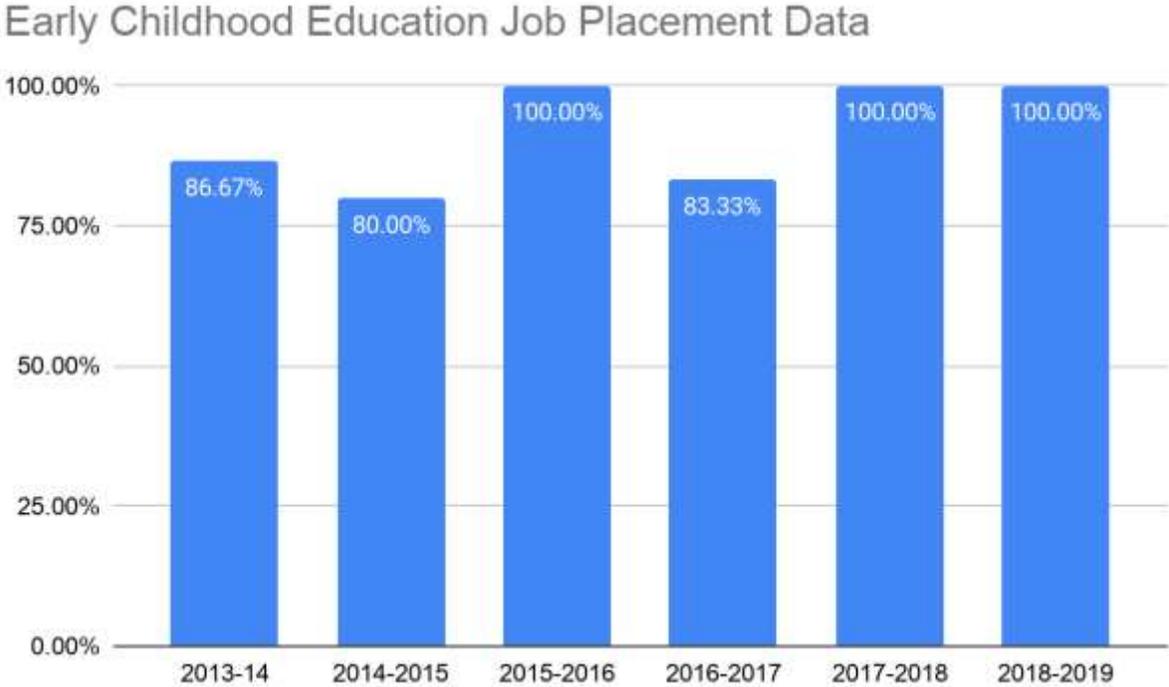
## APPENDIX E: Source of Professional Standards that Inform this Program

### CONCEPTUAL FRAMEWORK

The theme for the Evangel University Education Department is “**caring, committed, competent educators shape the future.**” It is expected that a graduate will not only be professionally competent but will be a caring and committed educator dedicated to making a positive difference in the lives of young people and in our society and the world. In their careers, these educators will have the opportunity to mold and nurture the youth who will be the decision makers of the future. This concept is compatible with the mission of the university that emphasizes a commitment to educate and equip students to become Spirit-empowered servants of God who impact the Church and society globally.

1. **Academic Preparation:** A teacher must be academically prepared in the following areas:
  - A. **General Education:** Educators will explore new areas of interest, broaden his/her intellectual background, and integrate areas of knowledge through the understanding of similarities and differences in various fields of study.
  - B. **Pedagogy:** An effective educator must demonstrate appropriate pedagogical competencies involved in planning, using resources, utilizing time, maintaining a behavior management plan, providing a safe and positive learning environment, demonstrating sensitivity to differences, communicating effectively, using effective teaching strategies, and using appropriate assessment techniques.
  - C. **Content Area:** An effective educator will be one who has expertise in (a) specific content area(s).
  - D. **Research:** An effective educator will be one who can answer critical questions of the profession and contribute to the body of educational knowledge.
2. **Professionalism:** An educator must be a positive role model, act in ways that respect the values of the subject matter and students he/she teaches, and will demonstrate high ethical standards as a professional.
3. **Wellness:** An educator will demonstrate a lifestyle that evidences physical, emotional, intellectual, and spiritual wellness.
4. **Cultural Competence:** An educator will exhibit an appreciation and tolerance for cultural diversity and possess a social awareness and compassion for human need.

**APPENDIX F: Early Childhood Education Job Placement Data**





## ACADEMIC PROGRAM REVIEW (APR) Elementary Education (Part A)

### SECTION 1: Introduction

23. **List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR**  
Andrea Hughes, Education Department/Evangel University, Elementary Education, 2019-2020
2. **Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.**  
Elementary education degree leads to certification in the state of Missouri, grades 1-6. Can be combined with certification programs in Special Education, TESOL, and Middle School Content Area.
3. **Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.**  
See Appendix A
4. **Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.**  
See Appendix A

### SECTION 2: Identity: Mission, Values and Strategic Plan

1. **Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.**
  - The education dept. program produces graduates who impact the society and the world.
  - We have strong school partnerships with Weller Elementary and Shady Dell where Evangel Education students can engage and interact with students.
  - Our students have multiple classes where they are onsite learning and teaching for hands on experience.
  - Field experiences in diverse settings help our students engage in a variety of teaching and behavior management strategies.
  - To invest in our students, several Endowed Scholarship were created for current and future students.
  - The Education Department received more scholarships for current and future students.
  - Our student workers are learning the ins and outs of Higher Education by supporting faculty in various tasks related to education.
  - Students are given global teaching opportunities. One-way is through global connection trips across the globe and through recruitment on campus and online.
  - To help nurture our student growth the Education Dept. holds chapel each month for current ELED students.
  - The education department classroom was given a complete remodel to become a lab classroom with flexible seating and technology that is current in today's schools.
2. **Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.**
  - Several education specific courses provide opportunities for students to collaborate with non-education majors on campus.
  - Close collaborations with Center for Student Success to help with study skills and schedule abilities.
  - Center for Student success supports our education students with tutoring, test support, and resume/interview support.
  - Counseling Services on campus work closely with us to support students who are seeking additional counseling support than we can provide.
3. **Explain any changes or improvements that have been implemented since the last APR.**
  - Creation of a new minor, Disability Studies Minor, to involve students from other majors in the mission of the Education Department.
  - Creation of partnership with Achieve Southwest Missouri to include Student's with Disabilities in a college experience.
4. **Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.**
  - The Education Department is always in the top 1% of departments on campus. Without our program there would be a huge drop in enrollment in all departments.
  - Missouri is currently facing a teacher shortage, if our program was eliminated it would impact not only our students ability to successfully find jobs in education, it would increase our need for enrollment.

### SECTION 3: Relevance

1. **Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.**
  - See Appendix B
  - Our current stakeholders (faculty) are deeply invested in retention of our students. We develop relationships with current advisees. We attend recruitment fairs, host students when visiting campus, the Dept. Chair speaks at Founders Weekends, and we speak at local schools to help recruit. Without our investment our recruitment would be impacted.
2. **Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.**
  - Our department completely changed on-boarding for new students to our department. We updated the standards and approval timeline for students to be admitted to the department and we share this information and graphic with all new students at the EU Launch Department Meeting.
  - Our field placement coordinator meets one on one with any transfer student to walk them through the education department admissions process.
  - Our math methods field placement was shifted to a specific scheduled time that is based on local schools schedule for teaching math.
  - Our MoGEA cut scores were adjusted to better align with local universities.
  - Each semester our department chair, field placement coordinator, and faculty meet with cooperating teachers to keep them updated and establish relationships between the school partnerships.
  - The Education Department provides MEES training for all university supervisors and cooperating teachers to ensure reliability and validity in MEES scoring.
  - We have established two year-long student teaching internships starting Fall of 2018. This provides elementary education majors the opportunity to be on site at a local elementary school from the beginning days of the school year through the end of the school year.
  - We moved away from using MEP to Strengths Finer to align with our EU Essential Christianity to provide dispositions and strengths of our education majors.
  - Our department has created liaisons within the Elementary Education department for K-12 and Secondary Education Majors. This helps majors outside of our physical department to feel connected and supported by the Education Faculty.
  - We are continuing to adjust our program to meet changing DESE requirements including adding and ELL component, Child/Adolescent Psych.
  - We continue to update matrices and increase practicum hours to equip our students to be prepared and supported.
3. **A SWOT Analysis involves identifying the program's strengths (S), weaknesses (W), opportunities (O), and threats (T). List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).**

See Appendix C
4. **List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).**

See Appendix C
5. **Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.**

See Appendix C

### SECTION 4: Effectiveness

1. **Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?**
  - See Appendix D for current PLO data/results
  - We learned that students are more engaged and involved because students know what is at stake.
  - We have added a 3<sup>rd</sup> Standards and Approval Meeting to review all data including PLO's.
  - A flowchart was created with a specific timeline and procedure for student progress and approval in our education department.
  - We have moved our necessary resources to an online format to make it more user friendly including: timesheets, placement forms, cooperating teacher evaluations, and activity checklist. This helps professors keep up to date with practicum experiences.
  - Our field placement coordinator and advisors have utilized dropout detective to ensure that students are meeting GPA requirements. This helps our program with retention and better student services.
  - By keeping up with GPA's we are hoping that will improve MoCA score for first time test takers.

- We have increased our academic advising rigor by utilizing Center for Student Success for support, individualizing program plans for students, and taking time for professional collaborating to provide student support. We also incorporate long term planning with students based on four year plan during advising meetings.
  - We have monthly meetings with outside education department professors that teach content (ie: math, social sciences, etc.) to discuss assessment, advising, etc. to ensure we are all support our students to the best of our ability.
  - We have set a high standard for MoCA and began recognizing these high achievers with cords for graduation honors. We hope this will increase first time passers for the assessment.
- 2. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.**  
See Appendix E for source of professional standards that inform this program.
- Cooperating teachers provide specific feedback for each student teacher and practicum placement student.
  - We use Strengths Finder and dispositions to track student wellness and professionalism.
  - The MoCA and MoGEA assess student academic preparation for each content area.
  - Our standards and approval committee have created a timeline to help students know what is expected and keeps students on track.
  - We work closely with Center for Student Success and Counseling Services to encourage students in wellness.
  - The Center for Student Success helps support student in professionalism by supporting resume and interview protocol.
  - Field placement in a variety of settings provides students with cultural competence and expanding viewpoints.
  - Critical literacy awareness is integrated in the various literacy courses on campus.
  - Global connections trips across the globe and locally help promote social awareness and compassion for human needs.
  - EU Launch provides opportunity for students to engage in community service.
- 3. Report and discuss the post-graduation placement of your graduates.**  
See Appendix F
- We continue to have high placement rates in public and private school settings. Our students make a name for themselves at every practicum and student teaching placement and in turn end up with jobs throughout the area and beyond.
- 4. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.**
- Practicum students review their cooperating teachers at the end of each semester.
  - We continue to foster relationships with local schools that lead to optimum, high-quality placements for students.
  - Our field placement coordinator continues to foster and strengthen relationships with DESE. Due to budget cuts we are less involved with MACTE, more engaged with DESE which greatly benefits our students.
  - High job placement each year.
  - If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.

### **SECTION 5: Sustainability**

1. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc.
  - We received a grant from the EU Auxiliary to update our education classroom with flexible seating and a teaching lab set up.
  
2. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives?
  - The IRC provides essential technology support, but needs updated literacy/curriculum resources.
  - CAMS is outdated and makes it difficult to gather data.
  - Department chair and other personnel are fully utilized, maximizing course load, however, we are down a faculty member since 2017.
  
3. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole?
  - Common syllabi template for all courses.

- Streamlining of courses through Course Commons (dept. specific template for homepage, submission of assignments online, drop-out detective, etc.)
- Maximize course offerings (EDUC 351-2 FA and EDUC 352 SP)

#### SECTION 6: Planning for the Future

1. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 9-13), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

1- We will grow enrollment to invest in EU’s future.

Driver responsible: Office of Enrollment Management

Involved in accomplishing objective: Education Department Faculty

Strategies used: recruitment at schools, Fine Arts, churches, etc. then faculty will meet with prospective students, answer questions, host school groups, etc.

Objective accomplished: ongoing

2- We will continue to work to provide state of the art appropriate teaching tools to demonstrate real world teaching experience in public schools, which leads to academic innovation.

Driver responsible: Education Faculty and Office of Digital Learning

Involved in accomplishing objective: Faculty, technology, digital learning

Strategy used: continue to seek grants for updated technology

Objective: 2020

**(Part B)**  
**APR Rubric**

**Please click on the link below to complete the APR rubric. A PDF copy of the rubric will be uploaded to Course Commons in the department’s file of APRs by the chair of Assessment.**

[https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9\\_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u)

\*Adapted with permission from Graceland University, Dr. Katie Bash



## ACADEMIC PROGRAM REVIEW (APR) Middle School Education (Part A)

### SECTION 1: Introduction

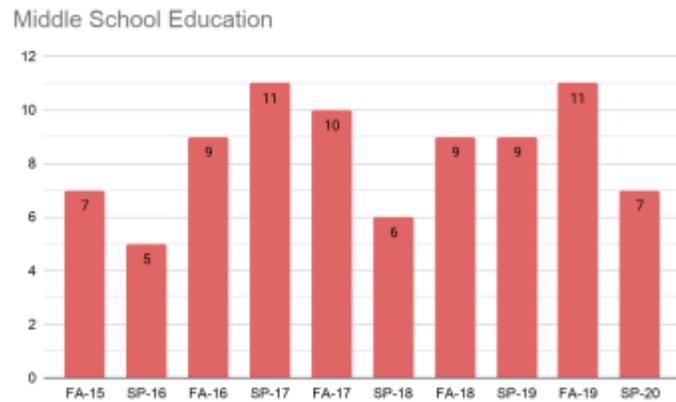
24. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.  
 Author and Program Coordinator: Frederick Drake  
 Education Department,  
 Middle School Education 2015-2019  
 Completed in 2020
25. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.  
 Middle school education leads to certification in grades 5-9 for one or more content areas: Language Arts, Mathematics, Social Science, Science, and Business. The program may be completed as a stand-alone program by completing requirements in two content areas. One content area for middle school certification can also be added to either an elementary education or secondary education program.
26. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.

Department/Content Area	Professor(s)	Missouri Teacher Certification	Relevant Courses
Education Department	Frederick Drake, B.A. - Biology M. A. – Biological Sciences Ed.S.- Educational Administration EdD – Educational Administration	7-12 Biology, Lifetime 7-12 Chemistry, Lifetime 7-12 General Science, Lifetime 7-12, Principal, Career Administrator	EDUC 227 Strategies and Techniques in Middle Grades Education EDUC 354 Level II Field Experience – Middle School Content Area
Mathematics	Dianne Twigger,		MATH 336 Instructional Methods in Mathematics
Social Science	Jonathan Spence,		SSCI 336 Instructional Methods in Social Science
Language Arts	Jennifer Morrison, M.S. - English	7-12 English K-12 ESOL	ENGL 336 Instructional Methods in Language Arts
Science	Michael Tenneson,		GSCI 336 Instructional Methods in Science
Business Education	Linda Wellborn,		BUED 336 Instructional Methods in Business

27. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.  
Key stakeholders for this program include current education department students, faculty and students in the departments of natural and applied science, behavioral and social science, humanities, and business, alumni of Evangel University, school districts, teachers in local school districts who serve as cooperating teachers for field experiences, and the Department of Educator Preparation for the state of Missouri.
28. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.  
The Middle School Education program advances the mission of Evangel University in four key areas: Leading academic innovation, investing in Evangel's future, expanding our reach, and nurturing spiritual vitality. The program promotes academic innovation through the use of current instructional methods and techniques. It promotes investment in Evangel's future by producing alumni who will support Evangel's mission in the future. The program promotes expansion of our reach through preparing our students to teach not only in Missouri, but in other states as well as schools around the world. It nurtures the spiritual vitality of our students through ministry opportunities and cross-cultural experiences.
29. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.  
The middle school education program articulates with both elementary and secondary education programs. Classes are shared across all three programs. The program also works with the Center for Student Success, which tracks the progress of Evangel students as well as provides them academic and social support to help them be successful in their college experience.
30. Explain any changes or improvements that have been implemented since the last APR.  
The program was updated in 2016-17 to meet changing state requirements for teacher certification. Courses were deleted, added, and modified to meet new state mandates. Also, representatives from our content area departments were included in discussions and planning to make sure content courses delivered the breadth and depth of instruction to help students pass the new content assessments. This involved working together to align course objectives and instruction with new Test Frameworks on the Missouri Content Assessments that all teacher candidates must pass prior to gaining state teacher certification.
31. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.  
Elimination of the program would have a small impact on student enrollment, but it would have a significant negative impact on providing comprehensive preparation to teach in the public schools. There is a shortage of teachers in Missouri in the content areas addressed by this program. Elimination of the program would hurt the overall teacher pool for middle schools across the state. Elimination of the program would also break the continuity of preparation across the K-12 spectrum.

### SECTION 3: Relevance

32. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.



Demand for middle school certification is small but steady. It is anticipated that enrollment will not dramatically change over time. The positive impact of the program is to provide continuity of teacher certification from pre-K to elementary to middle school to secondary teaching.

33. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.

One major change in 2017 was the elimination of a separate class for middle school methods in each content area. The state now allows for one methods class in each content area that covers grades 5-12. This makes support of the middle school program very easy for departments outside of Education, as they don't have to provide any additional classes for middle school students. The methods class that they offer to their secondary education students is also appropriate for any middle school majors that they might have in their content area.

34. A SWOT Analysis involves identifying the program's strengths (S), weaknesses (W), opportunities (O), and threats (T). List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).

Strengths	Weaknesses
<p>It provides continuity of certification opportunities bridging elementary and secondary programs.</p> <p>It gives students who struggle with higher level courses in a secondary content area to have a fallback position to the middle school program, thus allowing them to still be a teacher.</p> <p>It takes only one class (EDUC 227 Strategies and Techniques in Middle Grades) and one field experience (EDUC 354 Level II Field Experience) to offer this program as an option. All other course work is taken from other programs.</p> <p>It is a recruitment plus for students who are called to teach middle school.</p>	<p>The program will probably remain small and will not contribute a large amount of funding to the university.</p> <p>It requires at least one professor in the education department to have middle school certification.</p>
Opportunities	Threats
<p>It is a recruitment plus for students looking for a university that offers a middle school education program.</p>	<p>Lack of societal respect for teachers, leading to declining enrollment.</p> <p>Poor pay when compared to jobs available to other majors.</p> <p>Increasingly stiff certification requirements from the state in terms of Grade Point Average, courses required, and testing.</p>

35. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).  
 The opportunity for this program lies in its use as a recruitment tool for those students who want to teach middle school. Since the state of Missouri seems committed to requiring content certifications for teachers to teach in the middle grades, there will always be a need for a middle school program option. An external threat to the program is the possibility that the state would do away with middle grades certification by either offering a general K-8 certificate or have subject area certificates cover grades 7-12 without any university coursework being required covering the middle grades.
36. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.  
 As long as middle grades certification exists in the state of Missouri, the strengths of the program will outweigh the threat of its discontinuance.

**SECTION 4: Effectiveness**

37. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?

<b>Fall 2018</b>									
	<b>MoGEA</b>			<b>MoCA</b>			<b>MEES</b>		
	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>
<b>ECHD</b>	5	5	0	1	0	1	2	2	0
Percentage (%)		100%	0%		0%	100%		100%	0%
<b>Elementary</b>									
	23	21	2	10	7	3	1	1	0
Percentage (%)		91%	9%		70%	30%		100%	0%
<b>Middle School</b>									
	1	1	0	1	0	1			
Percentage (%)		100%	0%		0%	100%			
<b>SPED</b>									
				2	2	0			
Percentage (%)					100%	0%			

<b>Spring 2019</b>									
	<b>MoGEA</b>			<b>MoCA</b>			<b>MEES</b>		
	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>
<b>ECHD</b>	3	3	0	4	2	2	2	2	0
Percentage (%)		100%	0%		50%	50%		100%	0%

<b>Elementary</b>	10	10	0	24	16	8	16	16	0
Percentage (%)		100%	0%		67%	33%		100%	0%
<b>Middle School</b>	2	2	0	9	6	3			
Percentage (%)		100%	0%		67%	33%			
<b>SPED</b>				3	2	1			
Percentage (%)					67%	33%			

<b>Summer 2019</b>						
	<b>MoGEA</b>			<b>MoCA</b>		
	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>	<b>Attempted</b>	<b>Passed</b>	<b>Failed</b>
<b>ECHD</b>				0	0	0
Percentage (%)					0%	0%
<b>Elementary</b>				4	1	3
Percentage (%)					25%	75%
<b>Middle School</b>				0	0	0
Percentage (%)					0%	0%
<b>SPED</b>				1	0	1
Percentage (%)					0%	100%

What evidence exists that the program helps students achieve learning outcomes?

Recent Missouri Content Assessment data from Fall 2018 to the Summer of 2019 show that six out of ten attempts were successful. Keeping in mind that students may retake the test, this provides some support for the idea that we provide help for students achieving learning outcomes.

What changes have been made since the last APR to ensure that outcomes are achieved?

We have shared the test frameworks for each Missouri Content Assessment with the liaison from each content area department, with the admonition that they should cover each of the competencies in their courses.

What have you learned from assessing the changes?

The test frameworks provide such general guidelines for a content area that it is difficult to determine what specific knowledge is required to pass the assessments. For example, from the social science middle school assessment matrix, standard "2.6 *Demonstrate knowledge of major literary, artistic, intellectual, and scientific developments of the period in Europe, Asia, Africa, and the Americas.*" It is up to interpretation what major personalities and achievements should be taught in social science courses.

38. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.

The Missouri Department of Elementary and Secondary are the main source of standards from the state. See Missouri Standards for the Preparation of Educators:

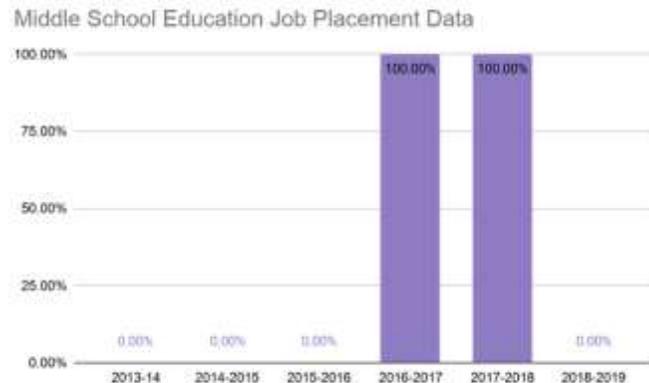
<https://dese.mo.gov/educator-quality/educator-preparation/mo-standards-preparation-educators>

Subject Area Requirements: <https://www.sos.mo.gov/cmsimages/adrules/csr/current/5csr/5c20-400.pdf>

Missouri Content Assessments: [http://www.mo.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html)

Standards from the education department come from the Education Department Conceptual Framework Knowledge Base For Teacher Education Programs. It includes sections on Academic Preparation, Human Relations/Personality, Value System/Professionalism, Wellness, and Multicultural Awareness.

39. Report and discuss the post-graduation placement of your graduates.



Graduates of the middle school education program are successful in finding jobs.

40. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.

Field placement cooperating teachers provide evaluations of each student in each placement. Students, in turn, provide evaluation of their cooperating teacher and the success of the field experience.

DESE surveys of 1<sup>st</sup> and 2<sup>nd</sup> year teachers suggest that the Middle School program provides quality beginning teachers.

Course surveys completed by students are completed and evaluated each semester.

41. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.  
 No A.A. degree is part of this program.

**SECTION 5: Sustainability**

42. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc.  
 No new revenue streams have been applied to the middle school program.

43. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives?  
 Resources are adequate to support the program. There are professors with appropriate certifications, an adequate number of placements for field experiences, and facilities are adequate. One area of weakness is the lack of modern middle school curriculum resources in the Instructional Resource Center. Most of the middle school text books are decades old.

44. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole?  
 The Middle School Education program provides a few students, and their financial support, to the university as a whole with only a modest investment of funds in the program.

**SECTION 6: Planning for the Future**

45. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 9-13), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

Objective	Strategic Goal	Driver responsible	Who needs to be involved	Strategies	When will it be accomplished
Recruit students based on their desire to teach in a middle school	Expand Our Reach	Office of Enrollment Management	Middle School Program faculty	Promote the existence of middle school education program and the ease with which it can be combined with elementary and secondary education programs.	It will be accomplished when the enrollment management office devotes time, energy, and funding to accomplish the goal.

**(Part B)  
 APR Rubric**

Please click on the link below to complete the APR rubric. A PDF copy of the rubric will be uploaded to Course Commons in the department’s file of APRs by the chair of Assessment.

[https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9\\_ub6U-LC8HNW1BlvPeJHo7tNrARCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNrARCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u)

\*Adapted with permission from Graceland University, Dr. Katie Bash



## ACADEMIC PROGRAM REVIEW (APR) Curriculum and Instruction Leadership (M.Ed) (Part A)

### SECTION 1: Introduction

- 46. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.**  
Dr. Kelly Sutherland; Curriculum and Instruction Leadership; Education Department/College of Adult and Graduate Studies; Masters of Curriculum and Instruction Leadership; 2019-2020
- 47. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.**  
30 hour master's degree with no additional certification granted at completion.
- 48. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.**  
(See Appendix A)
- 49. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.**
- Actively enrolled C&I students require ongoing attention for enrollment in cohort-directed courses
  - The Southwest Missouri Superintendent Association is hosted on campus regularly. We meet with this region's SWMSA to know the current needs of schools that impact our program offerings.
  - We partner with area school districts to provide program offerings that meet their School Improvement Planning goals.

### SECTION 2: Identity: Mission, Values and Strategic Plan

- 50. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.**  
The C&I program prepares Christian professionals to take leadership positions in public schools locally and around the world. Our online program allows us to have an impact globally as well. This will expand our reach as reflected in the EU strategic plan. The program supports but does not evaluate EU 20 Outcomes  
Strategic Plan:
- Our online program allows us to expand our reach to have a greater impact on society globally.
  - Online course work supports academic innovation as we use and teach the use of educational technology.
  - All course work cultivates spiritual growth and vitality of our students through the use of the Christian leadership model and inclusion of lesson devotions.
- 51. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.**  
The C&I program utilizes coursework from the Literacy Program and the EDL program to allow students to customize a degree program that meets their needs and help them achieve their professional goals.
- 52. Explain any changes or improvements that have been implemented since the last APR.**
- The C&I Leadership program has been moved from a blended (seated and online) program to a fully online program to address student needs for flexible programming.
  - The C&I Leadership program reduced course hours to 30 credits and eliminated core requirements to make the program more flexible students and encourage school partnerships.
  - The C&I Leadership program added school district partnerships.
- 53. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.**

Elimination of the program would result in current students having to transfer or restart a program at another university. It would also hinder the students' opportunity to move to new levels of leadership in their professional lives through Evangel University. It would reduce the leadership footprint Evangel has in local community schools.

Without the C&I program we would lose the flexibility of having school partnerships.

### SECTION 3: Relevance

**54. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.**

Interest in the C&I Leadership program at Evangel has increased over the past five years since the program began as evidenced by the enrollment chart. The expectation is that the program will continue to grow, as it is now fully online and available to prospective students around the globe. The expected impact of the program is that more Christian leaders will be in top administrative and instructional leadership roles in local and national school districts. The program also affects teacher development as students whose professional positions are at the higher education level in teacher preparation programs.

*(See Appendix B and Appendix C)*

**55. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.**

- Interest in the C&I Leadership program at Evangel has increased over the past five years since the program began as evidenced by the enrollment chart.
- The expectation is that the program will continue to grow as it is now fully online and available to prospective students around the globe.
- The expected impact of the program is that more Christian leaders will be in top administrative and instructional leadership roles in local and national school districts.
- The program also impacts teacher development as students who hold faculty positions in teacher preparation programs use learning gained through EU C&I Leadership coursework.

**56. A SWOT Analysis involves identifying the program's strengths (S), weaknesses (W), opportunities (O), and threats (T). List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).**

#### Strengths

- Unique Programming - More faculty exclusively Grad Ed
- High Quality
- Student Satisfaction
- Experienced Faculty
- Community Footprint
- Discounts and Scholarships available
- Flexible Site-based partnership program with local school districts

#### Weaknesses

- Level of marketing for Graduate programs is low or non-existent
- Faculty with overload responsibilities/ courses
- Internal communications lack clarity or are slow in response time especially between departments
- External communications to students and adjuncts sometimes not focused and not well coordinated
- Enrollment and admissions process is not well coordinated, awkward and lacks support.
- Admissions process is slow, tedious, and sometimes disjointed
- Admissions process follows undergraduate process and is not designed or flexible for many graduate programs

- University processes are slow to adopt flexible alternatives to support new initiatives

**57. List the program’s opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).**

Opportunities

- New partnerships are continuing to develop in our target market area
- There is a demand and increasing employment opportunities for school leaders
- The economy is positive and supportive economically of graduate tuition costs
- The Department of Elementary and Secondary Education (DESE) is supportive of educators earning advanced degrees and continuing certifications.

Threats

- Uncertainty in the current economy (virus effect on global economy)
- Competition in the immediate area
- Questions of value of advanced degrees for educators’ effectiveness and salary schedules

**58. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.**

Overcoming weakness and threats

- University offers discounts/scholarships to compete with other universities.
- School district partnerships are unique to the competition in the area because of cost and flexibility.
- Student satisfaction with the current programs have increased interest from their peers as they promote the positive experiences they have received in our program.
- Graduates of our program have accepted leadership roles and positions as they complete the program creating a positive outlook on the EU graduate program quality and applicability for new leadership roles.

**SECTION 4: Effectiveness**

**59. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?**

The C&I program has been newly redesigned considering the school partnerships. Program data will be collected for the first time in 2020-2021. At this time there have not been any program completers under the newly designed program.

**60. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.**

Program Learning Outcomes are aligned to the Department of Elementary and Secondary Education Teacher Standards.

**61. Report and discuss the post-graduation placement of your graduates.**

Curriculum and Instruction Leadership students are generally already in professional placements.

**62. Present and discuss any additional evidence of the program’s quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.**

- Curriculum and Instruction Leadership students might achieve promotion when their degree is completed.
- Many Curriculum and Instruction Leadership students go on to take on teacher-leadership roles in their schools.
- The coordinator of school partnerships of C&I meets with local school superintendents regularly to discuss current trends and needs of school districts.

**63. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.**

N/A

#### **SECTION 5: Sustainability**

**64. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc.**

- Increased marketing would help promote our programs and increase student enrollment resulting in increased revenue.
- Site-based School District Partnerships have increased student enrollment and program revenue.
- Discounts, vouchers, and scholarships have been provided to increase enrollment and program revenue.

**65. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives?**

- All program personnel are highly qualified. (See Appendix A)
- We have adequate technology and resources to offer and support online learning.

**66. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole?**

- The Curriculum & Instruction Leadership program operates on a low cost budget with a high revenue/enrollment.
- The course load requirements for faculty require 27 credits per year before overload pay is earned.
- We have minimum course enrollment requirement of 6 students. If a course enrollment, falls below 6 students faculty pay is reduced accordingly or the course is not offered.
- Courses with high enrollment are not offered new sections until they reach enrollment of 19 students.
- The coordinator registers students so that courses from both the EDL and Literacy program to ensure that the courses are full.

#### **SECTION 6: Planning for the Future**

**67. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 9-13), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?**  
*(See Appendix D)*

Appendix A (Questions 3 & 20)

Name	Description of academic qualifications
<b>Drake, Fredrick</b>	<ul style="list-style-type: none"> <li>-B.A. Biology</li> <li>-M.A. Biological Sciences</li> <li>-Ed.S. Educational Administration</li> <li>-Ed.D. Educational Administration</li> </ul>
<b>Hughes, Andrea</b>	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M.Ed Curriculum &amp; Instruction Emphasis Literacy</li> <li>-Ph.D. Teaching and Learning Processes: Literacy</li> <li>-Elementary Education Certification (1-6)</li> </ul>
<b>Langston, Susan</b>	<ul style="list-style-type: none"> <li>-B.A. Elementary Education</li> <li>-M.S.Ed Elementary Education</li> <li>-M.S.Ed. Educational Administration</li> <li>-Ed.D. Educational Leadership and Policy Analysis</li> </ul>
<b>Pace, Gordon</b>	<ul style="list-style-type: none"> <li>-B.S Biology</li> <li>-Secondary Education Certification</li> <li>-M.A. Education Administration</li> <li>-Ed.S. Education Administration</li> <li>-Ed.D. Educational Leadership and Policy Analysis</li> </ul>
<b>Stringer, Matthew</b>	<ul style="list-style-type: none"> <li>-B.S. Chemistry and Math Education</li> <li>-M.S. Secondary Administration</li> <li>-Ed.D. Educational Leadership</li> </ul>
<b>Sutherland, Kelly</b>	<ul style="list-style-type: none"> <li>-B.S. Elementary Education and ECHD (Pk-3) Lifetime Certification</li> <li>-M. Ed. Masters in Elementary Education</li> <li>-M. Ed. Masters in Educational Administration (K-12) Lifetime Certification</li> <li>-Ed.S. Educational Specialist in Administration (K-12)</li> <li>-Ed.D. Educational Doctorate in Administration</li> </ul>
<b>Morrison, Jennifer</b>	<ul style="list-style-type: none"> <li>-Bachelor of Science in English</li> <li>-Master of Arts in English with TESOL emphasis</li> <li>-PhD Candidate, Curriculum and Instruction with ESL/Bilingual Education emphasis</li> <li>-Missouri Department of Elementary and Secondary Education Continuous Professional</li> </ul>

	<p>Certification, English 7-12; ESOL, K-12  -Cambridge English Language Teaching for Adults Trainer Certification</p>
<b>Crawford, Shonna</b>	<p>-B.S. Elementary Education  -M.Ed. Reading Education  -Ph.D. Learning, Teaching, and Curriculum: Literacy  -K-12 Special Reading Certification  -Elementary Education (Grades 1-6) Certification</p>
<b>Jones, Glenda</b>	<p>-B.S. Elementary Education  -M.Ed. Reading Education  -Reading Recovery Education</p>
<b>Richardson, Jennifer</b>	<p>-B.S. Early Childhood  -M.Ed. Reading  -Ed.S. Reading  -Ph.D. Reading Education  -Comprehensive Intervention Model Trainer  -Reading Recovery Trained</p>
<b>Arnold, Doug</b> <i>(school district partnerships site adjunct)</i>	<p>-EdD in Educational Administration</p>
<b>Butler, Chris</b> <i>(school district partnerships site adjunct)</i>	<p>-EdD in Educational Administration</p>
<b>Jones, Sharon</b> <i>(school district partnerships site adjunct)</i>	<p>-EdD in Educational Leadership</p>

Appendix B (Question 9)

	Fall, 2014	Fall, 2015	Fall, 2016		Fall, 2017		Fall, 2017 Updated 11/8	
			All	New	All	New	All	New
Curriculum & Instruction <i>(changed to the title "Curriculum and Instruction Leadership" Fall 2019)</i>	1	1	2	1	4	1	4	1
Literacy	8	13	11	6	17	10	17	10
Educational Leadership	17	15	17	5	16	4	16	4
Reading	8	4						
School Counseling	44	58	47	12	44	12	44	12
Secondary Teaching	10	10	5		6		6	
Teaching	4	1						
Ed Leadership in Curr. & Inst	15	26	31	1	39	2	39	2

Appendix C (Question 9)

Count of Semester Major Row Labels	Column Labels							Grand Total
	FA1-17	FA1-18	FA1-19	SP1-18	SP1-19	SU3-18	SU3-19	
Curriculum and Instruction <i>(changed to the title "Curriculum and Instruction Leadership" Fall 2019)</i>	5	9		2		7		23
Curriculum and Instruction Leadership			55		25		38	118
EdD	39	42	57	38	42	36	38	292
Educational Leadership	16	17	25	20	20	17	20	135
Literacy	27	9	10	21	16	15	15	113
Secondary Teaching	6	1		2				9
<b>Grand Total</b>	<b>93</b>	<b>78</b>	<b>147</b>	<b>83</b>	<b>103</b>	<b>75</b>	<b>111</b>	<b>690</b>

**Appendix D (Question 22)**

<b>Objective(s)</b>	<b>Strategy</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Involved Parties</b>
Increase enrollment	Improve marketing Increase school partnerships	2019-2022	-Program Coordinator	-Marketing Department -Dean of College of Adult and Graduate Studies -Graduate Enrollment Coordinator -Coordinator of Strategic Partner Relations -Executive Director of Strategic Partnerships
Improve Consistency /Quality of Online Course Offerings	Continuing professional development and peer review of online courses.	2019-2022	-Program Coordinator -School District Partnership Coordinator	-EDL and EDU full time and adjunct faculty
Create a program learning outcome assessment for program improvement	Collect and analyze program outcome data	2019-2022	-Program Coordinator	-Coordinator of EdD program

**(Part B)  
APR Rubric**

**Please click on the link below to complete the APR rubric. A PDF copy of the rubric will be uploaded to Course Commons in the department's file of APRs by the chair of Assessment.**

[https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9\\_ub6U-LC8HNW1B1vPeJHo7tNtRArCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1B1vPeJHo7tNtRArCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u)

\*Adapted with permission from Graceland University, Dr. Katie Bash



## ACADEMIC PROGRAM REVIEW (APR) Education Leadership (M.Ed) (Part A)

### SECTION 1: Introduction

68. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.  
Matt Stringer, Education Leadership Masters, Education, 2019-2020
69. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.  
Evangel University's Master of Education in Educational Leadership program prepares students to become building level administrators. Graduates are eligible for principal certification upon completion of the building level administrator licensing exam. The two year program is completely online.
70. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.  
All faculty that teach in the program have building level administrator certification.  
Dr. Matt Stringer  
Dr. Susan Langston  
Dr. Kelly Sutherland  
Dr. Shonna Crawford  
Dr. Gordon Pace
71. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.  
Local, national, and international educators at the K-12 and university level.  
EDL masters students and alumni work in the field of education. Students are trying to gain both certification and promotion. Schools require that educators obtain and retain certification.  
Actively enrolled EDL students require ongoing attention for enrollment.  
We have to keep our DESE certification matrix for the principal certificate and the building principal certificate must be updated regularly to be in compliance with certification requirements  
The Southwest Missouri Superintendent Association is hosted on campus regularly. We meet with this region's SWMSA to know the current needs of schools that impact our program offerings.  
We partner with area school districts to provide program offerings that meet their School Improvement Planning goals.

### SECTION 2: Identity: Mission, Values and Strategic Plan

72. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.  
The program is aligned to the building level leader standards for the state of Missouri.  
The program is aligned to the Evangel Christian Leadership Model which promotes the development of Spirit empowered leaders in all aspects of life.  
The program places educators in positions that allow for academic innovation and opportunities to increase the impact of the church and society globally.
73. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.  
The program serves as an avenue for Evangel undergraduates to obtain a Master's degree and building level certification.  
The program also supports the Curriculum and Instruction Master's by allowing students to enroll in courses.
74. Explain any changes or improvements that have been implemented since the last APR.  
Revision of course content for EDL 685 Capstone and EDL 694 Internship to better meet state testing and performance requirements.  
Streamlining the program from 37 to 30 credit hours while still meeting all certification requirements.
75. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.  
Elimination would result in the loss of approximately 20 students in the program. This would require that they attend other universities and the footprint of Evangel would be decreased.

**The program is alinded**

76. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.

The demand for building level principals has increased in the last few years. Enrollment is expected to increase slightly in the next few years.

Fall 2015	Sp-16	Fall 2016	Sp-2017	Fall 2017	Sp-2018	Fall 2018	Sp-2019
17	15	17	16	16	17	19	18

77. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.

The credit hour requirement has decreased from 37 credit hours to 30.

The program is 100% online as of 2016.

Content delivery has evolved due to match the needs of online learners.

78. A SWOT Analysis involves identifying the program's strengths (S), weaknesses (W), opportunities (O), and threats (T). List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).

**Strengths**

- Unique Programming - More faculty exclusively Grad Ed
- High Quality
- Student Satisfaction
- Experienced Faculty
- Community Footprint
- Discounts and Scholarships available
- Flexible Site-based partnership program with local school districts

**Weaknesses**

- Level of marketing for Graduate programs is low or non-existent
- Faculty with overload responsibilities/ courses
- Internal communications lack clarity or are slow in response time especially between departments
- External communications to students and adjuncts sometimes not focused and not well coordinated
- Enrollment and admissions process is not well coordinated, awkward and lacks support.
- Admissions process is slow, tedious, and sometimes disjointed
- Admissions process follows undergraduate process and is not designed or flexible for many graduate programs
- University processes are slow to adopt flexible alternatives to support new initiatives

79. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).

**Opportunities**

- New partnerships are continuing to develop in our target market area
- There is a demand and increasing employment opportunities for school leaders
- The economy is positive and supportive economically of graduate tuition costs
- The Department of Elementary and Secondary Education (DESE) is supportive of educators earning advanced degrees and continuing certifications.

**Threats**

- Uncertainty in the current economy (virus effect on global economy)
- Competition in the immediate area
- Questions of value of advanced degrees for educators' effectiveness and salary schedules

80. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.  
Our reputation of quality programs helps to recruit students without other marketing. Partnerships help with student recruitment as well.

**SECTION 4: Effectiveness**

81. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes? We have updated EDL 694, EDL 685 and EDL 509 in an effort to improve CESA, performance task, and certification test scores.

Building Level Performance Task Scores (A score of 10 is Required)

Date	Student	Step 1 Score	Step 2 score	Step 3 score	Step 4 score	Total
FA18	1	3	3	3	3	12
FA18	2	3	4	4	3	14
FA18	3	3	4	4	4	15
SP19	4	3	3	2	3	11
FA18	5	3	3	3	3	12
SP19	6	3	4	3	3	13
FA18	7	3	3	3	3	12
FA18	8	3	4	4	4	15

**EDL Masters Program Outcomes Data 2017-18**

Program Outcomes	Where Assessed	When Assessed	Assessment Scores
Standard 1 <b>Vision, Mission, and Goals</b> Quality indicator 1 Establish the Vision, Mission and Goals	EDL 545 Foundations of Educational Administration	Summer 2018	3.38
Standard 1 <b>Vision, Mission, and Goals</b> Quality indicator 2 Implement the Vision, Mission and Goals	EDL 685 Leadership Capstone	Spring 2018	3.78
Standard 2 <b>Teaching and Learning</b> Quality indicator 1 Promote Positive School Culture	EDL 565 School Supervision and Improvement	Spring 2018	3.75
Standard 2 <b>Teaching and Learning</b> Quality indicator 2 Provide an Effective Instructional Program	EDL 535 Leadership in Elementary and Secondary Curriculum	Summer 2018	4.0
Standard 2 <b>Teaching and Learning</b>	EDL 509 Action Research	Fall 2017	3.6

Quality indicator 3 Ensure Continuous Professional Learning			
Standard 3 <b>Management of Organizational Systems</b> Quality indicator 1 Manage the Organizational Structure	EDL 643 <b>Organizational Management</b>	Summer 2018	4.0
Standard 3 <b>Management of Organizational Systems</b> Quality indicator 2 Lead Personnel	EDL 694 <b>Internship</b>	Fall 2017	3.78
Standard 3 <b>Management of Organizational Systems</b> Quality indicator 3 Manage Resources	EDL 515 <b>Administration of Special Programs</b>	Spring 2018	4.0
Standard 4 <b>Collaboration with Families and Stakeholders</b> Quality indicator 1 Collaborate with Families and Other Community Members	EDL 527 <b>Communications for Effective Leadership</b>	Fall 2018	4.0
Standard 4 <b>Collaboration with Families and Stakeholders</b> Quality indicator 2 Respond to Community Interests and Needs	EDL 555 <b>The Principalship</b>	Fall 2017	4.0
Standard 4 <b>Collaboration with Families and Stakeholders</b> Quality indicator 3 Mobilize Community Resources	EDL 555 <b>The Principalship</b>	Fall 2017	4.0
Standard 5 <b>Ethics and Integrity</b> Quality indicator 1 Personal and Professional Responsibility	EDL 525 <b>School Law and Ethics</b>	Spring 2018	4.0
Standard 6 <b>Professional Development</b> Quality indicator 1 Increase knowledge and skills based on best practices	EDL 675 <b>Administration of Instructional Programs</b>	Summer 2018	3.6

**EDL Masters Program Outcomes Data 2018-19**

<b>Program Outcomes</b>	<b>Where Assessed</b>	<b>When Assessed</b>	<b>Assessment Scores</b>
Standard 1 <b>Vision, Mission, and Goals</b> Quality indicator 1 Establish the Vision, Mission and Goals	EDL 545 <b>Foundations of Educational Administration</b>	Summer 2019	3.89
Standard 1 <b>Vision, Mission, and Goals</b> Quality indicator 2 Implement the Vision, Mission and Goals	EDL 685 <b>Leadership Capstone</b>	Spring 2019	4.0
Standard 2 <b>Teaching and Learning</b> Quality indicator 1 Promote Positive School Culture	EDL 565 <b>School Supervision and Improvement</b>	Spring 2019	3.75
Standard 2 <b>Teaching and Learning</b> Quality indicator 2 Provide an Effective Instructional Program	EDL 535 <b>Leadership in Elementary and Secondary Curriculum</b>	Summer 2019	4.0
Standard 2 <b>Teaching and Learning</b>	EDL 509 <b>Action Research</b>	Fall 2018	3.5

Quality indicator 3 Ensure Continuous Professional Learning			
Standard 3 <b>Management of Organizational Systems</b> Quality indicator 1 Manage the Organizational Structure	EDL 643 <b>Organizational Management</b>	Summer 2019	3.5
Standard 3 <b>Management of Organizational Systems</b> Quality indicator 2 Lead Personnel	EDL 694 <b>Internship</b>	Fall 2018	3.88
Standard 3 <b>Management of Organizational Systems</b> Quality indicator 3 Manage Resources	EDL 515 <b>Administration of Special Programs</b>	Spring 2019	4.0
Standard 4 <b>Collaboration with Families and Stakeholders</b> Quality indicator 1 Collaborate with Families and Other Community Members	EDL 527 <b>Communications for Effective Leadership</b>	Summer 2019	4.0
Standard 4 <b>Collaboration with Families and Stakeholders</b> Quality indicator 2 Respond to Community Interests and Needs	EDL 555 <b>The Principalship</b>	Fall 2018	4.0
Standard 4 <b>Collaboration with Families and Stakeholders</b> Quality indicator 3 Mobilize Community Resources	EDL 665 <b>Human Relations &amp; Collaborative Processes</b>	Fall 2018	3.89
Standard 5 <b>Ethics and Integrity</b> Quality indicator 1 Personal and Professional Responsibility	EDL 525 <b>School Law and Ethics</b>	Spring 2019	4.0
Standard 6 <b>Professional Development</b> Quality indicator 1 Increase knowledge and skills based on best practices	EDL 675 <b>Administration of Instructional Programs</b>	Summer 2019	4.0

82. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.

The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. The program aligns to the following curriculum matrix. The course embedded summative assessments are included as well.

## **Standard #1 Vision, Mission, and Goals**

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning this is shared and supported by the school community.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Develop and articulate a vision		✓		✓	✓	✓	✓		✓			✓
2. Implement and steward a vision	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Standard #2 Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Promote positive culture in the district	✓	✓	✓	✓	✓	✓	✓			✓		✓
2. Promote effective instructional programs		✓	✓		✓		✓			✓		
3. Ensure comprehensive professional growth plans					✓	✓	✓	✓		✓		✓

Standard #3 Management of Organization Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Manage the organizational structure		✓	✓			✓	✓		✓			✓
2. Manage personnel				✓		✓	✓	✓	✓			✓
3. Manage resources	✓		✓		✓	✓	✓	✓	✓	✓		✓

## Standard #4 Collaboration with Families and Community

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Collaborate with families and other community members		✓	✓	✓	✓		✓					✓
2. Respond to community interests and needs					✓							
3. Manage resources		✓		✓			✓					✓

# Standard #5 Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Personal and professional responsibility			✓	✓	✓	✓	✓	✓		✓		✓

# Standard #6 Professional Development

Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Increase knowledge and skills based on best practices	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. The program aligns to the following curriculum matrix.

### Standard #1 Vision, Mission, and Goals

**Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning this is shared and supported by the school community.**

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Develop and articulate a vision		✓		✓	✓	✓	✓		✓			✓
2. Implement and steward a vision	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Standard #2 Teaching and Learning

**Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.**

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Promote positive culture in the district	✓	✓	✓	✓	✓	✓	✓			✓		✓

2. Promote effective instructional programs		✓	✓		✓		✓			✓		
3. Ensure comprehensive professional growth plans					✓	✓	✓	✓		✓		✓

Standard #3 Management of Organization Systems

**Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Manage the organizational structure		✓	✓			✓	✓		✓			✓
2. Manage personnel				✓		✓	✓	✓	✓			✓
3. Manage resources	✓		✓		✓	✓	✓	✓	✓	✓		✓

Standard #4 Collaboration with Families and Community

**Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694

1. Collaborate with families and other community members		✓	✓	✓	✓		✓					✓
2. Respond to community interests and needs					✓							
3. Manage resources		✓		✓			✓					✓

**Standard #5 Ethics and Integrity**

**Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.**

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Personal and professional responsibility			✓	✓	✓	✓	✓	✓		✓		✓

**Standard #6 Professional Development**

**Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.**

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 675	EDL 685	EDL 694
1. Increase knowledge and	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

skills based on best practices													
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**EDL Masters CESA Alignment**

Standard 1 <b>Vision, Mission, and Goals</b> Quality indicator 1 Establish the Vision, Mission and Goals	EDL 545 <b>Foundations of Educational Administration</b>
Standard 1 <b>Vision, Mission, and Goals</b> Quality indicator 2 Implement the Vision, Mission and Goals	EDL 685 <b>Leadership Capstone</b>
Standard 2 <b>Teaching and Learning</b> Quality indicator 1 Promote Positive School Culture	EDL 565 <b>School Supervision and Improvement</b>
Standard 2 <b>Teaching and Learning</b> Quality indicator 2 Provide an Effective Instructional Program	EDL 535 <b>Leadership in Elementary and Secondary Curriculum</b>
Standard 2 <b>Teaching and Learning</b> Quality indicator 3 Ensure Continuous Professional Learning	EDL 509 <b>Action Research</b>
Standard 3 <b>Management of Organizational Systems</b> Quality indicator 1 Manage the Organizational Structure	EDL 643 <b>Organizational Management</b>
Standard 3 <b>Management of Organizational Systems</b> Quality indicator 2 Lead Personnel	EDL 694 <b>Internship</b>
Standard 3 <b>Management of Organizational Systems</b> Quality indicator 3 Manage Resources	EDL 515 <b>Administration of Special Programs</b>
Standard 4 <b>Collaboration with Families and Stakeholders</b> Quality indicator 1 Collaborate with Families and Other Community Members	EDL 527 <b>Communications for Effective Leadership</b>
Standard 4 <b>Collaboration with Families and Stakeholders</b> Quality indicator 2 Respond to Community Interests and Needs	EDL 555 <b>The Principalship</b>
Standard 4 <b>Collaboration with Families and Stakeholders</b> Quality indicator 3 Mobilize Community Resources	EDL 555 <b>The Principalship</b>

Standard 5 <b>Ethics and Integrity</b> Quality indicator 1 Personal and Professional Responsibility	EDL 525 <b>School Law and Ethics</b>
Standard 6 <b>Professional Development</b> Quality indicator 1 Increase knowledge and skills based on best practices	EDL 675 <b>Administration of Instructional Programs</b>

83. Report and discuss the post-graduation placement of your graduates.  
Program graduates can maintain their current position in education or be promoted within the profession. Some graduates choose to remain in the classroom while others seek a building level administrative position. Program completers are also allowed to further their education with a specialist or doctorate degree. Some chose to complete these at Evangel University. Program completers are currently working in schools locally, nationally and internationally.
84. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.  
It should be noted that Evangel University has a very strong footprint on local private and public schools with many program graduates in building and district level administrative positions. District level administrators, at Professional meetings, have indicated the demand for all of Evangel University graduates.
85. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree. NA

#### **SECTION 5: Sustainability**

86. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc.
- Increased marketing would help promote our programs and increase student enrollment resulting in increased revenue
  - Site-based school district partnerships have increased student enrollments and program revenue
  - Discounts, vouchers, and scholarships have been provided to increase enrollment and program revenue
87. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives?  
All faculty are highly qualified to meet program objectives. We have adequate support and resources to offer online programs.
88. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole?
- Course load requirements for full-time faculty require 27 credits/year before overload pay is earned
  - We have a minimum course enrollment requirement of 6 students. If a course falls below 6 students, faculty pay is reduced accordingly, or the course is not offered.
  - High enrollment courses are not split to offer new sections until they reach an enrollment of 20 students
  - The EDL program coordinator registers students for courses to make sure courses are filled. The course sequence for the EDL program guarantees classes are at proper enrollments.

#### **SECTION 6: Planning for the Future**

89. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 9-13), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

Objective	Strategies	Timeline	Person Responsible	Involved Parties
1. Increase Enrollment	<ul style="list-style-type: none"> <li>• Improve marketing</li> <li>• Increase number of school partnerships</li> </ul>	2019-2022	Matt Stringer Program Coordinator Gordon Pace Education Partnership Coordinator	<ul style="list-style-type: none"> <li>• Marketing Department</li> <li>• Dean of College of Adult and Graduate Studies</li> <li>• Graduate Enrollment Coordinator</li> <li>• School District Partnership Coordinator</li> <li>• Coordinator of Strategic Partner Relations</li> <li>• Executive Director of Strategic Partnerships</li> </ul>
2. Improve consistency/quality of online course offerings	<ul style="list-style-type: none"> <li>• Continuing professional development</li> <li>• Peer Review of Online Courses</li> <li>• Collect and analyze program learning outcome data</li> </ul>	2019-2022	Matt Stringer Program Coordinator Program Faculty	Education Department Faculty
3. Add value to EDL master’s program	<ul style="list-style-type: none"> <li>• Prepare students for the new certification tests and performance tasks Fall 2020</li> </ul>	2019-2022	Matt Stringer. Program Coordinator	Education Department Faculty

**(Part B)**  
**APR Rubric**

**Please click on the link below to complete the APR rubric. A PDF copy of the rubric will be uploaded to Course Commons in the department’s file of APRs by the chair of Assessment.**

[https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9\\_ub6U-LC8HNW1BlvPeJHo7tNrARCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNrARCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u)

\*Adapted with permission from Graceland University, Dr. Katie Bash



## ACADEMIC PROGRAM REVIEW (APR) Literacy (M.Ed) (Part A)

### SECTION 1: Introduction

90. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR: **Shonna Crawford, Ph.D.; Evangel University Education Department, College of Adult and Graduate Studies, APR Year 2019-2020, Master of Education in Literacy**
91. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient. **The Master of Education in Literacy program leads to certification with the Department of Secondary and Elementary Education (DESE) in K-12 Special Reading. This program is offered 100% online and includes 30 hours. This program includes an on-campus literacy lab available for students to complete the practicum hours required for the certification. There is an option for students to complete the degree as a non-certification seeking student.**
92. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient. **SEE APPENDIX A**
93. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program. **Actively enrolled students require attention from the program for academic advising. Families in the community with children who benefit from the literacy support provided by our summer Literacy Lab. DESE requires our attention to keep our certification matrices up-to-date to be eligible to certify students. School districts seeking to hire reading specialists, literacy coaches, and highly qualified teachers require our attention. We engage with alumni to provide program feedback.**

### SECTION 2: Identity: Mission, Values and Strategic Plan

94. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans. **Our Course Learning Outcomes (CLO) are aligned to Program Learning Outcomes (PLO) and to the EU20. The EU20 are supported but not assessed in this program. The literacy program empowers and equips classroom teachers to excel in teaching literacy in the classroom and to serve as K-12 reading specialists. Our Literacy program supports the EU strategic priorities in a variety of ways:**
- **The summer Literacy Lab helps us to expand our reach by connecting with families of K-12 students who may not otherwise visit Evangel's campus or connect with our students.**
  - **The Literacy program leads academic innovation by engaging students in course work that is available 100% online. This shift to 100% online happened between the 2017-2018 and 2018-2019 school years. In 2019-2020 we will build our last online course needed for students currently in the program to complete the degree 100% online.**
  - **Investing in the future happens through continuing to pursue grant opportunities. While we have not yet been awarded a grant for this program, we continue to submit grants regularly.**
  - **In this program we nurture spiritual vitality through the Christian Leadership Model utilized in all of our graduate programs and infusing courses with Biblical principles through discussions and assignments.**
95. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed. **The Literacy program collaborates with the Master of Education in Curriculum and Instruction Leadership (C&I) program to maximize course sizes and minimize course offerings. C&I students can select electives from the Literacy course schedule. This helps to maximize enrollment in each course and to minimize the number of times the courses need to be offered per school year. This increases our efficiency. This program collaborates with the College of Adult and Graduate studies for marketing and recruitment.**
96. Explain any changes or improvements that have been implemented since the last APR. **2015-2019 brought many changes to our Master of Education in Literacy program. We reduced the number of required hours from 38 to 30 required hours while ensuring the program still leads to K-12 Special Reading Certification via DESE requirements. The program was 100% and as of 2018-2019 is now 100% online while maintaining the option to serve in EU's literacy lab in the summer to earn practicum hours required for certification. In the summer of 2015 we launched the on campus Literacy Lab to serve K-12 students in need of literacy support free of charge. All of our full-time and adjunct faculty are highly qualified with terminal degrees and K-12 Special Reading Certification.**

97. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed. **Eliminating this program would eliminate our students' route to K-12 Special Reading Certification. It will also eliminate courses available to students enrolled in the Curriculum & Instruction Leadership program.**

### **SECTION 3: Relevance**

98. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program. **SEE APPENDIX B: The demand for this program is waning given K-12 school district technology initiatives that have moved the focus of teacher PD from literacy primarily to technology training dominance. Connections with Reading Recovery Training groups across the state temporarily bumped our enrollment up in 2017-2018 as we provided graduate credit for Reading Recovery training.**
99. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders. **Our program has moved from seated to 100% online to meet the needs of working teachers. Our program has collaborated with C&I to boost enrollment in courses.**
100. A SWOT Analysis involves identifying the program's strengths (S), weaknesses (W), opportunities (O), and threats (T). List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives). **SEE APPENDIX C**
101. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives). **SEE APPENDIX C**
102. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.
- **University offers discounts/scholarships to compete with other universities.**
  - **School district partnerships and partnership discounts are unique to the competition in the area because of cost and flexibility.**
  - **Student satisfaction with the current programs have increased interest from their peers as they promote the positive experiences they have received in our program.**
  - **Graduates of our program have accepted leadership roles and positions as they complete the program creating a positive outlook on the EU graduate program quality and applicability for new leadership roles.**
  - **Consider offering Literacy Lab during the school year in the evenings to maximize impact.**

### **SECTION 4: Effectiveness**

103. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes? **SEE APPENDIX D: PLO & SEE APPENDIX E: PLO DATA All PLOs correspond to performance indicators assessed in the program. Since the last APR, we moved to an on-campus literacy lab where students are provided feedback in coaching sessions as they work with K-12 students to apply their learning. This performance assessment drives the curriculum in our program. As we gather and reflect on data, we have added critical literacy and emphasis on teaching diverse learners to our curriculum. In these assessments, a 1 (proficient) is the highest score and a 3 (unsatisfactory) is the lowest. A large majority of students are experiencing consistent success by scoring an average score of 1 across all performance indicators.**
104. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance. **This program adheres to the standards for K-12 Special Reading from DESE.**
105. Report and discuss the post-graduation placement of your graduates. **Some of our graduates choose to pursue reading specialist positions and others pursue literacy coaching opportunities and a few others have assumed district leadership and curriculum positions. Largely, our students stay in their current teaching placements and use this program to improve their literacy teaching skills.**
106. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program. **We are working to with local school leaders and alumni to continually improve the program. Feedback from alumni and local leaders helped us to move the program 100% online and to reduce the credit hours to 30.**
107. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree. **N/A**

### **SECTION 5: Sustainability**

108. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc. **We continue to pursue grant opportunities.**

109. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives? **We could always use more personnel to teach courses. We do utilize adjunct professors who are working in literacy in our local school districts. We have applied for grant funding to obtain the technology we need to move the program forward.**
110. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole? **We operate an on-campus Literacy Lab to families free of charge. This is at almost no cost to EU outside of a few consumable materials. Graduate students provide tutoring free of charge to meet program requirements. This enables EU to provide the program free of charge to families. This is amazing PR for EU.**

**SECTION 6: Planning for the Future**

111. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 9-13), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished? **SEE APPENDIX F**

**Appendix A: Question 3: Staffing Credentials**

**Master of Education in Literacy: Faculty**

Name	Description of academic qualifications
<b>Drake, Fredrick</b>	<ul style="list-style-type: none"> <li>-B.A. Biology</li> <li>-M.A. Biological Sciences</li> <li>-Ed.S. Educational Administration</li> <li>-Ed.D. Educational Administration</li> </ul>
<b>Stringer, Matthew</b>	<ul style="list-style-type: none"> <li>-B.S. Chemistry and Math Education</li> <li>-M.S. Secondary Administration</li> <li>-Ed.D. Educational Leadership</li> </ul>
<b>Sutherland, Kelly</b>	<ul style="list-style-type: none"> <li>-B.S. Elementary Education and ECHD (Pk-3) Lifetime Certification</li> <li>-M. Ed. Masters in Elementary Education</li> <li>-M. Ed. Masters in Educational Administration (K-12) Lifetime Certification</li> <li>-Ed.S. Educational Specialist in Administration (K-12)</li> <li>-Ed.D. Educational Doctorate in Administration</li> </ul>

<b>Morrison, Jennifer</b>	<ul style="list-style-type: none"> <li>-Bachelor of Science in English</li> <li>-Master of Arts in English with TESOL emphasis</li> <li>-PhD Candidate, Curriculum and Instruction with ESL/Bilingual Education emphasis</li> <li>-Missouri Department of Elementary and Secondary Education Continuous Professional Certification, English 7-12; ESOL, K-12</li> <li>-Cambridge English Language Teaching for Adults Trainer Certification</li> </ul>
<b>Crawford, Shonna</b>	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M.Ed. Reading Education</li> <li>-Ph.D. Learning, Teaching, and Curriculum: Literacy</li> <li>-K-12 Special Reading Certification</li> <li>-Elementary Education (Grades 1-6) Certification</li> </ul>
<b>Jones, Glenda</b>	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M.Ed. Reading Education</li> <li>-Reading Recovery Education</li> </ul>
<b>Richardson, Jennifer</b>	<ul style="list-style-type: none"> <li>-B.S. Early Childhood</li> <li>-M.Ed. Reading</li> <li>-Ed.S. Reading</li> <li>-Ph.D. Reading Education</li> <li>-Comprehensive Intervention Model Trainer</li> <li>-Reading Recovery Trained</li> </ul>

**Appendix B: Question 9: Enrollment Trends**

Literacy Enrollment Trends: 2014-2019

<b>Total Enrollment</b>	<b>Fall, 2014</b>	<b>Fall, 2015</b>	<b>Fall, 2016</b>	<b>Fall, 2017</b>	<b>Spring, 2018</b>	<b>Fall, 2018</b>	<b>Spring, 2019</b>
Literacy	8	13	11	27	21	9	16
Reading	8	4					

**Appendix C: Question 11-12: SWOT Analysis**

<b>Strengths</b>	<b>Weaknesses</b>	<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Flexibility for students with completing practicum hours on campus at summer Literacy Lab or at the school where they teach via an online course</li> <li>• Unique Programming - More faculty exclusively Grad Ed</li> <li>• High Quality: New online dynamic learning opportunities</li> <li>• Student Satisfaction</li> <li>• Experienced Faculty</li> <li>• Community Footprint</li> <li>• Discounts and Scholarships available</li> <li>• Flexible Site-based partnership program with local school districts</li> </ul>	<ul style="list-style-type: none"> <li>• Level of marketing for Graduate programs is low or non-existent</li> <li>• Faculty with overload responsibilities/ courses</li> <li>• Internal communications lack clarity or are slow in response time especially between departments</li> <li>• External communications to students and adjuncts sometimes not focused and not well coordinated</li> <li>• Enrollment and admissions process is not well coordinated, awkward and lacks support.</li> <li>• Admissions process is slow, tedious, and sometimes disjointed</li> <li>• Admissions process follows undergraduate process and is not designed or flexible for many graduate programs</li> <li>• University processes are slow to adopt flexible alternatives to support new initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• New partnerships and partnership discounts are continuing to develop in our target market area</li> <li>• There is a demand and increasing employment opportunities for school leaders</li> <li>• The economy is positive and supportive economically of graduate tuition costs</li> <li>• The Department of Elementary and Secondary Education (DESE) is supportive of educators earning advanced degrees and continuing certifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of emphasis on literacy professional development</li> <li>• Drury, MSU, and SBU all have a very similar literacy program</li> <li>• Uncertainty in the current economy (virus effect on global economy)</li> <li>• Competition in the immediate area</li> <li>• Questions of value of advanced degrees for educators' effectiveness and salary schedules</li> </ul>

Evangel University Literacy Lab SWOT

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> <li>• Community involvement</li> <li>• Community enrichment</li> <li>• # of applicants</li> <li>• High acceptance rate</li> <li>• Online</li> <li>• Tutor:Student Ratio</li> <li>• Strengths</li> <li>• One location</li> <li>• Varied classroom availability</li> <li>• Use of IRC</li> <li>• Collaboration among tutors</li> <li>• One of a kind program with embedded practicum</li> <li>• Highly Qualified Educators</li> </ul>	<ul style="list-style-type: none"> <li>• Low Tutor:Student Ratio based on Grad Enrollment</li> <li>• Limited hours</li> <li>• Limited resources</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Evening tutoring hours</li> <li>• Alternative locations</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 moving away from literacy emphasis</li> <li>• Competition with SPS Explore! Summer School Enrichment</li> <li>• Competition with summer school offerings from other districts</li> </ul>

Appendix D: Question 14: PLO

**Literacy  
Program Learning Outcomes**

I. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

II. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

III. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading MidProgram and End of Program Interrater reliability through discussion and comparison between the two professors conducting evaluations 95% of students proficient in all competencies Each fall semester the Program Coordinator and team will review the data from the summer practicum (Literacy Lab). and writing instruction.

IV. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

V. Literate Environment: 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.

VI. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

### PLO Alignment to Performance Indicators

PLOs	Literacy Graduate Student Performance Indicators
I	<ul style="list-style-type: none"> <li>• Demonstrates in conversation and journaling the understanding of the major theories of reading and writing processes, components, and development</li> <li>• Indicates through instruction the knowledge base necessary for successful teaching</li> </ul>
II	<ul style="list-style-type: none"> <li>• Develops and implements a curriculum to meet the specific needs of students who struggle with reading and writing</li> <li>• Uses instructional approaches supported by literature and research</li> <li>• Provides appropriate in-depth instruction for all readers and writers</li> </ul>
III	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of established purposes for assessing the performance of all readers</li> </ul>

	<ul style="list-style-type: none"> <li>• Administers and interprets appropriate assessments for students</li> <li>• Uses multiple data sources to analyze individual readers' performance and to plan instruction an intervention</li> <li>• Effectively communicates results of assessments</li> </ul>
IV	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the needs of all readers</li> <li>• Adapts instructional materials and approaches to meet the language-proficiency needs of English language learners and students who struggle</li> <li>• Demonstrates an understanding of the ways in which diversity influences reading and writing development of students</li> <li>• Provides differentiated instruction and instructional materials that capitalize on diversity</li> <li>• Collaborates with teachers, parents and guardians, and administrators to implement instructional practices that promote equity</li> </ul>
V	<ul style="list-style-type: none"> <li>• Analyzes classroom environment quality for fostering individual motivation to read and write</li> <li>• Arranges instructional areas to provide easy access to books and other instructional materials</li> <li>• Modifies the arrangements to accommodate students' changing needs</li> <li>• Creates supportive social environments for all students</li> <li>• Creates supportive environments where English language learners are encouraged and given many opportunities to use English</li> <li>• Creates effective routines for all students, especially those who struggle with reading and writing</li> </ul>
VI	<ul style="list-style-type: none"> <li>• Models fair-mindedness, empathy, and ethical behavior</li> <li>• Promotes the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, and parents</li> <li>• Demonstrates the ability to hold effective conversation regarding planning, teaching, and problem solving regarding reading and writing instruction</li> </ul>

Appendix E: Question 14: PLO DATA [tables 1-4] Table 1. 2016 Literacy PLO Data

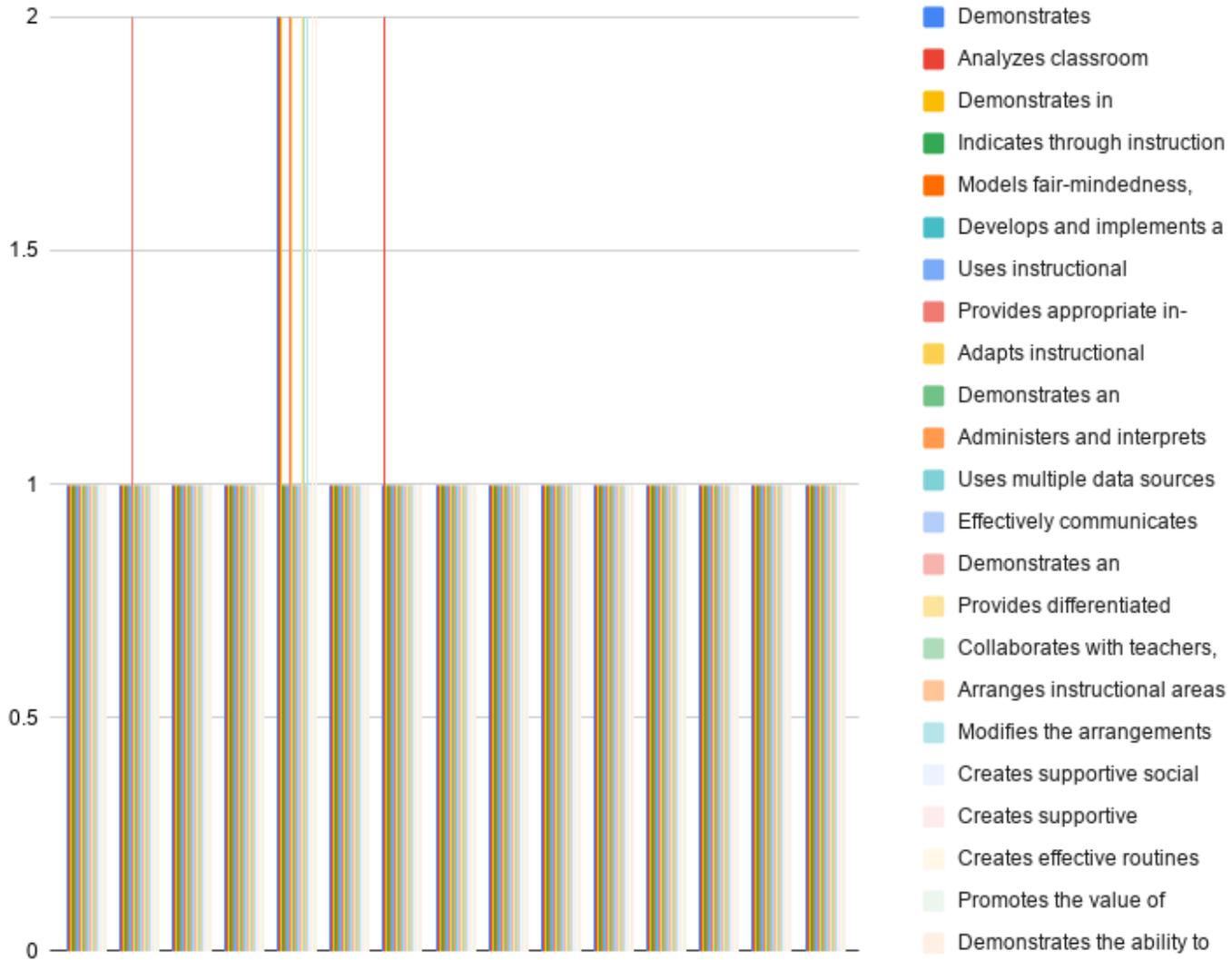


Table 2: 2017 Literacy PLO Data

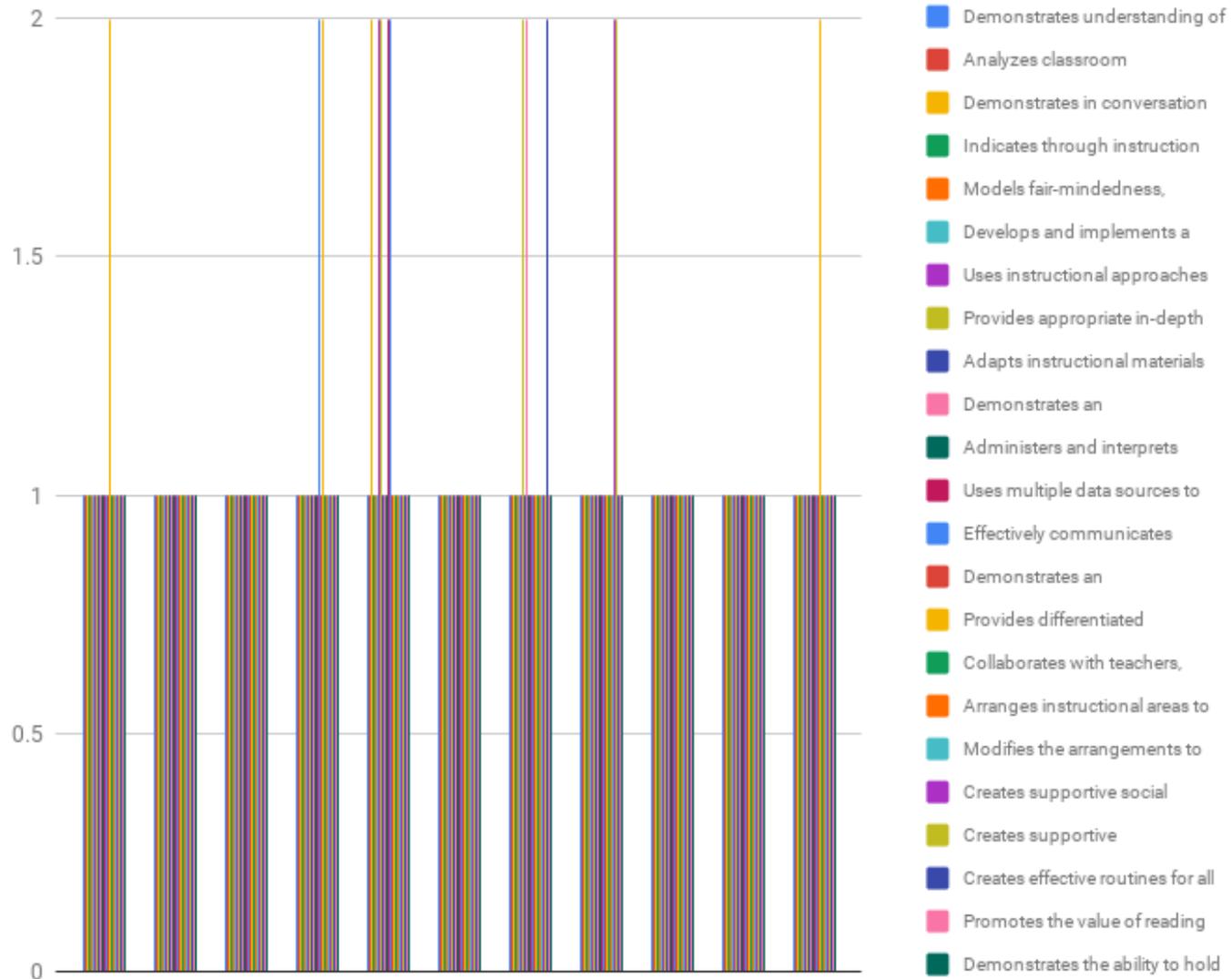


Table 3: 2018 Literacy PLO Data

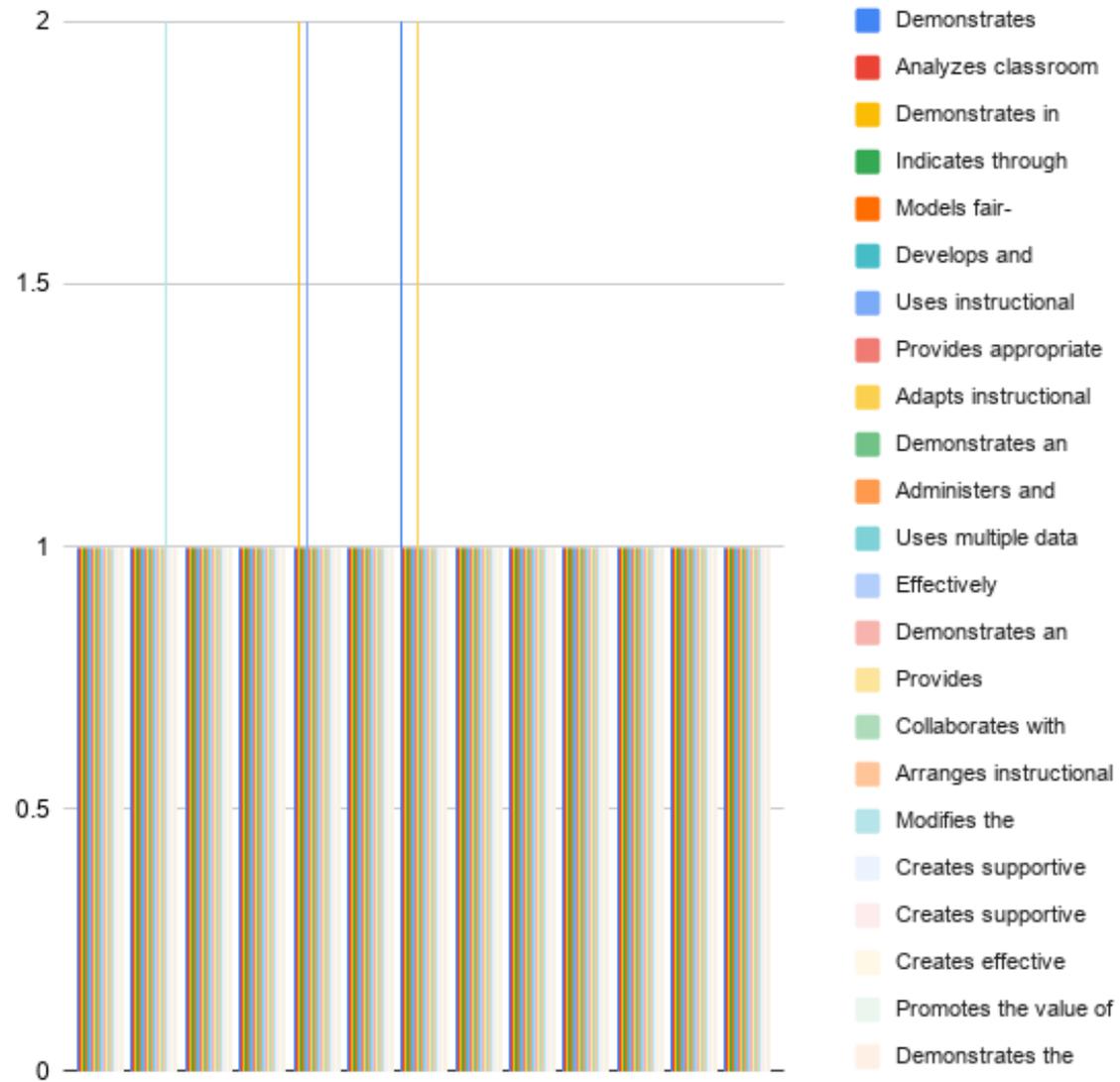
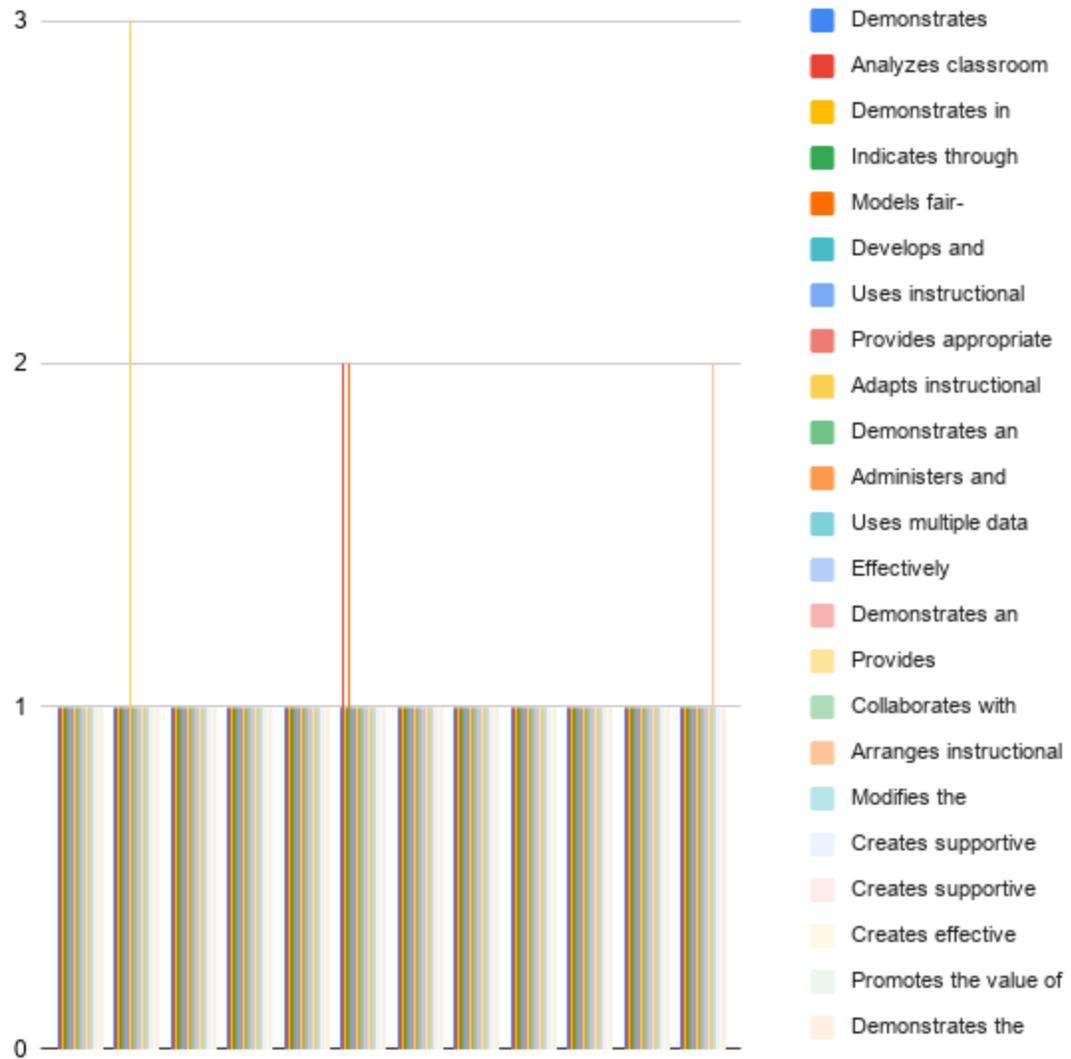


Table 4: 2019 Literacy PLO Data



**Appendix F: Question 22: Objectives**

<b>Strategic Objectives</b>	<b>Driver Responsible</b>	<b>Who will be involved?</b>	<b>Strategies Used</b>	<b>Goal Date for Accomplishment</b>
Expand our Literacy Lab Reach: Engage more K-12 students by Increasing Graduate Student enrollment	Dr. Shonna Crawford & Dr. Andrea Hughes	Dr. Shonna Crawford Dr. Andrea Hughes Dr. Kelly Sutherland	Obtain Grant Funding Advertise Beyond Email and Facebook Marketing for Literacy Program	Fall 2021
Improve Online Course Engagement	Dr. Shonna Crawford & Dr. Andrea Hughes	Dr. Shonna Crawford Dr. Andrea Hughes Dr. Kelly Sutherland	Attend Canvas Training Peer-Review Courses	Fall 2020
Align program curriculum to local school district needs	Dr. Shonna Crawford & Dr. Andrea Hughes	Dr. Shonna Crawford Dr. Andrea Hughes Dr. Kelly Sutherland	Engage a focus group Update courses Re-align CLOs to PLOs if needed	Fall 2022

**(Part B)  
APR Rubric**

**Please click on the link below to complete the APR rubric. A PDF copy of the rubric will be uploaded to Course Commons in the department's file of APRs by the chair of Assessment.**

[https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9\\_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u)

\*Adapted with permission from Graceland University, Dr. Katie Bash



## ACADEMIC PROGRAM REVIEW (APR) Educational Leadership (D.Ed) (Part A)

### SECTION 1: Introduction

112. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.
- Dr. Susan Langston, Ed.D. Program Coordinator
  - Department of Education/College of Adult and Graduate Studies
  - Doctor of Education in Educational Leadership, Curriculum and Instruction (Ed.D)
  - Academic Year of APR – 2019-2020
113. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.  
The Ed.D. program is a 50-hour doctoral program that leads to potential Missouri Department of Elementary and Secondary Education (DESE) school superintendent certification. The degree is considered a terminal degree by DESE. Completion of the degree leads to continuing DESE principal certification of school building principals.
114. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.  
See Appendix A – Faculty Qualifications Chart
115. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.
- Actively enrolled Ed.D. students require ongoing attention for enrollment in cohort-directed courses
  - We have to keep our DESE certification matrix for the superintendent certificate and the building principal certificate must be updated regularly to be in compliance with certification requirements
  - The Southwest Missouri Superintendent Association is hosted on campus regularly. We meet with this region’s SWMSA to know the current needs of schools that impact our program offerings.
  - We partner with area school districts to provide program offerings that meet their School Improvement Planning goals.

### SECTION 2: Identity: Mission, Values and Strategic Plan

116. Explain how the program advances Evangel’s mission, values, EU 20 Outcomes, and/or strategic plans.  
Evangel’s mission is to equip “students to become Spirit-empowered servants of God who impact the Church and society globally. The Ed.D. program prepares Christian professionals to take leadership positions in public schools locally and across the U.S. Our online program allows us to have an impact globally as well. The program supports but does not evaluate EU20 outcomes.
- Strategic Plan:
- Our online program allows us to expand our reach to have a greater impact on society globally.
  - Online coursework supports academic innovation as we use and teach the use of educational technology in our coursework.
  - All coursework cultivates spiritual growth and vitality of our students through use of the Christian Leadership Model and inclusion of lesson devotions.
117. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.  
Ed.D. students who want to achieve DESE principal certification can qualify for certification by completing the Ed.D. program in addition to taking 12 hours of coursework in the EDL program. All graduate education program descriptions are provided in marketing material for recruiting. Recruiting events include all program coordinators and the College of Adult and Graduate Studies enrollment coordinator.
118. Explain any changes or improvements that have been implemented since the last APR.  
The Ed.D. program has been moved from a blended (seated and online) program to a fully online program to address student needs for flexible programming.  
The research course sequence in the Ed.D. has been revised to better support dissertation research completion.

Guidelines for Dissertation completion, advising, and committee formation and responsibility have been updated to better meet student needs as students have reached the dissertation phase of the program.

119. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.

Elimination of the program would result in current students having to transfer or restart a doctoral program at another university. It would also hinder the students' opportunity to move to new levels of leadership in their professional lives through Evangel University. It would reduce the leadership footprint Evangel has in local community schools.

### SECTION 3: Relevance

120. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.

- Interest in the Ed.D. at Evangel has increased over the past five years since the program began as evidenced by the enrollment chart.
- The expectation is that the program will continue to grow as it is now fully online and available to prospective students around the globe.
- The expected impact of the program is that more Christian leaders will be in top administrative and instructional leadership roles in local and national school districts.
- The program also impacts teacher development as students who hold faculty positions in teacher preparation programs use learning gained through EU Ed.D. coursework.

See Appendix B for enrollment chart

121. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.

- The Ed.D. began as a blended program of seated and online courses. Students today are consistently asking for fully online programs. To address this demand, the Ed.D. is now a fully online program.
- Research courses have been restructured and sequencing has been changed to better prepare students to complete dissertation research.
- The Dissertation Handbook has been continually revised to create a smoother dissertation process based on student feedback. Forms for completing the different steps in the dissertation process have been included in the handbook and are now readily available to students through their Student Portal.
- Courses have been revised based on student feedback and current trends in education.

122. A SWOT Analysis involves identifying the program's strengths (S), weaknesses (W), opportunities (O), and threats (T). List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).

#### Strengths

- Unique Programming - More faculty exclusively Grad Ed
- High Quality
- Student Satisfaction
- Experienced Faculty
- Community Footprint
- Discounts and Scholarships available
- Flexible Site-based partnership program with local school districts

#### Weaknesses

- Level of marketing for Graduate programs is low or non-existent
- Faculty with overload responsibilities/ courses
- Internal communications lack clarity or are slow in response time especially between departments
- External communications to students and adjuncts sometimes not focused and not well coordinated
- Enrollment and admissions process is not well coordinated, awkward and lacks support.
- Admissions process is slow, tedious, and sometimes disjointed
- Admissions process follows undergraduate process and is not designed or flexible for many graduate programs
- University processes are slow to adopt flexible alternatives to support new initiatives

123. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).

#### Opportunities

- New partnerships are continuing to develop in our target market area
- There is a demand and increasing employment opportunities for school leaders
- The economy is positive and supportive economically of graduate tuition costs
- The Department of Elementary and Secondary Education (DESE) is supportive of educators earning advanced degrees and continuing certifications.

#### Threats

- Uncertainty in the current economy (virus effect on global economy)
- Competition in the immediate area
- Questions of value of advanced degrees for educators' effectiveness and salary schedules

124. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.

#### Overcoming weakness and threats

- University offers discounts/scholarships to compete with other universities.
- School district partnerships are unique to the competition in the area because of cost and flexibility.
- Student satisfaction with the current programs have increased interest from their peers as they promote the positive experiences they have received in our program.
- Graduates of our program have accepted leadership roles and positions as they complete the program creating a positive outlook on the EU graduate program quality and applicability for new leadership roles

### **SECTION 4: Effectiveness**

125. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?

See Appendix C for the PLO assessment data

126. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.

Program Learning Outcomes are aligned to the Missouri Department of Elementary and Secondary Education (DESE)

127. Report and discuss the post-graduation placement of your graduates.

Our graduates are already holding professional teaching or administrative positions in schools.

See Appendix D for a chart of post-graduation professional positions of program completers

128. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.

- Some graduates achieve promotion or continuing certification when they complete the degree
- Many of our graduates move on to advanced teacher leader or administrator positions.
- Evangel has a reputation for producing quality administrators. As we informally connect with school district leaders, we are able to target the program to current leadership trends.

129. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree. N/A

### **SECTION 5: Sustainability**

130. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc.

- Increased marketing would help promote our programs and increase student enrollment resulting in increased revenue
- Site-based school district partnerships have increased student enrollments and program revenue
- Discounts, vouchers, and scholarships have been provided to increase enrollment and program revenue

131. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives?

- All program personnel are highly qualified to teach in the program (see Chart in Appendix A)
- We have adequate technology support and resources to offer a quality online program
- We need an additional full-time faculty member to support increasing enrollment and continue to offer a quality program.

132. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole?

Our program operates on a low-cost budget with high revenue from our enrollment

- Course load requirements for full-time faculty require 27 credits/year before overload pay is earned
- We have a minimum course enrollment requirement of 6 students. If a course falls below 6 students, faculty pay is reduced accordingly, or the course is not offered.
- High enrollment courses are not split to offer new sections until they reach an enrollment of 15 students
- The Ed.D. program coordinator registers students for courses to make sure courses are filled.
- The cohort model of the Ed.D. program guarantees students get their needed courses in full courses.

#### **SECTION 6: Planning for the Future**

133. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 9-13), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

See Appendix E

#### **(Part B) APR Rubric**

**Please click on the link below to complete the APR rubric. A PDF copy of the rubric will be uploaded to Course Commons in the department’s file of APRs by the chair of Assessment.**

[https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9\\_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u)

\*Adapted with permission from Graceland University, Dr. Katie Bash

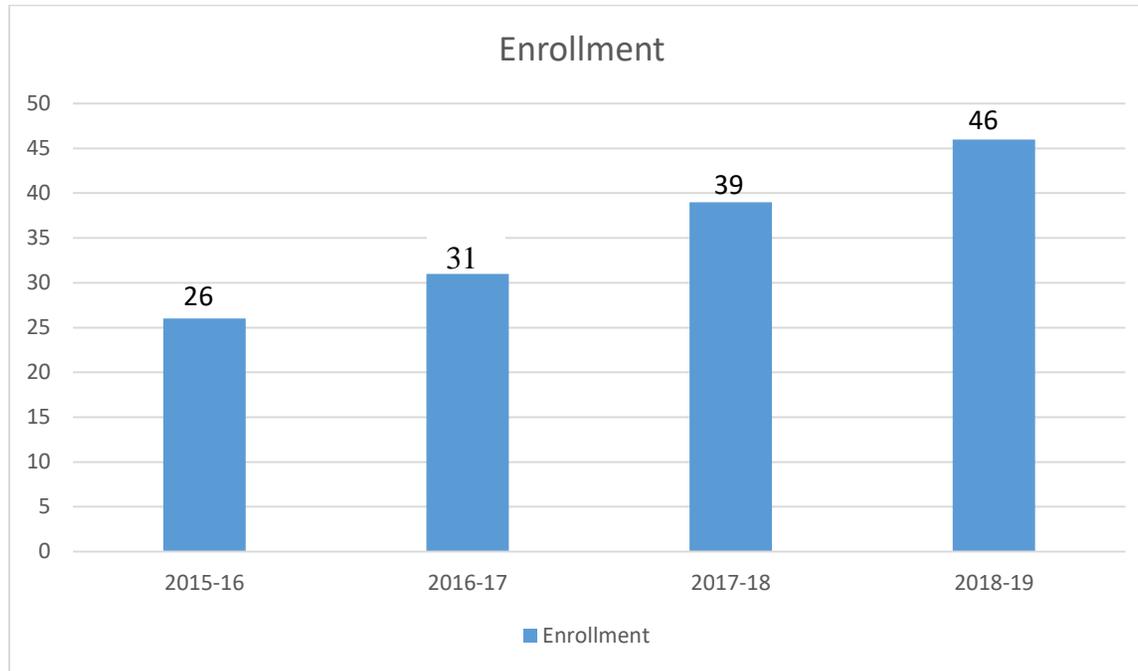
**APPENDIX A (Question 3)  
Faculty Qualifications Chart**

<b>Name</b>	<b>Description of academic qualifications</b>	<b>Prior instruction responsibility</b>	<b>Other experiences relevant to courses they will teach</b>
Chanda Clayman	<ul style="list-style-type: none"> <li>-B.S. Chemistry</li> <li>-B.S. Science Education Biology</li> <li>-M.S.Ed.</li> <li>-Ed.D Educational Leadership</li> </ul>	<ul style="list-style-type: none"> <li>-High School Science Teacher</li> <li>-Undergraduate teacher preparation courses and field experience supervision-Evangel University</li> <li>-Graduate Educational Leadership courses – Evangel University</li> </ul>	<ul style="list-style-type: none"> <li>-Former Curriculum &amp; Instruction Director-Ozark (MO) Public Schools</li> </ul>
Frederick Drake	<ul style="list-style-type: none"> <li>-B.A. Biology</li> <li>-M.A. Biological Sciences</li> <li>-Ed.S. Educational Administration</li> <li>-Ed.D. Educational Administration</li> </ul>	<ul style="list-style-type: none"> <li>-18 teaching middle school science, computer applications, health, and reading.</li> <li>-20 Years Undergraduate and graduate teaching responsibilities teaching in teacher and administrator preparation courses, Evangel University</li> </ul>	<ul style="list-style-type: none"> <li>-2012 E.M &amp; Estella Clark Award recipient at Evangel University for outstanding teaching, scholarship, and service.</li> <li>-Director of Educational Certification</li> <li>-Dissertation involved standardized testing in schools.</li> <li>-Professional licensure or certification: -- Biology 7-12 Lifetime</li> <li>--Missouri Principal 7-12 Career Administrator Certification</li> </ul>
Rebecca Donaldson	<ul style="list-style-type: none"> <li>-B.A Elementary Education</li> <li>-M.ED in Reading</li> <li>-MS.ED in Educational Administration</li> <li>-Ed.D Educational Leadership and Policy Analysis</li> </ul>	<ul style="list-style-type: none"> <li>-Elementary Teacher</li> <li>-Literacy Coach, Springfield Public Schools</li> <li>-Adjunct graduate teaching responsibility leadership preparation program, Evangel University</li> </ul>	<ul style="list-style-type: none"> <li>-Missouri Principal K-8 Career Administrator Certification</li> <li>-Elementary Principal, Weller Elementary School, Springfield Missouri</li> </ul>

Name	Description of academic qualifications	Prior instruction responsibility	Other experiences relevant to courses they will teach
Kevin Kopp	<ul style="list-style-type: none"> <li>-B.S. Elementary Education</li> <li>-M.S. Educational Administration</li> <li>-Ed.S Educational Administration</li> <li>-Ed.D Educational Leadership and Policy Analysis</li> </ul>	<ul style="list-style-type: none"> <li>-Adjunct graduate teaching responsibility leadership preparation program, Evangel University</li> </ul>	<ul style="list-style-type: none"> <li>-Missouri Principal K-8 Career Administrator Certification</li> <li>-Missouri Superintendent Certification</li> <li>-Elementary School Principal-Century Elementary School, Nixa, MO</li> <li>-Executive Director of Elementary Education at Nixa Public Schools</li> </ul>
Susan Langston	<ul style="list-style-type: none"> <li>-B.A Elementary Education</li> <li>-M.S.Ed Elementary Education</li> <li>-M.S.Ed. Educational Administration</li> <li>-Ed.D. Educational Leadership and Policy Analysis</li> </ul>	<ul style="list-style-type: none"> <li>-21 years teaching elementary and middle school science, health, social sciences, mathematics, language arts</li> <li>-8 Years Undergraduate and graduate-level teaching in teacher and leadership preparation courses – Evangel University</li> </ul>	<ul style="list-style-type: none"> <li>-Missouri Lifetime Teaching Certification</li> <li>-Missouri Principal Certification</li> <li>-International Baccalaureate Program Coordinator/substitute building administrator</li> <li>-Summer program building administration</li> <li>-Director of Clinical &amp; Field Experiences, Evangel University</li> <li>-Assistant Chair and Director of Graduate Education Programs, Evangel University</li> <li>-Coordinator of Ed.D. Program, Evangel University</li> <li>-Dissertation Advisor-Ed.D. Program</li> </ul>

Name	Description of academic qualifications	Prior instruction responsibility	Other experiences relevant to courses they will teach
Gordon Pace	<ul style="list-style-type: none"> <li>-B.S Biology</li> <li>-Secondary Education Certification</li> <li>-M.A. Education Administration</li> <li>-Ed.S. Education Administration</li> <li>-Ed.D. Educational Leadership and Policy Analysis</li> </ul>	<ul style="list-style-type: none"> <li>-High school science teacher</li> <li>-Graduate-level teaching in teacher and leadership preparation courses – Evangel University</li> </ul>	<ul style="list-style-type: none"> <li>-Former public school principal</li> <li>-Former public school superintendent – Ozark (MO) Public Schools and Reeds Spring (MO) Public Schools</li> <li>-Former Ed.D. Program Coordinator, Evangel University</li> <li>-Dissertation Advisor-Ed.D. Program</li> </ul>
Matthew Stringer	<ul style="list-style-type: none"> <li>-B.S. Chemistry and Math Education</li> <li>-M.S. Secondary Administration</li> <li>-Ed.D. Educational Leadership</li> </ul>	<ul style="list-style-type: none"> <li>-High School Math Teacher</li> <li>-Undergraduate and graduate-level teaching in teacher and leadership preparation courses – Evangel University</li> </ul>	<ul style="list-style-type: none"> <li>-Former Assistant Chair and Director of Graduate Education Programs, Evangel University</li> <li>-Former Ed.D. Program Coordinator, Evangel University</li> <li>-Dissertation Advisor-Ed.D. Program</li> </ul>
Deborah Yonke	<ul style="list-style-type: none"> <li>-B.A. Elementary Education/Early Childhood</li> <li>-M.S.Ed. Elementary Education</li> <li>-Ed.S Instructional Leadership</li> <li>-Ed.D. Instructional Leadership</li> </ul>	<ul style="list-style-type: none"> <li>-13 years elementary teaching in public schools</li> <li>-Instructional specialist and STAR teacher in public schools</li> <li>-4 years full-time associate professor teaching in undergraduate and graduate teacher and leader preparation program, Evangel University</li> <li>-8 years adjunct professor in graduate leadership program, Evangel University</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Instruction, Curriculum &amp; Assessment, Republic (MO) Public Schools</li> </ul>

**APPENDIX B (Question #9)**



## APPENDIX C (Question #14)

### Ed.D. Program Outcome Assessment Data 2016-19

Program Outcomes: <b>Students will</b>	Through the CESA Students will	Where Assessed	2016-19
1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community	1.1. Demonstrate ability to develop and articulate a vision	EDL 713 Cultural Competence	4.0
	1.2. Demonstrate ability to implement and steward a vision	EDL 713 Cultural Competence EDL 761 Educational Funding	3.8
2. Promote a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	2.1. Demonstrate ability to promote positive culture in the district	EDL 701 EDL 713 Cultural Competence	4.0
	2.2. Demonstrate ability to provide effective instructional programs	EDL 751	3.5
	2.3. Demonstrate ability to provide professional development for school personnel that will ensure continuous professional learning	EDL 755 Effective Instruction	3.5
3. Demonstrate ability to lead personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.	3.1. Demonstrate ability to manage the organizational structure	EDL 709 Resource Management	3.9
	3.2. Demonstrate ability to lead personnel	EDL 711 Advanced Supervision	4.0
	3.3. Demonstrate ability to manage resources	EDL 713 Cultural Competence EDL 761 Educational Funding	3.8
4. Demonstrate ability to collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	4.1. Lead and/or collaborate with school personnel, families and other community members	EDL 733 Teacher as Leader	3.1
	4.2. Demonstrate ability to respond to community interests and needs	EDL 713 Cultural Competence	4.0
	4.3. Demonstrate ability to mobilize community resources	EDL 709 Resource Management	3.9
5. Demonstrate understanding of the school leader's responsibility acting with integrity, responsibility and in an ethical manner.	5.1. Demonstration understanding of personal and professional responsibility to act with integrity and in an ethical manner	EDL 705 Ethics and Decisions of School Leaders	3.8
6. Demonstrate understanding of responding to and influencing the larger political, social, economic, legal, and cultural context.	6.1. Demonstrate understanding of the larger context	EDL 713 Cultural Competence	4.0
	6.2. Demonstrate ability to respond to the larger context	EDL 759 Current Trends in Curriculum Design	Not Assessed
	6.3. Demonstrate ability to influence the larger context	EDL 702 Leadership Seminar Politics EDL 759 Contemporary Issues in Curriculum and Instruction	3.8
7. Demonstrate understanding of a leader's responsibility to monitor and implement best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	7.1. Create a plan to increase knowledge and skills based on best practices in school administration and effective instruction.	EDL 757 Differentiating Curriculum and Instruction	3.9
8. Supporting appropriate applications of technology for their field of specialization	8.1. Demonstrate appropriate applications of technology for their field of specialization	EDL 759 Contemporary Issues in Curriculum and Instruction	Not Assessed
9. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies	9.1. Demonstrate understanding of qualitative, quantitative and/or mixed methods research methodologies through research and scholarly writing	EDL 723 Research Methods and Statistics	3.1
10. Use data to improve learning	10.1. Demonstrate ability to apply data literacy	EDL 729 Data Analysis for School Improvement	3.6

	10.2. Demonstrate ability to employ data analysis and evidence to develop supportive school environments	EDL 729 Data Analysis for School Improvement	3.6
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### APPENDIX D (Question

<b>Graduate Name</b>	<b>Program Completion Date</b>	<b>Current Position</b>
Christopher Bauman	Spring 2018	Superintendent of Schools – Ozark Public Schools
Amy Dunn	Spring 2018	Instructional Coach, Ozark Public Schools
Karen Hood	Spring 2018	Principal, Ozark West Elementary School
Sarah Cooper	Spring 2018	Assistant Principal, Elementary School
Douglas Greek	Spring 2018	Elementary School Technology Specialist, Republic Public Schools
Morgan Kelly	Spring 2018	Assistant Principal, Ozark North Elementary School
Erin McAninch	Spring 2018	Secondary Math Teacher, Ozark High School
Gina McBain	Spring 2018	Principal, Ozark West Elementary School
Kent Sappington	Spring 2018	Executive Director of Elementary Learning, Ozark Public Schools
Sharon Underwood	Spring 2018	Former Principal, Ozark West Elementary School
Dawn Zanca	Spring 2018	Special Education Process Coordinator, Clever Public Schools
Ruth Harris	Summer 2018	
David Kelly	Summer 2018	Principal, Nixa High School
Kerry Moore	Summer 2018	Associate Professor of Education, College of the Ozarks
Michelle Garrison	Spring 2019	Teacher, Robberson Elementary School, Springfield Public Schools
Jean Kalapathy	Spring 2019	
Amber Mintert	Spring 2019	Assistant Professor of Art Education, Missouri Southern State University
Colleen Shuler	Spring 2019	Assistant Professor of Education, Southwest Baptist University
KyAnne Weaver	Summer 2019	Vocal Music Teacher, Marshfield Junior High School

**APPENDIX E – (Question #22)**

Objective	Strategies	Timeline	Person Responsible	Involved Parties
4. Increase Enrollment	<ul style="list-style-type: none"> <li>• Improve marketing</li> <li>• Increase number of school partnerships</li> </ul>	2019-2022	Susan Langston, Ed.D. Program Coordinator	<ul style="list-style-type: none"> <li>• Marketing Department</li> <li>• Dean of College of Adult and Graduate Studies</li> <li>• Graduate Enrollment Coordinator</li> <li>• School District Partnership Coordinator</li> <li>• Coordinator of Strategic Partner Relations</li> <li>• Executive Director of Strategic Partnerships</li> </ul>
5. Improve consistency/quality of online course offerings	<ul style="list-style-type: none"> <li>• Continuing professional development</li> <li>• Peer Review of Online Courses</li> <li>• Collect and analyze program learning outcome data</li> </ul>	2019-2022	Susan Langston, Ed.D. Program Coordinator	Ed.D. Full-time and Adjunct Faculty
6. Add value to Ed.D. program	<ul style="list-style-type: none"> <li>• Implement a Specialist of Education in Administration and Curriculum and Instruction programs as part of the Ed.D. program coursework</li> </ul>	2019-2022	Susan Langston, Ed.D. Program Coordinator	Ed.D. Full-time and Adjunct Faculty