Andrews University

2011-2012 Review Question Responses Report by Question:

Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

The Educational Leadership (K-12) program contributes to the mission of Andrews University and the Seventh-day Adventist church by providing graduate training to educators who want to understand how to lead schools. We ground this training in a redemptive Adventist Christian worldview. We prepare professionals for global professional service in schools, central and regional offices of education, churches and other educational environments.

We review below the ways our work helps Andrews University and the SDA church fulfill their missions. We show:

1. how our program standards, courses and processes/experiences align with these missions,
2. how our faculty use their own research, teaching and professional services to further these missions.

Because the mission of AU and the world Church overlap so much, we spend most of our discussion on how our program further AU's work. While we do not have space to discuss all the connections, tables and narratives highlight the major links between SDA, AU and the Educational Leadership program mission, goals, program outcomes, and services.

Program Goal (Standard), Methods, and Content Alignment to SDA and AU Mission

Our program mission and goal is to prepare leaders to be able to guide schools and learning by developing competency in 9 areas of leadership, which we call professional leadership standards. We use various means in our fully approved online program; these methods also work to advance the mission of the SDA church and AU. The content of our courses also shows that we are preparing individuals to fulfill many goals consistent with the mission of AU and the SDA church.

In Table 1 below we list the missions of the SDA church and AU and the alignment of those with the mission and program goals (standards) of our program. We list the SDA Church Mission Statement as it originally appears on the Internet. In the second column, we list Andrews University's mission as it maps to the SDA mission. We have had to reorder items of the AU mission as they do not perfectly align to the SDA mission. We list our program standards in the third column. To help make the link, we have listed after each AU goal the EL standard or standards that best map to that goal.

Table 1: SDA, AU and EL Mission Alignment

SDA World Mission & Goals	AU Mission & Goals	Educational Leadership Program Mission, Goals and Delivery Qualities (Components)
Our Name: The name Seventh-day Adventist includes vital beliefs for us as a Church. "Adventist" reflects our passionate conviction in the nearness of the soon return ("advent") of Jesus. "Seventh-day" refers to the Biblical Sabbath which from Creation has always been the seventh day of the week, or Saturday.	Andrews University was named after J. N. Andrews, the first official overseas missionary of the SDA church. He was a scholar, writer, teacher, preacher, editor, missionary, and curriculum expert on theological doctrines and did much to shape the early doctrinal ideas of the church.	Our name focuses on two passions: educating and leading. By equipping professionals in skills and knowledge of learning and teaching supervision as well as leadership/administration, we prepare them to further the teaching ministry of Jesus and the Church. Because "education and redemption are one," leading in learning and learning to lead are both deeply spiritual acts. They fulfill Christ's Great Commission to go into all the world (international leadership) to teach (education) and disciple (mentor). (Matthew 28:18-20)
Our Mission: The mission of the Seventh-day Adventist Church is to proclaim to all peoples the everlasting gospel in the context of the Three Angels' messages of Revelation 14:6-12, leading them to accept Jesus as their personal Savior and to unite with His church, and nurturing them in preparation for His soon return.	Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.	Mission: The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings. Comment: While we work with individuals from all faiths, even agnostic and atheist students, we present to students in our orientation that our Adventist faith does guide our teaching and work. We encourage them to use our attempts to integrate our faith and professional work to do the same in their lives, even if their faith and belief or unbelief is different from ours.

Our Methodology: We pursue this mission under the guidance and through the empowerment of the Holy Spirit through:	Andrews University provides education and learning opportunities to train students to Seek Knowledge, Affirm Faith, and Change the World.	Candidates who complete the program take courses, do research, complete internships, and compile a portfolio of material that shows they are educational leaders who have the knowledge and ability to promote the success of all students by leading in 9 ways (standards are reordered below).
1. *Preaching*. Accepting Christ's commission (Matthew 28:18-20), we proclaim to all the world, in these last days, the everlasting gospel of God's love, most fully revealed in His Son's life, ministry, atoning death, resurrection and high priestly ministry. Recognizing the Bible to be God's infallible revelation of His will, we present its full message, including the second advent of Christ and the continuing authority of His Ten Commandment law with its reminder of the Seventh-day Sabbath.	**Affirm Faith** as they... • Develop a personal relationship with Jesus Christ (EL Standard 8) • Deepen their faith commitment and practice (Standard 8) • Demonstrate personal and moral integrity (Standard 5, 8) • Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development (All Standards) • Apply understanding of cultural differences in diverse environments (Standard 4, 8) **Change the World** as they… • Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church (Standard 8)	Main standards related to this area (in order of strength of alignment to AU, and the top two are bolded as most applicable) **8: appreciating the perspectives of others and developing a personal philosophy from which action and service emerge** **5: acting with integrity, fairly, and in an ethical manner** 4: collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources
2. *Teaching*. Acknowledging that development of mind and character is essential to God's redemptive plan, we promote the growth of a mature understanding of and relationship to God, His Word and the created universe.	**Seek Knowledge** as they... • Engage in intellectual discovery and inquiry (Standard 9) • Demonstrate the ability to think clearly and critically (Standard 5, 9) • Communicate effectively (Standard 1, 4) • Understand life, learning, and civic responsibility from a Christian point of view (Standard 8) • Demonstrate competence in their chosen disciplines and professions (All Standards, especially 2, 3)	Main standards related to teaching and redemptive work: **9: understanding and comprehensively applying research and evaluation for effective decision making** **5: acting with integrity, fairly, and in an ethical manner** 1: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community 4: collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources 2: promoting a positive school culture, providing an effective instructional program, applying best practices to student learning and designing comprehensive professional growth plans for staff 3: managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment 8: appreciating the perspectives of others and developing a personal philosophy from which action and service emerge
3. *Healing*. Affirming the Biblical principles of the well-being of the whole person, we make the preservation of health and healing of the sick a priority and through our ministry	**Change the World** as they... • Engage in creative problem-solving and innovation (Standard 1, 5) • Engage in generous service to meet human	Main standards related to healing, taking care of poor and oppressed: **4: collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources** **6: understanding, responding to, and**

through our ministry to the poor and oppressed, cooperate with the Creator in His compassionate work of restoration.	needs (Standard 2, 4, 6) • Apply collaborative leadership to foster growth and promote change (Standard 1,4, 6) • Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church (Standard 8)	**influencing the larger political, social, economic, legal, and cultural context** 5: acting with integrity, fairly, and in an ethical manner 8: appreciating the perspectives of others and developing a personal philosophy from which action and service emerge 1: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community 2: promoting a positive school culture, providing an effective instructional program, applying best practices to student learning and designing comprehensive professional growth plans for staff
4. *Discipling*. Affirming the continued spiritual growth and development of all members, we nurture the newly converted, instruct them in righteous living, train them for effective witness and encourage their responsive obedience to God's will.	**Affirm Faith** as they... • Develop a personal relationship with Jesus Christ (EL Standard 8) • Deepen their faith commitment and practice (Standard 8) • Demonstrate personal and moral integrity (Standard 5, 8) **Change the World** as they… • Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church (Standard 8)	Main standards related to this area (in order of strength of alignment to AU, and the top two are bolded as most applicable) **8: appreciating the perspectives of others and developing a personal philosophy from which action and service emerge** **5: acting with integrity, fairly, and in an ethical manner** 4: collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources
Our Vision: In harmony with the prophecies of the Scriptures, we see as the climax of God's plan the restoration of all His creation to full harmony with His perfect will and righteousness.		We believe helping individuals reach their full potential as learners and leaders is part of God's plan to restore humans into his likeness, with the power to think and to do, and that leaders who cultivate that ability in our program are fulfilling God's will

Interpretation of Table 1. The SDA church creates its mission and goals from Scripture and clearly cites the biblical doctrines or references for that. AU taps into those goals, but uses language more common to academics and school outcomes. We also use language in keeping with the educational institutions we serve. After each AU student outcome, we have listed our main program standard(s) that most closely align. However, at times these AU goals are so broadly stated that they apply to several or all our standards.

The strongest match of the SDA and AU mission is in spiritual issues, evident in Standard 8, Philosophical Worldview. That standard focuses on the need to develop a strong understanding of one's worldview and how it impacts or can impact one's personal and professional work and the ability to work with those who have diverse worldviews. This standard is one of our most unique program goals. While national organizations require us to have Standards 1-6, and the Michigan Department of Education requires us to have Standard 7, and Standard 9 is emphasized more and more among academics and leading educational administration organizations, Standard 8 was uniquely developed in dialogue with church leaders in the late 1990s. The goal of creating it was to help teachers and leaders in Adventist schools tap into the rich worldview operating in Adventist doctrine, teaching, churches and schools. The Great Controversy, the work of redemption, and the focus on holistic development were all key aspects in leading us to make this a separate standard, and for offering several courses specifically related to these topics (EDMR500, LEAD565, LEAD645).

The strongest match to SDA teaching goals and AU's emphasis on training students to think and be knowledgeable is from Standard 9. It focuses on reading, interpreting, gathering and reporting data and research as a way to improve educational leadership services. In conversations about administration with practitioners in the field and experts in higher education, it was felt more and more administrators needed to become savvy at interpreting best practices and research claims about what works or doesn't work in education. Over one third of the course work doctoral students take focuses on research skill and knowledge development. They take 15-19 credits in research methods courses; an additional 16 credits are related to dissertations.

Beyond those two obvious links, each of our other program standards also aligns to AU goals. Another way of showing this link is to show each standard, listing the courses that most target that standard, and then itemize what AU student outcomes these standards and courses fulfill. We have done that in Table 2 below. This is yet another way to show AU program alignment.

Table 2: Educational Leadership Program Standard Alignment to AU Mission

EL Standards	MA Courses	Doc Courses*	AU Mission. Students will be able to…
1-Vision	EDAL520 EDAL565 LEAD630	EDAL520 EDAL565 LEAD630	Engage in creative problem-solving and innovation; Communicate effectively; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
2- Culture & Curriculum Programming	EDAL570 EDCI565 LEAD630 EDAL520	EDAL570 EDCI565 LEAD630 EDAL520	Engage in generous service to meet human needs; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
3-Management & Administration	EDAL664/665 EDAL645 EDAL635 LEAD630 EDAL520	EDAL664/665 EDAL645 EDAL635 LEAD630 EDAL520	Apply collaborative leadership to foster growth and promote change; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
4-School/Community Relations	LEAD525 LEAD630 EDAL520	LEAD525 LEAD630 EDAL520	Apply understanding of cultural differences in diverse environments; Communicate effectively; Engage in generous service to meet human needs; Apply collaborative leadership to foster growth and promote change; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
5-Ethics	EDAL565 LEAD630 EDAL520	LEAD645 EDAL565 LEAD630 EDAL520	Demonstrate personal and moral integrity; Demonstrate the ability to think clearly and critically; Engage in creative problem-solving and innovation; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
6-Law, Politics	EDAL560 LEAD630 EDAL520	EDAL560 LEAD630 EDAL520	Engage in generous service to meet human needs; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
7-Technology	EDAL670 LEAD630 EDAL520	EDAL670 LEAD630 EDAL520	Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
8-Worldview	EDAL565 EDFN500 LEAD630 EDAL520	EDAL565 EDFN500 LEAD630 EDAL520	Understand life, learning, and civic responsibility from a Christian point of view; Apply understanding of cultural differences in diverse environments; Develop a personal relationship with Jesus Christ; Deepen their faith commitment and practice; Demonstrate personal and moral integrity; Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development; Demonstrate competence in their chosen disciplines and professions
9-Research	EDRM505 LEAD535 LEAD630 EDAL520	EDRM611 EDRM712 EDRM605 LEAD637 EDCI636	Engage in intellectual discovery and inquiry; Demonstrate the ability to think clearly and critically; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time

		LEAD880 LEAD899	for intellectual, social, spiritual, and physical development
x-Internship	EDAL680 LEAD675	LEAD886 EDAL680 LEAD675	Most AU goals are practiced in the internships
		*A Cognate of 12 credits must be taken from one of these areas: Business, Communication, Social Work, Psychology, Curriculum, Leadership, or Research	The doctoral students are free to take cognate courses from many disciplines around campus. The two most popular are curriculum and learning curriculum related to teaching; another popular one is pastoral leadership (seminary). This can fulfill many additional goals of the university.

While we cannot discuss each of these alignments in the table, two examples help:

Visionary leadership is crucial for successful school administrators. They are introduced to this skill and the knowledge base that support it throughout their work, but specifically in several courses. They work on their own vision of leadership in LEAD630 Introduction to Leadership, during their orientation. They also work on vision and mission management in the survey course EDAL520 Foundations of Educational Leadership. This course reviews the many components that need to go into vision. Finally, EDAL565 Leadership for SDA Education is a course that guides leaders in Adventist schools to link their mission and visions to Scripture, the work of the Holy Spirit, and the life of the Church. It embeds both learning and leadership within the SDA worldview. All these courses help the leaders become proficient in visionary leadership, which ties strongly to issues of worldview.

Research: Our MA students must take EDRM505 Research Methods and Statistics in Education and Psychology I, which helps them work on scientific methods of discovery and inquiry, the use of academic literature and the process of crafting. They also take an academic writing course, LEAD535 Principles of Academic Writing, in which they put together logical sequencing to make valid arguments in academic work. Our doctoral students take five times more course work on research, thus strengthening them in decision-making ability.

We believe the same alignment exists in these other areas. We believe our courses support the SDA and AU mission. We trust that it is obvious from our course listings that show our specialized training in all areas of K-12 leadership and administration in preparation for global service: Foundations of Educational Administration, K- 12 Law, Leadership for SDA Education, Principles of Education Supervision, Human Resources, School Law, K-12 Education Finance, Ethics, Public Relations, Technology, Elementary/Secondary School Leadership, Technology for Leaders, and Administration Internship and Fieldwork. And we trust these are essential aspects of international leaders that the SDA church requires to fulfill its mission.

In addition to standards and courses aligning with the mission, we also believe our methods of delivery and culture of programming support SDA and AU mission. One of the underlying purposes of the Educational Leadership program is to help candidates work on issues of origin, purpose, and destiny and to create their own worldview, central themes in SDA work. We believe such a worldview will consciously and unconsciously guide their work in educational leadership. While each candidate must make his or her own decisions and discoveries related to their worldview, the Educational Leadership program is guided by a Seventh-day Adventist Christian worldview.

In addition to the source of content and development of a knowledge base in the program, the program's philosophy has also led us to develop six unique characteristics of the program:

First, the belief that origin, purpose, and destiny are found in God leads us to a belief that all individuals have a *life calling* that gives them specific direction. We believe program candidates should seek to apprehend and fulfill this life calling. As they grow in understanding their calling, it will give them direction in planning their work and in selecting careers and vocations, and in planning their graduate school education. Growing in understanding a life calling empowers individuals to be active learners in working with God as they envision Him working with them. Thus, an important first step in this program is to help candidates clarify their calling in order to plan their course work. Candidates work on that calling in their Leadership Self-Assessment completed in the LEAD630 Introduction to Leadership (Orientation).

Second, as life callings vary, so will *course plans*. As candidates work out their calling they also work out their course plan. The Educational Leadership programs allow flexibility, especially at the doctoral level. This allows candidates to focus on specific areas of development that they believe match their callings.

Third, because learning is never completely private and teaching is never one way, this program seeks to build a *community of learning*. Candidates learn from each other. The Educational Leadership program creates a community of learning through discussion and postings via online courses in Moodle, independent studies that require self-teaching,

and through varied mentored internship opportunities that allow candidates to take advantage of "teachers" outside the program's traditional faculty. Such a dynamic experience of learning liberates candidates from a top-down learning environment and makes them full candidates in their own development. They become responsible in facilitating others — including faculty—to learn.

Fourth, we believe learning is holistic and must show: 1) knowledge, 2) application and skill development, and 3) development and refinement of attitudes. The best way to focus on holistic learning is to foster holistic assessment. Educational Leadership requires the development of a *portfolio demonstration of holistic development*. Portfolio-driven development fosters a competency-based attainment of program standards. Such competency focus is crucial for educational leadership because this profession is a calling that requires intensive skill development backed by sound educational research that is driven by deep philosophical and attitudinal commitments and beliefs about learning, people, schools, children, and youth.

Fifth, because competency development is central in the program and learning is holistic, each of our courses requires *engaged activity in a school or educational situation.* Job-embedded, school-embedded, or educationally-embedded learning is then extended as our degree programs also require a mentored internship experience. This helps to ensure that administrators are not just reading and thinking about educational leadership, but actually doing it.

Sixth, we are committed to *servant leadership.* We believe that an educational administrator is not one who sits behind a desk telling others what to do; rather, an administrator leads by seeking to meet the needs of those in the organization. An administrator works with and for those he or she is leading.

We believe students experience these factors as redemptive educational processes and those help them grow in their ability to lead others into such redemptive learning. These practices are evident throughout our program but especially in six unique (mission-driven) characteristics of the program:

1. The belief that origin, purpose and destiny are found in God that all individuals have a life calling which through the Educational Leadership Self-Assessment, Introduction to Leadership and Orientation programs they are able to clarify and plan a successful future.
2. In keeping with the mission for individual growth and change, the Educational Leadership Program facilitates mentoring that provides direction and flexibility for candidate to tailor their course plans to match the individual's life-calling and/or personal development.
3. Building community learning is another component of Educational Leadership which supports the mission of AU. Candidates can experience community relations through distance (online) learning groups and varied mentored internship opportunities that allow individual to take advantage of teachers outside the program's traditional faculty.
4. The Educational Leadership program embraces the mission of the holistic development and assessment of its candidates. Therefore, the program requires the demonstration of professional and leadership competency through the development of a portfolio. Individual competency and accumulated skills are evaluated through a holistic assessment process to ensure the integration of Christian principles through all modalities of their teaching and/or learning.
5. The mentored internship component of the Educational Leadership program helps to authenticate/validate the standards and competency achievement of candidates in their specific area of calling or expertise.
6. As the mission of AU is to foster training for the "joy of service in this world and the higher joy of wider service in the world to come," the Educational Leadership program contributes to promoting and supporting this mission by modeling and training candidates to the principles of servant leadership—leading by doing. Mentoring, collaborating, and serving wherever a need is identified.

Educational Leadership Faculty and the SDA and AU Mission
In addition to program standards, experiences and courses, a further fulfillment of faculty in the life and mission of the SDA and AU institutions is evident in faculty services and research. Through their research, teaching and services they are advancing the work of the church and school. Because leaders are often naturally tapped to serve in many capacities, committees and services, our educational leadership faculty members end up serving the SDA and AU communities through school and church leadership, presented and published research, and consultations. (Our answer to question #5 lists more completely the research agendas of faculty.)

University-wide Leadership of Educational Leadership faculty:

1. **Formal**:

    a. **Administration:** James Jeffery, Dean of School of Education (2005-present), and Christon Arthur, Dean of Graduate Studies (2010-present), both have faculty status in our department but lead in the university.

    b. **Leadership:** Our Educational Leadership faculty are on the (1) AU Senate, (2) faculty strategic planning, (3) several other standing committees, (4) served on and chaired multiple NCA-HLC, NCATE, and related accreditation committees, (5) done program review work throughout the campus, (6) consult on issues related finances, marketing, program organization, and assessment issues.

2. **Informal:**

Because Educational Leadership faculty have extensive experience internationally, with K-12 schools, in technology, ethics and finance, they also consult and guest lecture throughout the university in various programs and on-campus speaking events. We have given chapels, classroom lectures on ethics, leadership, research, and mentoring. We have also mentored other faculty outside our department.

SDA Church Work:

1. **Accreditation review of Schools and Colleges:** Many of our faculty have served on teams for the General Conference Accrediting Association, as well as NCATE visits to local, regional, national and international schools or colleges to assess schools for accreditation.

2. **School Leader Presentations:** We typically give conference, union, and division presentations on educational topics. We have been accepted for over a dozen presentations alone for the upcoming NAD Teachers Convention in August 2012. We average one or two presentations a year at union and conference teacher retreats throughout the nation, and we also continue to help our own local conference. In the past, the director of K-12 Educational Administration has served on the Michigan SDA Educational Board.

Conclusion

The combined (aligned) mission of the SDA church and AU advocates belief and dependence on the Creator God, service to the SDA church and others, and the personal development that gives each individual the ability to serve better. We believe our program standards, courses, experiences, culture, and the work of our faculty show that our program not only is aligned with that mission but also that it actually produces many leaders who not only support AU and the SDA church mission but continually work to refresh and reformulate that mission to keep pace with the Spirit and the pursuit of present truth.

Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

This section reviews "how the history of the program defines the contribution of the program to Andrews University." We start with a brief history of the School of Education and then show how Educational Leadership has functioned within that school.

Training programs in education date back to the beginning of Andrews University when the Normal Department was part of Battle Creek College, which was established in 1874 in Battle Creek, Michigan. In 1901, Battle Creek College moved to Berrien Springs, where it became Emmanuel Missionary College (EMC). The Education Department at EMC gained increasing importance as the church placed greater emphasis on supporting denominational elementary and secondary schools. During those early decades it was common that one third of the college graduates completed programs qualifying them to teach elementary or secondary school. In 1934, EMC received regional accreditation related to its training programs.

By 1960, the Education Department offered master's degrees that included courses related to educational leadership. During the late 1960s, Andrews University applied for National Council for the Accreditation of Teacher Education (NCATE) accreditation. NCATE considered and approved the University's request for accreditation of its elementary and secondary teacher education programs at both the baccalaureate and master's degree levels beginning September 1, 1970. Professional education programs have maintained NCATE accreditation since that time.

The North Central Association of Colleges and Schools (NCA) approved the introduction of doctoral programs in 1973, and granted accreditation to Andrews University as a doctoral (EdD) degree granting institution in 1979. In 1982, the PhD degree was introduced and was later approved by NCA.

By the late 1970s, due to its growing programs and applicants, the Education Department was reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. In June 1983, the various undergraduate and graduate programs merged into the School of Education (SED). The Andrews University SED has been a continuous member of the American Association of Colleges for Teacher Education (AACTE) since that time. Throughout the 1980s, graduate programs in education continued their growth.

In the early 1990s, several Higher Education Administration courses were added to the K-12 Educational Administration curriculum to allow administration candidates to take courses to help them in leading in colleges and universities. This was especially useful for international students who would often graduate and take on conference and union educational leadership positions.

Unfortunately, during this time, the early 1990s, the number of students in the Educational Administration

program started decreasing, along with other School of Education programs. A team of SED faculty met and designed a program called Leadership to help attract students to boost graduate school numbers. Begun in 1994, this program offered a non-traditional approach to leadership development that had strong emphasis on individual personal self-assessment, learning, competency development and independent and individualized course programming. Portfolios were used to demonstrate candidate competence.

The new Leadership program was not only a success but a financial lifesaver for the School of Education and for leadership development in the university as a whole. This was because three trends were impacting educational administration programming. First, in 1995, the State of Michigan repealed its graduate school requirements for K-12 administrators. The law exempted graduate education from principal credentialing. This had significant ramifications for leadership programming in all Michigan schools. Second, schools in the Adventist system were starting to see significant enrollment losses that, combined with other economic factors, were influencing graduate school attendance at Andrews. Third, financial challenges at the University as a whole were creating overall financial hardships. In a real sense, the non-traditional Leadership program kept leadership alive and well in the SED, and for years, generated the income to keep Educational Administration program doors open.

By 2003, the successful Leadership program and Educational Administration program, with its lower enrollment, were joined into one department, the Leadership and Educational Administration Department, and a renewed effort to revitalize the Educational Administration program began.

In the last 10 years, significant changes were made in curriculum, faculty, delivery and internship programming.

The **curriculum** decisions were based on extensive 2003-2004 meetings with Seventh-day Adventist educational leaders in North America, including leaders of national, regional, state, and local systems, where national trends in preparation of school leaders were prepared. One major addition was to recreate a graduate *certificate* to align it with the SDA North American Division focus in three areas: principals, supervisors, and superintendents. Another change was the development of a fully *separate Higher Education Administration* program which shared a few classes but had a different core track related to college-age youth, college leadership and the financial, legal, and technical challenges of colleges. Early development of a *Mentoring/Internship* program for K-12 administrators was also added.

Faculty Changes. In addition to curricular changes, in the last 10 years, there have been significant changes in faculty. The department has three out of eight full-time faculty assigned to K-12 with two additional faculty who have administrative positions on campus but have K-12 educational leadership teaching experience. No one in the department who is currently assigned on a full time basis to educational leadership was here10 years ago. That lack of longevity has created challenges. However, thankfully, the K-12 program has had three faculty members hired in 2003, 2005, and 2011. The only reason they can support that number is the success of the "general" Leadership program. In fact, two of these faculty members spend about half their time with Leadership students. But over the last 10 years, each faculty member that has served has been able to build parts of the program before leaving. One initiated the focus on portfolios. Another one, helped link courses to ISLLC and then to ELLC standards. One faculty member improved course offerings, handbooks, and mentoring. Two had been successful school administrators. Several others were instrumental in moving traditional coursework to online and securing HLC accreditation for the fully online delivery of the program in 2007. This has created good outcomes for the program, but continuity remains an important challenge for the future of the Educational Leadership program. Several part-time mentor coordinators were hired during this period.

Online Delivery Changes. By the late 1990s and early 2000s, it was evident that students were not coming to summer courses, so more course were being migrated to online delivery. The initial delivery of online coursework was accomplished through WebCT. Then by 2005, courses in WebCT were migrated to Desire2Learn (D2L). Additional courses not previously in WebCT were created in D2L from 2005-2007. Online courses were approved by the Center for Distance Learning and Instructional Technology at Andrews University (DLiT). In 2007, the Educational Leadership program applied for and was approved for delivering their entire program online. In 2011, courses were being restructured into Moodle, the newest online delivery system being used by Andrews University.

In early 2000s, **mentoring** was conceptualized. At first, this program was to be an alternative route from the traditional educational administration course-rich program. It was to be a series of mentoring and internship experiences. Lists were made of potential mentors and experienced practicing administrators. By 2005, it was decided that mentoring would be included as a component of the newly emerging online programming, and a mentoring coordinator was hired in 2005. She nurtured some of the previous mentor contacts, facilitated candidate mentoring and internship experiences, and drafted a mentoring handbook. After several years away to fill an important principalship position, she returned to head up the Educational Leadership program. From 2007 to the present, several part-time faculty members directed the mentoring work.

In 2012, a major milestone was reached when the Educational Leadership program at Andrews University became the first educational leadership program at an Adventist university to be nationally recognized, with conditions, by the Educational Leadership Constituents Council (ELLC), which is the leading specialized professional association in this discipline. In 2012, the program will also be applying to the state of Michigan for approval to offer state credentials. In 2011, the Michigan Department of Education restored graduate education as a requirement for school leadership credentialing.

Table of Major Changes

Date	Key Events, Environment Influences, and Data Trends	Key Changes
1874	The small Seventh-day Adventist church developed schools and started programs for educators to teach and run schools	Normal Department at Battle Creek College started
1901	Church leadership divided Battle Creek College into several separate entities: medical, educational, and ecclesiastical (church)	Emmanuel Missionary College became the center of Adventist education work with a large Education Department
1950s	National move to increase qualification of educators and leaders in schools	Graduate Programs started in the Education Department
1960s	Heavy influx of baby boomers increased undergraduate enrollment and also increased need for more types of graduate specialization	Andrews University formed out of three schools (EMC, Seminary, and School of Graduate Studies) and increased graduate programming
1970s	Growth in Education Department programming led to a stronger and larger department	1970 NCATE accreditation received for elementary and secondary education, with an active Educational Administration program

1979-1980s	After two decades of strong education programming and graduate growth, doctoral programs are started in education	NCA approved Ed.D. in 1979 and Ph.D. in 1983	
	Increased size of Education Department created need for specialized departments	Educational Leadership and Management, Educational and Psychological Services, and Teacher Education Departments created	
		School of Education founded	
1990s	Drop in candidate enrollment across campus led to staff and faculty cuts	Downsizing of programming and faculty also influenced School of Education	
1993-1994	Dean of School of Education empowered faculty team to come up with solution to dropping enrollment	The Leadership program started in Education	
1995-1999	Leadership had success by the late 1990s by targeting those in business, church work, and social services, and a few in educational administration with a new innovative leadership training	Repositioning of departments and the infusing of new types of practices like portfolio assessment, individual plans, and distance education	
Late 1990s	Educational Administration continued to experience drop in candidate enrollment and faculty turnover	Leadership and Educational Administration Department (LEAD) formed	
to	Leadership program grew in popularity, while at the same time there was decreased interest in traditional graduate education	Leadership program success	

	2002	Growth of Adventist Distance Education Consortium (ADEC) and Adventist Virtual Learning Network (AVLN) emphasized online learning	Educational Administration programs continue to struggle
		Expansion of Curriculum and Instruction Resource Center Linking Educators (CIRCLE) led to wider use of online resources among SDA educators	
	2002-	Input from local, regional, national, and international Adventist educational leaders focused on new standards and mentoring programming	Nine standards developed
	2004		Mentoring program started
		Requests for distance and online education from employers and Adventist educators	
	2004-2006	More meetings with Michigan, Adventist North American leaders, and other Adventist Educational Administration programs to develop shared resources and database of mentors	New hires in K-12 and Higher Education Administration
			Hired part-time mentor coordinator
		Growth in number of Adventist colleges worldwide (100+) raised interest in programs to support higher education administration	
			WebCT and traditional courses migrated to D2L
		2005 North American Adventist academy principal feedback	
			Increased admissions
		2006 North American Adventist teacher conference	

		feedback	
			NCATE accredited school in 2005 (including Educational Administration)
		University of Southern Caribbean (Trinidad) requests Educational Administration programming	
			Major changes in academic bulletin to match program
		Spicer College (India) program support requests	
			Visits to UCEA, AERA to keep up with national changes in Educational Administration
	2006-2007	More Leadership candidates sought higher education training or K-12 programming, which improved Educational Administration course offerings	Major changes in Higher Education Administration program
			Active recruitment
		Discussion with influential foundations led to mentoring grant development	
			Creation of handbooks
		Ongoing conversations with potential large Adventist educational employers	
			SED and University approval of Educational Administration changes
	2007-2009	Several more visits with Michigan, Lake Union, and NAD leaders to gather input for changes	Hiring of new part-time mentor coordinator
		State of Michigan discussion of restoring voluntary credentialing requirements for school leadership	Continued modification of handbooks

		Work by MAPEA—Michigan Association of Professors of Educational Administration—to improve state focus on educational administration (Andrews starts attending these meetings)	2007 Principal Workshop Secure NCA-HLC approval of online programs 2009 Principal Workshop
2009-11		SED involved in intensive NCATE committees, data collection and work	Program Coordinator retires, starting an 18-month transition period of being short on faculty
2011, 2012			Hired experienced principal as coordinator Applied for and secured ELCC approval Apply for Michigan Department of Education program approval for principalship credentialing

Program Review # 3. How does the program contribute to the academic success of Andrews University?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

The Educational Leadership program contributes to the academic success of Andrews University in the following

ways:

- Andrews University is a **[Doctoral Research University (DRU)](#)**, which requires a university to award doctorates in multiple disciplines and to graduate over 20 academic doctorates per year. The Educational Leadership program contributes to the university's ability to maintain this status. The Educational Leadership program is part of the Leadership Department, which accounts for 50% or more of the EdDs and PhDs that graduate every year.
- The Educational Leadership program has graduated 6 doctorates in the last five years: Deatrice Johnson, Irma Laborde, Gustavo Gregorutti, Eliel Unglaub, Mark Hughes, Solomon Ward. We anticipate 5 graduates in the next two years (Paul Mosheti, Vivienne Quarrie, Amal Alansari, John Chen, Shakuntala Ramsarran).
- The Educational Leadership graduates contribute to the academic success of Andrews University by becoming successful scholars, practitioners, and researchers in K-12 and higher education institutions:
  - Eliel Unglaub is a professor of statistics and education at the UNASP Universidad Adventista de Sao Paulo.
  - Gustavo Gregorutti, is a research professor at Montemorelos University, Mexico.
  - Deatrice Johnson work for the Education Department in the state of Massachusetts.
  - John Van Dyke works for the South Bend, Indiana, school district as a middle school science teacher.
  - Donovan Ross is a vice principal at Spring Valley Academy, Dayton, Ohio.
- These graduates contribute publications and presentations. See, for example, the following list of recent publications by recent graduate Gustavo Gregorutti:
  - **Conference Presentations (2009-2011)**
    - "Perceptions and motivations of Students Attending Low-quality Universities" Symposium (with Álvarez Mendiola, G., and Silas, J. C.) presentation at the XI COMIE Conference, Mexico City, November 2011.
    - "Private Higher Education: The Mission of Opportunity or Commercialization?" Paper presentation at the 8th International Workshop on Higher Education Humboldt University, Berlin, Germany, October 2011.
    - "Successful Research Productivity in Private Universities: A Case Study in Northern Mexico."
    - Paper presentation at the Comparative and International Education Society's 55th Annual Conference, Montreal, Quebec, Canada, May 2011.
    - "Commercialization of Higher Education in Latin America: The Case of Mexico." Presentation at the Seminar for Advanced and Doctoral Students of the Center of Comparative Education of Humboldt University, Berlin, Germany, January 2011.
    - "Accreditation for Graduate Programs in Private Higher Education in Mexico." Presentation at the National Conference of Graduate Programs in Education, Monterrey, Nuevo Leon, Mexico, October 2010.
    - "Alternative Models of Funding Higher Education: Past and Present Trends." Presentation at the National Summit on Adventist Education, Riverside, California, USA, October 2010.
    - "Private Universities in Mexico and their Stratification as a Defining Characteristic for Quality." Panel presentation at the Comparative and International Education Society's 54th Annual Conference, Chicago, Illinois, USA, March 2010.
    - "Growth and Quality Issues in Private Higher Education: A Comparison of Chilean and Mexican Cases." Coauthored paper presentation at the Comparative and International Education Society's 54th Annual Conference, Chicago, Illinois, USA, March 2010.
    - "Research productivity in Adventist universities of Latin-American: A Paradoxical Situation." Invited speaker at the I Ibero American Conference, Libertador, Entre Rios, Argentina, February 2010.
    - "Quality Issues in Private Higher Education in Mexico." Paper presented at the Symposium of Global Studies of the Institute for International Studies in Education, University of Pittsburgh, Pennsylvania, USA, January 2010.
    - "Facing the Quality Challenge in Private Universities: A Case Study." Paper presented at the 6th International Workshop on Higher Education Reforms, CINVESTAV, Mexico City, Mexico, November 2009.
    - "Professors and the Conflicting Transition of Missions for Universities: A Comparison of American and Mexican Cases." Poster presented at the Triple Helix VII International Conference, Strathclyde University, Glasgow, Scotland, UK, June 2009.
    - "Trends and Issues in the Seventh-day Adventist Universities: Perspectives and Alternatives." Paper presented at the 1st Inter American Conference for Professors, Cancun, Mexico, May 2009.
    - "Faculty Members and the Conflicting Third Mission for Universities." Paper presentation at the Comparative and International Education Society's 53rd Annual Conference, Charleston, South Carolina, March 2009.
    - "Research Productivity in Small and Medium Size Universities: A Comparison of American and Mexican Cases." Invited speaker at the IV CIF Research Seminar at the La Salle University, Chihuahua, Mexico, March 2009.
  - **Articles (2009-2011):**
    - "What if Private Higher Education Growth Becomes an Issue? The Cases of Chile and Mexico." *Forthcoming.*
    - "Research Productivity in Private Universities: A Case Study." *Enfoques.* In press (Spanish).
    - "Research Productivity among Religious Affiliated Universities in Latin America: A Paradoxical Situation." *Revista Internacional de Estudios en Educación.* In press (Spanish).

- "Moving from a Predominately Teaching Oriented Culture to a Research Productivity Mission: American and Mexican Professors Compared." *Excellence in Higher Education Journal*, *1*, 2010.
- "Commercialization of Higher Education in Latin America: The Case of México." *Comparative & International Higher Education*, *3*, Fall, 2011.
- "Graduate Programs and Their Accreditation in Private Mexican Universities." *Reencuentros*, 59, December, 2010 (Spanish).
- "Following the private path: Can we figure this out?" *Comparative & International Higher Education*, *1*, Spring, 2010.
- "Intellectual Productivity in Venezuelan Private Universities." *Palabra y Realidad, 5*, 2009 (Spanish).
- "Facing the Challenge of Quality in Mexican Private Higher Education: A Study of Three Cases."*International Studies in Education*, *10,* Summer, 2009.
- "Trends in Accrediting Private Higher Education in Latin America." *Comparative & International Higher Education*, *1*, Fall, 2009.
  - **Books (2011-2012)**
    - Gregorutti, G. (2011). "Flowing the Path from Teaching to Research University: Increasing Knowledge Productivity." Book published by Cambridge Scholars Publishing, UK.
    - Gregorutti, G. (2012). "Alternative Models of Funding Higher Education: Past and Present Trends." Book chapter by La Sierra University Publishing, In Press.
- Another major contribution to the academic success of Andrews University is that students in the Educational Leadership program collaborate across departments. They enroll in courses in both Educational Counseling and Psychology and in Teaching, Learning and Curriculum. Masters take over 25% of their courses outside the department. EDFN 500, EDCI 547 or EDCI565, EDRM 505. The doctoral students also take EDRM 605, 611, 712, and several EDCI courses.
- Faculty in the Educational Leadership program contribute to the academic success of Andrews University by bringing unique expertise to this community, sharing courses, and resources with the other two programs in the Leadership Department. Janet Ledesma (principal leadership, leadership longevity, school law, supervision), Duane Covrig (ethics, school-community relationships, research processes and methods) Sylvia Gonzalez (research processes and methods, human resources in education) Jim Jeffery (technology in education).
- The Educational Leadership program was one of the first programs at Andrews University to offer a fully online program. It was approved in 2007 by North Central Association Higher Learning Commission. The EDAL program's 10 year of providing an online education has helped the university prepare for its work in online education. The online program practicing educators to continue their academic growth while staying where they live or work.
- The Educational Leadership program faculty contributes to the enhancement of research on campus, collaborating with university departments and local schools on research and scholarship, conference presentations, and academic initiatives.
- Educational Leadership students work with our Andrews University schools, Ruth Murdoch Elementary School and Andrews University Academy, on local academic and administrative projects that further the acquisition of educational administration skills.
- The Educational Leadership program aligns each course with the ELCC standards and the SED standards. This helps to make sure that students are prepared to meet national educational administration standards. (See Weave question #1 for further details).

Program Review # 4. What is the state of demand for graduates of and enrollment in the program?

See Governmental Occupational Outlook Handbook 2010-2011

http://www.bls.gov/oco/ooh_index.htm
http://www.occsupplydemand.org/

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

This section reviews the demand for Educational Leadership graduates. It also reviews the demand for our program as shown in enrollment and course trends.

Nationally, the United States Department of Labor, Bureau of Labor Statistics, indicates increased demands for employment for Educational administrators (see chart below). By 2018, there is a projected increase in the market for educational administrators, at all levels.

While trends are hard to project into the future, the federal agencies look at population trends to help gauge this. Currently, post-secondary enrollments are the highest they have ever been, and the last two years, 2009-10 and 2010-11, have seen some of the largest freshman college classes ever. But 5-8 years from now, if these trends continue, this group will have children, some of whom will start going to schools. So we believe that is factored into the estimate that there will be a greater need for preschool administrators, followed a few years later by increased need for elementary and then high school administrators as the baby boom echo moves through the age levels.

This national trend and demand for administrators will probably be accelerated locally because of changes in the State of Michigan. The State now requires certification/licensure for all principals and educational administrators. While there are thousands of administrators who are allowed to stay in their current position, when they try to move to a new school they must start pursuing their certification, which requires them to come from approved graduate educational

administration programs. Considering both of these projections, the viability of our Educational Leadership program should be strong and positive. It is also our belief that offering our program online gives us an edge because it allows students to continue to work while seeking continued education. For those reasons, we feel more investment needs to be made in K-12 Educational Leadership to move it forward.

Federal Labor Statistics for Educational Administration

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18		Detailed Statistics	
				Number	Percent		
Education administrators	11-9030	445,400	482,500	37,000	8	[PDF]	[XLS]
Education administrators, preschool and child care center/program	11-9031	58,900	65,800	6,900	12	[PDF]	[XLS]
Education administrators, elementary and secondary school	11-9032	230,600	250,400	19,800	9	[PDF]	[XLS]
Education administrators, postsecondary	11-9033	124,600	127,400	2,800	2	[PDF]	[XLS]
Education administrators, all other	11-9039	31,400	38,900	7,500	24	[PDF]	[XLS]

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.

While being responsive to national statistics and local Michigan policies, our program is most responsive to changes in SDA K-12 educational needs. The worldwide Adventist educational system has over a million students in elementary schools, almost half a million enrolled in secondary schools or academies, and almost 125,000 enrolled in colleges and universities and related institutions ("Seventh-day Adventist World Church Statistics," 2011). According to the National Center for Education Statistics (see their web site) the Seventh-day Adventist educational system is one of the largest private school systems in North America. There are thousands of schools and one or more administrators are needed for each school.

Seventh-day Adventist Educational Schools and Participants (Global)

	Institutions	Students	Staff	Est. Admin
Total	7,804	1,673,580	84,997	While the number of administrators vary by region, a good estimate is one full-time administrator for every 8-12 teachers, which would imply about 10,000 administrators worldwide.
Primary Schools	5,899	1,085,177	43,491	
Secondary Schools	1,748	457,686	30,287	
Tertiary Institutions	111	122,641	10,607	
Worker Training Institutions	47	8,076	612	

Enrollment for Department of Leadership

Given these national, state and denomination trends, one would think we would have hundreds of students in our educational leadership program. We do not. The chart below shows our trend has gone down in the last five years.

Number of Students Attending Orientation
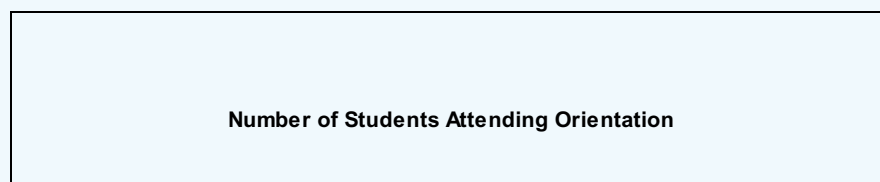
	2007	2008	2009	2010	2011
Leadership	25	24	12	11	12
Higher Education Administration	8	7	8	8	5
Educational Leadership	13	10	9	6	7

Program Review # 5. Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed? What are the research and scholarly productivity of faculty and students in your program?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

Available Human Resources: The Educational Leadership faculty has extensive experience and academic expertise in a number of educational leadership areas. Some of these areas are elementary/secondary teaching, principal training, human resources, educational administration, and international cohort teaching. This diversity of human resources allows us to meet the mentoring needs of students from all walks of life and to provide one of the ELCC-accredited Educational Leadership programs in the country.

- All faculty members are technologically trained to deliver online programs through resources such as Moodle, AdobeConnect, Skype, EndNotes, and LiveText. We strive to be in line with emerging trends in distance and asynchronous learning. All our courses are offered online and have NCA/HLC approval for this method of delivery.
- There are educational leadership practitioners and experts who work as adjuncts of the program, providing mentoring and one-on-one advising for our students. The following is a list of adjuncts who are currently serving our students.

First Name	Last Name	Degree	Position	Expertise
Mike	Aufderhar	PhD	Senior Pastor at the Wenatchee Seventh-day Adventist Church	
Risper	Awour	PhD		
Hinsdale	Bernard	PhD	Professor of Learning and Research at University of Tennessee at Chattanooga	

Larry	Blackmer	MA	Vice President of the North American Division Office of Education	
David	Boshart	PhD	Pastor, Mission Strategist, Central Plains Mennonite Conference	Philosophical Foundations and Qualitative Research
Theodore	Brown	PhD	Professor, Oakwood University, AL	Financial Management & Strategic Planning
Matthew	Burns	PhD	Associate Professor, University of Minnesota	
Beverly	Cobb	PhD	Administration (Dean for Assessment & Learning Support)/Nursing (Director)	
Pam	Cress	PhD	Associate Professor, Walla Walla University, WA	Administration, Management, Policy, and Bereavement
Jennifer	Dove	PhD	Director of Teaching, Learning, & Technology, Groton, NY	Effective Instruction, Qualitative Research, and Group Dynamics
Marilyn	Eggers	PhD	Assessment & Inst, Learning Director, Loma Linda University, CA	Technology Assessment
Troy	Fitzgerald	PhD	Youth Pastor, Walla Walla University, WA	Learning Theory, Pastoral Ministry, Technology, and Mentoring
Cheryl	Fleming	PhD		
Vinjar	Fonnebo	PhD	Professor & Director of National Research Center, Norway	Introductory Statistics and Research Methods
Jerry	Furst	PhD	Professor Emeritus, Andrews University	School Law
Gary	Gifford	EdD	Professor Emeritus, Andrews University	School Administration
Mickey	Hay	PhD	Student Services Coordinator, Southwestern Michigan College	Learning Theory and Organizational Change
David	Heise	PhD	Group IT Manager, Sanitarium Health Foods, Australia	Technology
Elsie	Jackson	PhD	Professor, Northern Caribbean University, Jamaica	Educational Psychology, Social Systems, and Women's Issues
Loretta	Johns	PhD	Assistant Dean, School of Medicine Loma Linda University, CA	Leadership and Business Education
Paul	Kaak	PhD	Assistant Professor, Azusa Pacific University, CA	Organizational Health
Cheryl	Kisunzu	PhD		
Janine	Lim	PhD	Instr. Tech Consultant, Berrien RESA	Technology, Learning Theory
Dale	Mancini	PhD	General Supervisor of Engineering General Motors, Detroit, MI	Human Resources and Personnel Morale
Scott	Massey	PhD	Assistant Provost for Academic Affairs	
Isadore	Newman	PhD	Adjunct Faculty, FL International U. Professor Emeritus, U. of Akron	Mixed Methods Research and Statistics
Silas	Oliveira	PhD	Instruction, Database, and Off Campus Librarian	
Jean	Papandrea	PhD	Instructional Support Systems Consultant -- Professional Training and	

			Coaching	
Albert	Reyes	PhD	President, Buckner Foundation	Organizational Change
Sue	Smith	PhD	Adjunct Professor, State U. of NY	Distance Education
Kristen	Stehower	PhD	Associate Professor, Walla Walla University, WA	Organizational Development and Assessment
Louis	Trenta	PhD	Director, Modoc County Health Services Department, CA	Mentoring and Research Methodology
Jim	Tucker	PhD	Professor, University of Tennessee, Chattanooga	Leadership, Learning Theory, and Educational Psychology
Joan	Ulloth	PhD	Kettering College of Medical Arts -Department of Nursing	
Tom	Wolf	PhD		

- Several years ago, our program realized the need to mentor students in academic writing. A full-time faculty member was hired to guide and mentor students in this particular area. The course, LEAD535 Principles of Academic Writing, was added as a required course in the Educational Leadership program in December 2009.
- In addition, the need for intensive research feedback and training was also noted; therefore, "research boot camps," manned by faculty, adjunct faculty acting as methodologists/advisors and graduates, was organized and is conducted at least once a year, allowing students to receive one-on-one mentoring on their research projects and writing.
- The department consistently conducts webinars on a number of educational leadership topics. Current and archived topics can be found on the department website at http://www.andrews.edu/sed/leadership_dept/webinars/.
- One of the required educational leadership courses is EDAL680 Internship. By design, the program and the course have a Mentor-Coordinator who guides students through their internship/project, which is carried out in an assigned school. (See Weave question #1).

Physical resources: Because the Educational Leadership program is an online program, our students are mentored through a number of electronic venues, with the exception of the orientation course, which is the only face-to-face requirement in their program. In this course, LEAD630 Introduction to Leadership, students are introduced to the policies, technological and academic requirements of their program, and resources available to them on and off campus.

- The Andrews Bulletin is provided in written form to all students attending orientation and is also online at http://www.andrews.edu/academics/bulletin/2011-2012/. Orientation facilitators cover the section of the bulletin that pertains to each student and allow students to ask questions regarding policies and procedures of the university. Also at orientation, students will sit with their advisors and plan their entire program through the use of the bulletin and handbook information.
- The Educational Leadership Handbook is also provided in written form to all students attending orientation and is online at http://www.andrews.edu/sed/leadership_dept/educational_leadership/resources/. The handbook provides information on department policies, course plans, course schedules, forms, and information on all aspects of the program.
- More resources that lead to academic success include the online data bases that allow students to track their application, registration, and academic success:
  - Pre-Vue provides students with an up-to-date view of their application process.
  - I-vue provides students with access to their personal course information, such as grades, academic holds, provisional status, and GPA.
  - Fin-Vue provides students with access to their personal information regarding registration and financial statements.
- The James White Library (http://www.andrews.edu/library/index.cgi) plays an important part in providing resources for student success. Available on a worldwide basis, services include tutorials for Endnotes, data-based searching, topic development, etc. There is a library director for off-campus services who provides individualized support for our students. More of this will be discussed in Question #6 about library resources.
- Other resources available to Educational Leadership students are counseling services, bookstore, ITS, free Endnote, etc.

Productivity of Faculty and Students in the Program

- Most faculty have active research agendas, some funded by Andrews University.
- All faculty are involved in participant research through dissertation and masters theses.

Faculty	Committee Chair	Chair Methodologist	Member

Sylvia Gonzalez	William Auxier Yamilet Bazan Lisa Greco Vivienne Quarrie Barbara Spencer Collete Williams		Linda Grimm Stacy Horner Tracie Dianne Jacobs Throstur Throdarson Jack Wallace Carolyn Watson Robert Young
Janet Ledesma			Janet Adkins Amal Alansari John Chen Pamela Consuegra
Duane Covrig	Amal Alansari Ralph Chatoor John Chen Shawn Collins William Colwell Jr. Jeffrey Derico Jeffrey Hart Brad McNett Vincent Montoro Paul Mosheti Alica Schaff Holli Smith Anthony Stahl Cary Valentin Jack Wallace Sandra Walther Terry Zeitlow	Jeffrey Derico Jack Wallace	Joseph Brettnacher Pamela Consuegra Ming-Ting Huang Harry Kirk Janusz Kobielski Appiah Kwarteng Mordekai Ongo Brenda Palmer Chase Brenda Pfeiffer Josephy Rakocy James Wu EddyWitzel

Research and Scholarly Productivity

The following is an example of the research publications that our faculty was involved in from 2007-2012:

Janet Ledesma:

Ledesma, J. (2012). Narratives of longevity from the perspective of Seventh-day Adventist school administrators in North America: A multiple case study. Andrews University.

Duane Covrig:

Articles:

Freed, S., Covrig, D.M. and Baumgartner, E. (2010). Learning while Leading: The Story of the Andrews University Leadership Program, *Journal of Applied Christian Leadership, 4* (1), pp. 26-55.

Covrig, D. M. (2009). Learning to love the Judge: Building a redemptive Adventist ethic based on the paradoxical grace found in the biblical teaching of divine judgment. *Christ in the Classroom: Adventist Approaches to the Integration of Faith and Learning 37*, 81-103.

Covrig, D. M. (2010). Learning, Listening, Leading: Lessons from the Master Student. *Journal of Applied Christian Leadership, 4* (1), pp. 12-16.

Book Reviews:

Covrig, D. M. (2008) Of Jamieson, P. E., & Rynn, M. A. (2006). *Mind race: A firsthand account of one teenager's experience with bipolar disorder*. In *Journal of Mental Health, 17 (1) 121-122.*

CHOICE Reviews for Association of College and Research Libraries (short comments)

2007 review of Spillane, J. P. (2006). *Distributed leadership*. San Francisco: Jossey-Bass.

2007 review of Mahoney, D. J. (2006). *Ethics and the school administrator: Balancing today's complex issue.* Lanham, MD: Rowman & Littlefield Education.

Dictionary/Encyclopedia Articles:

Covrig, D. M. (2006) several entries in the *Encyclopedia of educational leadership and administration*, Editor: Fenwick English. Sage Publications. Organizations, types of, typology, pp. 720-721. Rational organizational theories, pp. 847-848.

Scholarly and Professional Papers Read:

Covrig, D. M., & Gifford, G. (2008, October). Bringing Back the Spirit: One University's Story of Building Spiritual Leaders who Foster Spirituality. 22nd Annual Convention of the University Council for Educational Administration, Orlando: October 31, 2008.

Sylvia Gonzalez:

Peer-Reviewed Articles and Books:

Gonzalez, S. (2010). Hardship and leadership: Is there a connection? *The Journal of Applied Christian Leadership.*

Gonzalez, S. (2010). *Burnout in academia: The impact of academic workload on burnout levels and the need for sustainable workloads.* Saarbrucken, Germany: VDM Verlag.

Nuñez, M. A., & Gonzalez, S. (2009, Fall). Mobbing in Christian organizations: When abuse is spiritualized. *The Journal of Applied Christian Leadership, 3*(2), 33-47.

Grajales, T., & Gonzalez, S. (2008). Towards a new concept at research. *Journal of Research in Christian Education,* Fall 2008.

Peer-Reviewed Presentations:

Baumgartner, E., Gonzalez, S., & Patterson, S. Servant leadership and power distance in a cross-cultural perspective. *International Leadership Association.* 12th Annual Conference, Boston, MA. Oct. 27-30, 2010.

Gonzalez, S. & Marinho, R. Kolb's learning cycle applied to transformational leadership: The Andrews University Leadership Program experiment. *International Leadership Association,* 11th Annual Global Conference, Prague, Czech Republic, November 11-14, 2009.

Below is an example of the research publications (2007-2012) of one of our graduates, Gustavo Gregorutti:

- **Conference Presentations (2009-2011)**
  - "Perceptions and motivations of Students Attending Low-quality Universities" Symposium (with Álvarez Mendiola, G., and Silas, J. C.) presentation at the XI COMIE Conference, Mexico City, November 2011.
  - "Private Higher Education: The Mission of Opportunity or Commercialization?" Paper presentation at the 8th International Workshop on Higher Education Humboldt University, Berlin, Germany, October 2011.
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  - Paper presentation at the Comparative and International Education Society's 55th Annual Conference, Montreal, Quebec, Canada, May 2011.
  - "Commercialization of Higher Education in Latin America: The Case of Mexico." Presentation at the Seminar for Advanced and Doctoral Students of the Center of Comparative Education of Humboldt University, Berlin, Germany, January 2011.
  - "Accreditation for Graduate Programs in Private Higher Education in Mexico." Presentation at the National Conference of Graduate Programs in Education, Monterrey, Nuevo Leon, Mexico, October 2010.
  - "Alternative Models of Funding Higher Education: Past and Present Trends." Presentation at the National Summit on Adventist Education, Riverside, California, USA, October 2010.
  - "Private Universities in Mexico and their Stratification as a Defining Characteristic for Quality." Panel presentation at the Comparative and International Education Society's 54th Annual Conference, Chicago, Illinois, USA, March 2010.
  - "Growth and Quality Issues in Private Higher Education: A Comparison of Chilean and Mexican Cases." Coauthored paper presentation at the Comparative and International Education Society's 54th Annual Conference, Chicago, Illinois, USA, March 2010.
  - "Research productivity in Adventist universities of Latin-American: A Paradoxical Situation." Invited

speaker at the I Ibero American Conference, Libertador, Entre Rios, Argentina, February 2010.

- "Quality Issues in Private Higher Education in Mexico." Paper presented at the Symposium of Global Studies of the Institute for International Studies in Education, University of Pittsburgh, Pennsylvania, USA, January 2010.
- "Facing the Quality Challenge in Private Universities: A Case Study." Paper presented at the 6th International Workshop on Higher Education Reforms, CINVESTAV, Mexico City, Mexico, November 2009.
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- "Trends and Issues in the Seventh-day Adventist Universities: Perspectives and Alternatives." Paper presented at the 1st Inter American Conference for Professors, Cancun, Mexico, May 2009.
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- **Articles (2009-2011):**
  - "What if Private Higher Education Growth Becomes an Issue? The Cases of Chile and Mexico." *Forthcoming*.
  - "Research Productivity in Private Universities: A Case Study." *Enfoques.* In press (Spanish).
  - "Research Productivity among Religious Affiliated Universities in Latin America: A Paradoxical Situation." *Revista Internacional de Estudios en Educación*. In press (Spanish).
  - "Moving from a Predominately Teaching Oriented Culture to a Research Productivity Mission: American and Mexican Professors Compared." *Excellence in Higher Education Journal*, *1*, 2010.
  - "Commercialization of Higher Education in Latin America: The Case of México." *Comparative & International Higher Education*, *3*, Fall, 2011.
  - "Graduate Programs and Their Accreditation in Private Mexican Universities." *Reencuentros*, 59, December, 2010 (Spanish).
  - "Following the private path: Can we figure this out?" *Comparative & International Higher Education*, *1*, Spring, 2010.
  - "Intellectual Productivity in Venezuelan Private Universities." *Palabra y Realidad, 5*, 2009 (Spanish).
  - "Facing the Challenge of Quality in Mexican Private Higher Education: A Study of Three Cases." *International Studies in Education*, *10,* Summer, 2009.
  - "Trends in Accrediting Private Higher Education in Latin America." *Comparative & International Higher Education*, *1*, Fall, 2009.

- **Books (2011-2012)**
  - Gregorutti, G. (2011). "Flowing the Path from Teaching to Research University: Increasing Knowledge Productivity." Book published by Cambridge Scholars Publishing, UK.
  - Gregorutti, G. (2012). "Alternative Models of Funding Higher Education: Past and Present Trends." Book chapter by La Sierra University Publishing, In Press.

Program Review # 6. What library resources are necessary for the program(s) and to what extent are they available and utilized?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

Andrews University James White Library (JWL) has provided good resources to K-12 Educational Leadership students with great access to its collection of books, online journals, friendly service from professional librarians, face-to-face and online tutorials, knowledgeable support staff and student assistants, and useful software (like Endnote). It serves well both our on and off campus patrons (Faculty and students). The library is constantly expanding its collection of books, periodicals, and digital resources, giving the department say in thousands of dollars of purchases each year as well as in the library's re-negotiations on databases for our students.

We review just a few of the many JWL resources for the Educational Leadership program below:

1. Online Articles and Data Bases Resources

All Educational Leadership students and faculty have access to a large articles and database resource which is searchable through multiple fields (author, subject, title, journal, etc.). There is a database for article finder which is purely for articles and enhances a user's search efficiency. There are periodicals databases, dissertations and newspapers, as well as excellent links to national and international data related to education and schooling. Many of the materials can be downloaded as full text by off-campus as well as on-campus students. Many of these databases also allow seamless uploading of bibliographic information to citation management systems. We require our students to use

Endnote and almost all of these databases can export information to Endnote. When articles are not in full text, off-campus students can request a journal if the hardcopy is at Andrews. If the hardcopy is not here, there is a database for requesting articles from outside JWL through interlibrary loans. In short, there are millions of educational administration articles and reports available to our students and the library has very effective methods for searching and retrieving these so that all of our students are only a few clicks and types away from reading what they need to do their work.

The library has quick links to many major database items which allows students to quickly search and find books and articles. Some of the most popular ones are the following:

Academic Search Complete (EBSCO): This is the world's most valuable and comprehensive scholarly, multidisciplinary full-text research database. It has thousands of full text periodicals, including peer reviewed journals, offering indexing, abstracts, and publications, and is updated daily for students, faculty and staff of Andrews University.

Current Contents: This provides a quick link to the periodicals database at JWL. Access is limited to enrolled students and personnel at AU.

Dissertations & Theses (Proquest): This is the world's premium comprehensive collection of dissertations and theses. K-12 Educational Leadership students are provided with this link and are able to access hundreds of thousands of full text dissertations. This is especially useful for doctoral students who are often required to read several examples on their topic as they create their own dissertation plan. Proquest has millions of full text searchable citations to dissertations and theses that are available for downloads in PDF format, and over 2.1 million titles are available for purchase as printed copies.

Dissertations (Andrews University): JWL established online digital access to doctoral dissertations written at Andrews University. All AU students can access the dissertations and utilize them to enhance their own academic progress. This is especially useful (and efficient) as doctoral students look for unique topics on Adventist educational themes or want to see the dissertations their faculty have guided to get a better idea of the type of work they will have to do.

2. Off-Campus Services (for Distance Students)
Our K-12 program students are spread throughout the world. While some will access the services and resources of James White Library in person, most cannot, so the same services and resources are available online or via book shipment to them at a distance, All registered students of Andrews University are given an Andrews University Username and Password which gives them access to these services.

3. Shipped and Interlibrary Loan Books
Through James White Library, all K-12 program students regardless of their location have opportunity to borrow books and articles they are unable to find from JWL database. Borrowing policies and procedures are all available on the JWL website. The interlibrary loan is done through JWL MelCat and Infopass resources. Articles are sent to student email addresses while books are sent via JWL.

4. Research Helps Resources
K-12 program students are encouraged to take advantage of help and valuable resources and save time in their work. At orientation, the JWL staff provides workshops on database searching. Then, throughout the year, periodic workshops on EndNote, research papers and topics, databases, interlibrary loans etc., are also provided. These are now being digitized to be uploaded or available to distance students. All enrolled Andrews university students have access to free download of the software from the Library website. The K-12 programs students are provided with this research service to their skills in application to facilitate their academic research work.

5. Tutorials
Tutorials are available to every patron in the following areas:

Getting Started	Video tutorial for off-campus students
Using Google Scholar	How to use Google Scholar from James White Library
Periodicals A-Z	Video tutorial showing how to find articles from a citation

Library Web Page Overview Library home	Video tutorial showing how to find resources from the Library home page
ERIC	Video tutorial showing how to use ERIC
Endnote Beginner's Guide	
Glossary of Library Terms	
The Library primer	Learn how to use the James White Library online
The Michigan Colleges Foundation	Learn the principles of online searching
Information Literary Tutorial	
Searching James White Library	
How to search databases	PDF guides for searching the major database systems.

6. Professional Services

Trained librarians, some with doctorates, give assistance in locating information, doing research, and helping with interlibrary loans or troubleshooting Endnote software.

7. Multimedia Center

The Mary Jane Mitchell Multimedia Center (MC) is the primary library location for microforms, audiovisual materials (cassettes, CDs, videotapes, DVDs, etc.), multimedia, and pamphlets. It also serves as the curriculum library for the School of Education, and houses the collection of youth literature.

Program Review # 7. How appropriate is the curriculum for the preparation of graduates with skills necessary to adapt to changing environments within their field? How adaptable is the program to anticipated changes in technology and in other areas? If your program includes swing and/or cross-listed courses, how is academic rigor maintained at the graduate level?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

In less than a decade we have made major changes to both the curriculum, candidate preparation and our program to make them more adaptable to changing environments. In the early 2000s, we started developing WebCT courses to help teach students at a distance. In 2005, almost all our courses were developed in D2L. In 2011, we moved with the rest of the University to Moodle as our online teaching platform.

In 2007 we applied for and received full approval by NCA-HLC to offer our entire graduate educational leadership program online. (See Weave question 5.)

In each of our courses, we emphasize to candidates that modern education needs to respond better to changes that are shaping and shaking modern society. For example, in both Human Resources and in Finances in Education, No Child Left Behind has been the focus of changes in public education in the last six years. School Law takes up issues such as religion in public school, homeschooling, and unionization.

Technology has been one of the most influential aspects of this change in society and has slowly emerged as a major vehicle of change in the school and in school leadership. EDAL670 was added to meet the new challenges that educational leaders face. This course focuses on the philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness. Students are also expected to develop a technology plan for leadership development and a code of ethics for technology usage.

To make sure we keep pace with national changes, our program is linked to national standards, such as the ELCC. Our program has received ELCC national recognition. (See Weave question #10.)

Another area in which Educational Leadership is at the cutting age of changes is the inclusion of modern technology in the classroom, such as the use of Moodle, webinars, videos, use of Skype, etc.

Our program does not cross/list any courses that are at the undergrad level. All our courses are at the graduate level, thus ensuring that we keep our focus on the preparation of educational leaders, providing rigor and high quality instruction.

Program Review # 8. How do trends in productivity and enrollment demonstrate the continued viability of the program(s)?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

There are many ways to look at program viability. We discuss four:

1. Market Viability, which we measure here as simply a course roster count that shows people are taking or

not taking our courses;

2. Financial viability, which we measure based on department-wide course and credit generation and financial statements;
3. Niche viability, which we define as the distinctive services and staff expertise our program provides to Andrews University and the SDA world church, which would not be available if we did not have the program; and
4. Quality viability, which we measure in the level of productivity in both research and national recognition.

Market Viability

We examine marketability using course totals, which suggest what students are deciding to take. These tables are organized by year, Spring to Fall, in order to help identify annual and overall trends. They are based on calculations from iVue.

Course Roster Totals for LEAD Dept Key Ed Leadership Courses, 2005-2011

2005	Spr	Sum	Fall	2006	Spr	Sum	Fall	2007	Spr	Sum	Fall
EDAL500						19+23				19	
EDAL520		3	5			15	7				13
EDAL560						8					
EDAL565						4				6	
EDAL570	7								7		
EDAL635					9				8		
EDAL645			10								
EDAL660							14+10				
EDAL645							9				
EDAL664									6		
EDAL665									2		
EDAL670					11				5		6
EDAL680 & 886^	1	1	6		1	2	2		1	7	2
EDAL648, 690, 870, 887	11	30	3	No longer significant as focusing students on main courses.							
LEAD525*					12				6		
LEAD645*					15				7		
Totals **76**	18	34	24	**161**	48	71	42	**98**	42	35	21

2008	Spr	Sum	Fall	2009	Spr	Sum	Fall	2010	Spr	Sum	Fall
EDAL500		7				11				13	
EDAL520					10					4	
EDAL560			9						4		
EDAL565			13				1		4		
EDAL570		6					4				
EDAL635	11					3					6
EDAL645		9					5				
EDAL660					10						
EDAL645											
EDAL664	5					2					
EDAL665	5					2					
EDAL670					9						
EDAL680 & 886^	2		4		3	2	1		4		
LEAD525*		3					9				

LEAD645*			6							14		
Totals	**81**	23	26	32	**82**	32	20	30	**51**	26	19	6

2011	Spr	Sum	Fall	2012	Spr
LEAD630#		5		EDAL500	
EDAL520				EDAL 520	3
EDAL560			5	EDAL560	
EDAL565			4	EDAL565	
EDAL570				EDAL570	2
EDAL635				EDAL635	
EDAL645				EDAL645	
EDAL660				EDAL660	
				EDAL645	
				EDAL664	
				EDAL665	
EDAL670			3	EDAL670	
EDAL680				EDAL680	
& 886^	1		1	LEAD886	
EDAL648, 690, 870, 887					
LEAD525*	2			LEAD525*	
LEAD645*		9		LEAD645*	
Totals **27**	3	14	10		5

^Internships are taken by both K-12 Educational Leadership and Higher Education Administration students, but we attempted to count only K-12.

*Both PR and Ethics were started with different numbers and for all K-12, Leadership, and Higher Education students in mind. K-12 has now included them as courses used for ELCC fulfillment.

#EDAL500 merged with LEAD630 in 2011, but these counts are only for K-12 registered students.

These numbers were derived from iVue.

As these tables show, over the last five years we have become increasingly less marketable. We have seen a decrease in course enrollments. Here we discuss six factors influencing this downward trend:

1. The continued unattractiveness of school leadership as a profession. The profession of educational leadership continues to struggle to attract those who want a career as leaders in K-12 education. This is true in public schools where administrative salaries are significantly higher than public school teachers, and even more acutely true in SDA education where salaries for extra work remain comparable to those of the teachers these leaders serve.
2. The SDA school system in North America has experienced decrease enrollments, school closures and financial contraction over the last decade. This has led to decreased ability to support advanced education for school leaders. While a few of our doctoral students are able to negotiate some financial support, this is rare. Furthermore, while conferences and unions continue to fund master's degrees, by the time some of our educators consider taking course work in administration, they have often already completed a master's in another area of education.
3. The splitting of higher education programming from sharing many K-12 courses. Over the last seven years, seven courses previously taken with higher education students (EDAL520, 560, 570, 635, 645, 660, and 670) are no longer shared with the K-12 program. While Higher Education Administration needed to customize their program, this has had significant impact on both their enrollment numbers (which are also marginal) and the enrollment of K-12.
4. The decrease in public school Michigan licensure needs. Since 1995, there was NO requirement for graduate education to secure a school leadership license in the state. This explains some loss of local interest. The good news is that this is changing, and in 2010 and 2011 two sets of laws are bringing back graduate educational administration requirements.
5. Unsuccessful recruitment attempts. Previously, we have engaged in posters, advertisements, mailings and phone calling to help raise interests. While we had an influx in 2006 and 2007, most of those students did not persist in the program.

6. Dissolved potential affiliations or contracts. In 2006, a start of a program with University of Southern Caribbean dissolved. The plans to cooperate with the Atlantic Union to offer doctoral cohort degrees also didn't materialize.

We have four plans to increase course enrollments and improve our marketability in an attempt to reverse the downward trend:

1. Janet Ledesma, the new K-12 Educational Leadership coordinator, has approached the marketing process with three new directions, all of which already are starting to prove beneficial:
   - She has been personally visiting administrators within a one-hour radius.
   - She has started a national webinar process that has already had many attending administrators and promises to increase the program's visibility.
   - She is editing a special issue of the *Journal of Adventist Education* on the Adventist Principal.
2. We are continuing our work to interest other programs in taking our online courses. While LEAD525 and LEAD645 have continued to attract both leadership and higher education students, we believe several of our other courses would help other school-based professional programs meet their national standards. This includes the following courses:
   - EDAL660 K-12 Law: All K-12 professionals would benefit from the content of this course.
   - EDAL520 Foundations of Educational Leadership
   - EDAL570 Principles of Educational Supervision (Wouldn't it be great for professional students to see how administrators evaluate school personnel?!)
   - LEAD525 Public Relations (we want to attract teachers in TLC department)
3. The State of Michigan now requires administrators to have graduate course work in educational administration. We believe this will open doors for more applicants.
4. We have a tuition reduction of 50% for the credential in educational administration. This promises to attract individuals to core courses.

Financial Viability

(Please refer to Questions 13 and 14 for more financial analysis.)

An examination of recent financial data reveals that we do not bring in a large amount of net income to the university. However, each of our three faculty members in the department carry full loads and the tuition they generate is sufficient (often because they have assignments in other areas).

Niche Viability

Niche viability refers to one or more distinctive services and staff expertise that our program provides to Andrews University and the SDA world church, which would not be available if we did not have the program. At least three services have been improved at Andrews and within the SDA church because of services provided through the presence of this program on campus.

First, the program attracts competent leaders to campus. We have served at several universities and noticed a wide-spread pattern. Faculty with leadership ability come to an educational administration program and eventually get tapped to serve as leaders in a campus. They quickly start heading up committees, working on major projects, troubleshooting issues for the administration and eventually, in larger numbers then most disciplines, end up serving as chairs, deans, or central office administrators. We believe this is a unique service we provide from our niche that others might not be able to provide.

Second, faculty who have been attracted here to serve in the Educational Leadership program bring expertise that serve other program content needs. One of our faculty members has extensive HR and financial experience and helps graduate students in other programs in those areas. One has extensive ethics and theological training and helps teach ethics to a wide-range of individuals on campus. The other has extensive work as a mentor and creates mentoring avenues for graduate and undergraduate students.

Third, several services may not have been improved had not the K-12 program attracted faculty. For example, one K-12 faculty member has worked since 2005 to raise the level of focus on research journals, use of Endnotes, development and growth of a department-wide bibliography, and the inclusion of special services to help with dissertations. He brought several non-Adventist professors from other universities to help with dissertations. Another faculty member helped open doors to serving Leadership PhD students in Peru through her fund-raising contacts. Another K-12 faculty member spent four years serving those PhD students in Peru because of her Spanish language ability and extensive knowledge of research and the higher educational process. While these faculty members have been hired to mainly focus on K-12, in reality, they have been shared with the rest of the department and school.

Quality Viability

We measure quality viability in the level of productivity in both research and national recognition. This year, we received National Recognition (with conditions) from Educational Leadership Constituent Council (ELCC). No other Adventist college has this approval and only a few programs in the state of Michigan have this national recognition.

Follow Up

After this internal program review, we have concluded that we need to track better several course-generating functions of our program. First, we need to track and see how many non-Leadership department courses our students take. Second, we need to calculate our program marketable viability other than by course counts by comparing the number of applications to acceptances, early attendance and persistence in the program. We plan to track the following over the next six years.

	Applicants	Acceptances	Starts	1st year out
2012				

2013				
2014				
2015				
2016				

How do your program's graduation and retention rates compare with those of the University and benchmark programs and if they are below or exhibit downwards trends, what are your plans for improvement? (Undergraduate programs without a formal admission procedure should calculate the retention rate based on the number of sophomores and graduates.)

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

YEAR	ACCEPTED	ENROLLED	ACTIVE	INACTIVE	GRADUATED	Retention Rate
2004	3	3	1		2	
2005	19	19	4		1	The sum total of student
2006	42	42	3		3	

	6	6	6		0	
2007	13	13	7		1	
2008	10	10	6		0	
2009	9	9	9		1	
2010	6	6	6		0	

2011	7	7	6	0	
TOTAL	109	109	42	8	42/109=38.5%

retention rate is based on a collection of incoming students over the years producing a 38.5% retention rate for the K-12 Educational Leadership program (42 active students divided by 109 total enrolled students over the years). This computation is more representative because it is an average of the different rates in each year to create an accurate student retention rate for the program throughout its history. If the graduating students were included the rate would be 45.87%, however, graduating students cannot be included because they were not expected to return after graduation.

Apart from 2004, most students retained beyond 2005 have not been able to complete the program. A majority of these students were enrolled in 2005 and 2006, of which 42 students are international cohorts. They represent 38.5% of enrolled students.

There is need to increase our program retention rate (38.5%) to bring it within the national range of 55-63% persistence to completion of master's and doctoral students in private institutions.

Drop outs (withdrawals/inactive) in the first, second, third or fourth years are largely due to a mismatch between the participants and the program requirements, often because of the unanticipated difficulty of combining work, family and program. Others were unprepared for the financial obligations.

Program Review # 10. How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work? How do program goals compare with benchmark programs, how well does the program meet its goals, and how has assessment data been used to improve the program and student learning? If your program offers non-professional doctoral degrees, how are students mentored and how many students' dissertations are published and where?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

The Educational Leadership program at Andrews University engages students in collecting, analyzing, and communicating information to master modes of inquiry and/or creative work in a variety of ways. These include a program orientation, course work that includes core and concentration content material, and research as detailed below:

Course Work: (EdD/PhD):

Core (Participants must engage in a minimum of 12 core content credits from the following courses):

- LEAD630 Introduction to Leadership
- EDAL520 Foundations of Educational Leadership
- EDAL645 K-12 Educational Finance

- EDAL670 Technology for Leaders
- EDCI547 Foundations of Curriculum Studies *OR* EDCI565 Improving Instruction
- EDFN500 Phil. Foundations of Educ. & Psych.
- LEAD886 Advanced Internship

Concentration:

- EDAL560 K-12 Law
- EDAL565 Leadership for SDA Education
- EDAL570 Principles of Education Supervision
- EDAL635 Human Resources
- EDAL664/665 Elem/Secondary School Leadership
- LEAD525 Public Relations: Community Partnerships
- LEAD645 Ethical Leadership

Research:

- EDCI636 Program Evaluation
- EDRM505 Research Methods & Stats in Education & Psychology I
- EDRM611 Research Methods & Stats in Education & Psychology II
- LEAD637 Issues in Research
- LEAD535 Principles of Academic Writing
- LEAD637 Issues in Research
- LEAD605 Qualitative Research Methods in Education and Psychology
- EDRM712 & EDRM713 Research Methods and Statistics in Education and Psychology III & IV
- LEAD880 Dissertation Proposal Writing
- LEAD899 Dissertation

Orientation:

Newly accepted students in the Educational Leadership program are required to attend an orientation in July of the year they are enrolled in the program. During the annual summer orientation, new participants are interviewed on a one-on one basis to determine that background and previous requirements are met for their program of interest and their expected research component. During this process, recognition is given to the various course work, personal reading, and research experience that each individual brings to the program. However, it is observed that most individuals usually require more research experience.

The orientation process includes time for participants to be guided and given opportunity to use their newly acquired research skills and resources as they spend 1-2 hours of direct contact time for instruction and general overview of the introductory research courses, EDRM505 Research Methods and EDRM611 Research Methods and Statistics in Education and Psychology II. Mini workshops and seminars are conducted in various areas to help participants familiarize and obtain support for developing competency in research during the orientation. The participants are encouraged to continuously engage in the processes of collecting, analyzing, communicating information, developing mastery of inquiry and creative work from the initial writing of their individual course plan to the dissertation completion.

Course Introductions:

In preparation for the first required research course, EDRM505 Research Methods, participants are introduced to various resources for developing skills in collecting, analyzing and communicating information, mastery of inquiry, and creative work. In addition, participants are introduced to various software and online tools to aid in the rigorous research and knowledge building experience. The main tools and resources include, but are not limited to the following:

- SPSS software and other resources for statistical data collecting, analyzing and communicating information
- Moodle (for communicating information and mastering modes of inquiry) provides opportunity for information sharing and communicating by means of intentional, interactive, online learning communities.
- Library use (for researching and collecting information).
- APA/Andrews University writing styles (for mastery in writing and reference mechanics).
- Endnote (for collecting, organizing, and citing references).
- LiveText (required for all Educational Leadership participants, as an online assessment management software for student portfolio) is introduced as a tool for collecting, analyzing, storing, creatively organizing, and communicating information.

Other research opportunities include MAPEA (Michigan Association of Professional Education Association), which Educational Leadership participants may attend.

How do program goals compare with benchmark programs?

The Educational Leadership program at Andrews University is aligned with denominational, state, and national standards in all areas of the program. Annual roundtable leadership conference includes participants in the Educational Leadership masters and doctoral program and provides all with the opportunity to review the latest and cutting-edge leadership themes and best practices in research from best practitioners in a variety of areas of leadership.

The Educational Leadership program provides exposure to various methods, fields, disciplines, and programs. The program is aligned to national, state, and denominational standards in the following way:

- **The Syllabus** is aligned to ELCC National/State standards (see Appendix 1 below), and integrated throughout the program.
- **Detailed Rubrics** are utilized to ensure specific program goals meet the required ELCC benchmark. Thus,

for each standard, participants are rated on a 1-5 point scale equivalent to the following performance levels: Exceptional = 5; Proficient = 4; Satisfactory = 3; Emerging = 2; and Unsatisfactory = 1.

- **Data from the National Council on Accreditation of Teacher Education (NCATE):** Assessments required by NCATE are used to inform and guide the ongoing improvement of the educational leadership program and student learning. Meetings of SED and LEAD faculty and staff and departmental teams are used as a time to reflect on the assessment process and discuss selected areas from the list of commendations and/or recommendations in order to make plans for enhancement and/or improvement where needed.
- **North America Division Seventh-day Adventist Credential Requirements**

How well does the program meet its goals?

The Educational Leadership program is meeting the program goals. We have recently secured ELCC national recognition with conditions. Doctoral students continue to complete successful dissertation and portfolio defenses.

Goals of the program include the following:

1. The program has each course aligned with the standards and elements required by the ELCC. The program handbook identifies the requirements for each course, including a similarly planned pattern, which guides participants in achieving their individual program goals.
2. As a part of meeting its goals, each year the Department of Leadership (including the Educational Leadership program) proudly announces through its newsletters and at the Annual Roundtable Conference the number of participants who have successfully completed the program (in their specific area of interest) and have graduated or are ready for graduation in one of the five levels of study in K-12 educational leadership--including Administration Certificate, MA EdS, EdD, and PhD.

How has the assessment data been used to improve the program and student learning?

Assessment data from the nine guiding standards (see Appendix 2 below) is used to assess the Educational Leadership program. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which is identified by the National Council for Accreditation of Teacher Education (NCATE) as the appropriate council to provide guidance for K-12 Educational Leadership programs. The additional three standards align with the North American Division of Seventh-day Adventists

The assessment includes analysis of data obtained from evaluation of participants' individual accomplishments. The data is interpreted to provide evidences of how the standards are being met. However, the assessment tool varies by course requirements (e.g., Portfolio Reflections, Internship, Self & Peer-Assessment, Managed School Community Event, etc.). This stage also provides guidelines for creating service activities and/or plans for special projects (internal or community).

The Educational Leadership team meets weekly (on Tuesdays) to review, assess and update the information in Weave based on recent assessment data. The team uses assessment data to improve programs and course outlines.

If your program offers non-professional doctoral degrees, how are students mentored and how many students' dissertations are published and where?

A. How Are Students Mentored?

The faculty of the Educational Leadership program are intentional about mentoring their students. As such, a process is in place to guide and mentor students upon acceptance and through the successful completion of the program. The mentoring component provides significant learning opportunities to synthesize and apply the knowledge and to practice and develop the skills identified in the standards through substantial, sustained, standards-based work.

This mentoring includes the following:

- **The Acceptance Interview**: Upon acceptance to the program, each student is interviewed to see if his/her interest links to the program to ascertain capacity to serve the applicant's research area. During the interview the student is given opportunity to share about prior learning, reading, and special interests. Each student is assigned an advisor who serves as personal mentor to provide one-on-one guidance and support through the process of planning course work and setting and achieving goals.

- **Supplementary Resources**: Students in the program are provided with supplementary mentoring resources for support and to enhance and enrich their experiences (see sample document in Appendix 3 below). The five intentional focus areas include: (1) one-on-one support, (2) online instruction, which facilitates networking opportunities, (3) cohort groups, which foster sharing and learning in communities, (4) peer support teams and, (5) research tools and support similar to the sample in Appendix 3.

B. How many students' dissertations are published and where?

Over the last four years, six students have completed our Educational Leadership EdD/PhD program. Once they finished their dissertations they are required to upload it on UMI to be available to the research community.

Term	Name	Degree	Major

July 2011	Hinds, Brigette Gillian	EDS	Educational Admin & Leadership
July 2011	Johnson, Deatrice L	PHD	Educational Admin & Leadership
May 2011	Van Dyke, John David	EDD	Educational Admin & Supervision
December 2009	Unglaub, Eliel	PHD	Educational Admin & Supervision
May 2008	Gregorutti, Gustavo Javier	PHD	Educational Admin & Leadership
May 2008	Hughes, Mark Edward	PHD	Educational Admin & Supervision

Question #10 Appendix 1:

Alignment of Program Standards to National, State, and Denominational Standards

K-12 Ed Admin 9 Standards	ISLLC-1996 6 Standards	ELCC-2002 7 Standards	Michigan 7 Standards	NAD SDA School of Ed Added
1-Vision	1	1	1	
2-Culture/Program	2	2	2	
3-Management/Admin	3	3	3	
4-Schl/Com Relations	4	4	4	
5-Ethics	5	5	5	
6-Law, Politics	6	6	6	
7-Technology			7	
8-Worldview				8
9-Research				9
x-Internship		7		

Question #10 Appendix 2:

Nine Standards and Internship

Nine standards plus an internship are the focus of all our Educational Leadership degree programs. These standards not only guide candidate performance but also direct program planning and expectations. As such the belief and goal is that a successful educational leader is one who promotes the success of all candidates by (a) knowledge, (b) dispositions (attitudes and beliefs), and (c) performances (skills and abilities) in:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community,
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to candidates learning and staff professional growth,
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment,
4. Collaborating with families and responding to diverse community interests and needs, and mobilizing

community resources,

5. Acting with integrity, fairness, and in an ethical manner,
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context,
7. Understanding and comprehensively applying technology to advance candidate achievement,
8. Appreciating the perspectives of others and developing a personal philosophy from which action and service arise, and
9. Understanding and comprehensively applying research and evaluation for effective decision making.

These nine standards have been developed in alignment with U.S. national standards as identified by the Educational Constituent Council (ELCC), State of Michigan expectations, discussion with leaders of the North American Division of Seventh-day Adventists, and the faculty of the School of Education at Andrews University (see Table 1). Andrews University Educational Leadership standards 1-6 are the ELCC standards. (taken from Educational Leadership Program Handbook, pp. 15-16.)

Question #10 Appendix 3:

Helping Distance Students Complete Research:
Building Capacity, Communication and Consistency as a Culture of Service to Graduate Students

Duane Covrig, Isadore Newman, Shirley Freed, Sylvia Gonzalez, Becky de Oliveira & Mordekai Ongo

Andrews University

Abstract

Guiding student research and dissertations is difficult work. Helping students at a distance has even more challenges. This session involves participants in a discussion of the cultural shifts toward increased service can occur with a greater focus on capacity, communication, and consistency is the services provided to students who need to complete "independent" research.

Summary

Many graduate students falter and fall out of programs when planning and finishing independent research. Part of this may be because they are left too "independent" during this process. Part of it may be because course work is kept too separate from and not embedded into work of their "own" research. Another reason may be that better services can help during this "vulnerable" stage. This session shares services improved with attention to capacity development, communication and consistency.

Capacity Development

Capacity development can be both a systematic as well as ad hoc accumulation of resources and structures that strengthen schools, programs, faculty, committees and students to do research more effectively. This includes curricular development, use of online and library resources, campus-wide use of software for research, departmental supports and processes to promote student research, as well as the creation of a network of experts in content and methods, and technical writing. We review those in this paper. This capacity development is just as important for faculty research as student research.

Curriculum Mapping: Because of the rapid increase of doctoral education since the 1990s, Andrews University begin mapping out common areas of research development needed by all its graduates: 1) an ability to find, read and critique literature, 2) broad as well as focused and advanced research methods skills, 3) knowledge and ability to design and plan research, and do it, and the 4) ability to report and present findings. Given these goals, faculty over time and in ad-hoc fashion mapped out where these skills could be developed in our programs (handouts will be provided showing this map). This helped faculty see missing components but also helped students take control of their own development and make the better drivers of their own research.

Libraries & Literature: Getting students into literature searching, reading, management and reviewing starts with our orientation and continues with library in-services (both online and face-to-face when possible). Literature use gets reinforced in courses work where literature critiquing is required

Software: Use of Endnote or other bibliographic software (EasyBib, Mendeley, etc.) made it easier to get library material citate into papers. These technologies have revolutionized research, making it more social and less isolating, and less tedious. But this technology has to be promoted, taught, and utilized. We talk about our struggles and joys with library searching interfaces (Research Pro, Google Scholar, etc) bibliographic software (Endnote, EasyBib, etc), data management (from IBM SPSS to qualitative software like NVivo and ATLAS), and the standard but not always compliant MS Word.

Writing and Research Services: Courses in research and writing are essential. In 2007, one doctoral heavy department at Andrews hired a full-time writing teacher to facilitate writing instruction and run writing retreats that give distance students focus tutoring and time to write. Also, online and intensive face-to-face research courses have been also augmented with research "boot camps" were talented methodologist are shut in a room with students struggling to articulate their methods or develop findings.

Experts: If you have more and more student research you need more faculty or centers of expertise to help because not all full-time faculty will be knowledgeable in all areas. As a smaller doctoral college, we have had to turn to an international network of experts to help our students. This process has been difficult but has yielded an amazing enriching environment to our students and faculty.

Department support for research: **Funding and promoting** presentation at conferences has motivated many of our students along the path of completing dissertations. Encouraging a student to publish a book review, write up a good literature review or present data at a conference helps them stay motivated.

Both ad-hoc and systemic focus on capacity develop can creating experiences that serve students better.

Communication

Great capacity without effective communication can lead to services that are underutilized. The paper will review several areas of communication. First, communication about services is crucial. Every new cohort needs to know what is available. Even experienced students often don't notice a service until they come to a point of crises in which they need that service. **Handbooks, newsletters, regular program emails, calendars of future events and services** are ways to remind students of services. Second, expectations of committees, chairs, and students must be regularly communicated. Forms and reminders can communicate readiness for next steps in research growth. They can also chide faculty to give feedback. Third, communication between a chair and the student and committee becomes a continual challenges often overcome by regularly scheduled meetings via the preferred methods of the faculty or student:

- Email
- Phone
- Teleconferences
- Wiki
- Moodle

Benefits and difficulties with each of these will be reviewed. We have also been working with better systems to track the projects of students. This also will be shared.

Consistency in the First Steps of Independent Research

Capacity and good communication can work together to help students start and continue down the path to a completed dissertation. However, as Newman and Covrig (forthcoming) argue without consistency in the first four steps of a research plan dissertations can get off-course. We review how we "work on" consistency through the process and what we have learned from our mistakes and successes. The goal of this session is to share our work to help our students and engage the participants in coming up with even more ideas of how to make this potentially difficult part of graduate school one of the most meaningful.

Newman, I., & Covrig, D. (Forthcoming). Building consistency between title, problem, purpose and research questions to improve the quality of research plans and reports. *New Horizons in Adult and Human Resource Development.* Retrieved from http://education.fiu.edu/newhorizons/

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Bio: Duane Covrig has taught ethics, leadership, and research at three universities: Andrews University, University of Akron, and Loma Linda University. He currently guides dozens of doctoral students in their research.	Bio: Sylvia Gonzalez teaches research and proposal development at Andrews. She has been a business manager and teacher on business and leadership in several countries (Uruquay, Mexico, Peru and U.S.) and researches on faculty burnout.	Bio: Janet Ledesma has been a school principal for over 28 years. She recently completed her PhD in Leadership. Her dissertation topic was NARRATIVES OF LONGEVITY FROM THE PERSPECTIVE OF SEVENTH-DAY ADVENTIST SCHOOL ADMINISTRATORS IN NORTH AMERICA: A MULTIPLE CASE STUDY.	Bio: Evelyn Savory is the Internship Coordinator at Andrews University finishing her doctoral work in Leadership. She has been a teacher and principal for many decades and in several countries.

Program Review # 11. How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

We have several ways to measure program graduates' success and satisfaction. This section reviews quantitative and interpersonal data we use to measure these, starting with satisfaction and then moving to discussions of success.

Along the way we discuss some interpretations of this data.

Student Satisfaction:

We have two ways to measure student satisfaction, by course evaluations and through advisor evaluations.

Our intensive mentoring and online programing makes academic advisor evaluation data important. This data is aggregated for students in all three of the programs in the Department of Leadership below. Faculty typically advise across several programs so this data is probably the most useful for evaluating our faculty. (Plus, data disaggregated by program was not available). Nevertheless, the overall positive responses of the students across the department give some indication of the satisfaction of the Educational Leadership students (see **Mean Scores on Advisory Evaluation** attached below).

There are FIVE issues that that stand out in this advisor evaluation data. First, the overall responses were all above 4 except for one item. That shows a general positive response to advising in our department.

Second, the lowest item was "my advisor responds promptly (within 72 hours) to my e-mail and/or telephone messages," which was at 3.92 and was the only item that dropped below 4. In our discussion about this, we believe that the central problem was related to heavy doctoral student requests for reviewing documents. We have initiated a policy of responding within 48 hours, even if that response is simply acknowledging: "I received your document and have it on my calendar for _____ to review and respond." This has started to help the situation.

The third item of interest is that the highest score, 4.76, was on "My advisor models positive Christian behavior." We believe this may be high because some of our advisors prayer with advisees and show support of their personal lives as well as their academic needs.

The fourth item of interest was the result for "My advisor is knowledgeable about my degree requirements," which scored the second highest. This is significant because of the complex aspects of doctoral requirements and the need faculty have had to make sure they are aware of program requirements and the connection of these to national standards (discussed elsewhere in this review).

Finally, the last item was a concern. The second lowest mean was on the item "I am pleased overall with the advising that I received from my advisor." This was a mystery given that they thought we were Christian, courteous, and knowledgeable but somehow this did not have an equally very high overall result. One faculty advisor is now ending more and more advising sessions with the question "Is that useful for you? Is there anything else I can do to help you?" That faculty member has already noticed that it helps slow down the pace of advising so the session is not rushed; it also seems to reinforce for the student the usefulness of the session. It also creates more opportunities to help isolate the advice the student is really seeking and to focus time on what that student needs most.

The attached table presents in percentage the data reviewed below. Some rounding has occurred so not all percentages add up to 100%. These charts show that the five issues just discussed are crucial issues to continue to celebrate or watch to improve our services to students (see **Advisor Evaluation Responses** attached below).

Student satisfaction with courses is also an important issue. We have only aggregated those by our entire School of Education (see **Student Evaluations of SED Courses & Teachers** attached below).

Attached is a distribution of student ratings of SED courses & teachers for the 2010-2011 academic year (see **Distribution of Student Ratings of SED Courses** attached below).

Student Success Helping K-12 Students

Another way to examine the success of our candidates is to show the impact of our graduates on K-12 student outcomes. This is required by national accreditation groups and something we have taken seriously. We have a 360° Candidate Assessment by Others (CABO) (see attachment below "CABO 360 Template") which is designed to help candidates obtain an assessment from a peer, a superior, and a subordinate regarding the level of their understanding in several areas related to administrative functioning in K-12 School systems in accordance with the Standards set forth by the Educational Leadership Constituent Council (ELCC). The 360° CABO is administered before and after the internship experience and has both a hardcopy form and an electronic form depending on the individual's preference for filling out the evaluation. The attached table identifies the alignment between ELCC Standards and the 360° CABO questions (see **Alignment Between ELCC and CABO** attached below).

During 2007-2011, data was collected for 11 internship candidates. Originally, surveys were aggregated to the standards level and were generally very positive. To meet changing demands of our national accreditation to give this report at the sub-element level, we have revised our data collection in the last year; only two interns have completed during this time period. Both these interns demonstrated mastery of the elements, passing at either the exceptional level (5) or the proficient level (4).

The data indicate that peers, superiors (administrative supervisors), and subordinates rate our candidates well on their exiting 360° CABO. This means that the internship and their administrators and faculty are working well to help these individuals do well.

Alumni Satisfaction:

We have several ways to look at graduate/alumni satisfaction. Our most immediate time is by talking to them about their academic journey at their last portfolio presentation or dissertation defense. We ask them to describe their satisfaction with the program. We also ask this AFTER they are officially finished. Their responses have helped us make necessary changes in our program.

The other way we get feedback is through the School of Education Alumni Survey (see **Alumni Survey Results**

data attached below).

The final table attached provides the only data we have from an employer about our graduates (see **Employer Survey Results** attached below).

Summary, Caveats and Contextual Factors:

We hope these data provide useful analysis that shows the success of our graduates. We add several final caveats that discuss the contextual aspects of this work. First, almost all of those who take our certificate and degree programs already have full-time educational employment. Some are taking educational leadership from us to secure a school administration position. However, many take course work without a specific desire to change employment. They may take our course for personal enrichment, to improve their ability to take on more informal leadership roles within their schools, to raise their income (where pay is based on graduate degrees or courses), to keep up on continuing professional development requirements, or because they already have taken on a new educational leadership position and they want formal training to support their new employment. In this unique aspect, our program is different from many other professional programs that lead to certification. In short, as a graduate program, the numbers must be interpreted within this context.

Another contextual factor is the fact that some of our graduates teach in K-12 public schools and have salaries from tenure and advanced degrees that make their current employment too attractive to leave. For example, one of our 2010 EdD graduates has worked in a district for over a decade where he has a good salary. He applied for several university teaching jobs in Indiana. One university wanted to hire him and even contacted his former academic advisor, but acknowledged that salary was a significant issues. The graduate turned down the offer, waiting for an offer either closer to where he lived or for a higher salary, or preferably both. So we would count this person as successful and well prepared, but not attracted yet to change his employment. Similarly, we have a 2011 PhD graduate that works for a public school system in Massachusetts. She completed an outstanding dissertation and is writing it up for publication. She plans to move into academic work, but at this time, for reasons of a great job (where she has administrative duties), for family reasons, and because she gets such a good salary in her urban school setting, she is not yet ready to move into college teaching. Both of these individuals are young enough to transition into roles even after state teachers retirement.

Program Review # 12. Describe the indicators of the quality of your program(s)? In what innovative ways is the program responding to changes and needs? What curricular changes were made based on assessment data?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

We review here the quality indicators of our program, and the innovative ways in which we have modified our program based on interpretations of this assessment data, with special focus on curricular changes.

Our quality is mostly demonstrated by 1) various student outcomes that show that our program is working, 2) being part of the successful NCATE accreditation preparation in 2011, and 3) securing the ELCC recognition with conditions in 2012. We have discussed elsewhere how faculty work in teaching as well as in research and service indicates quality, but that is not addressed here.

Student Success

Our graduates show quality work by maintaining high GPAs throughout their program, but especially in our two knowledge-intensive courses, EDAL520 Foundations of Educational Leadership and EDAL560 K-12 Law (see table).

Quality of Graduates' Work as Shown in EDAL520 and EDAL560

	2008-2009	2009-2010	2010-2011

Course	Average course grade and (range)*	% of candidates meeting minimum expectation	Average course grade and (range)*	% of candidates meeting minimum expectation	Average course grade and (range)*	% of candidates meeting minimum expectation

EDAL520			3.88 (3.33 to 4.0)	100	3.78 (3.67 to 4.0)	100

	EDAL560	3.74 (3.33 to 4.0)	100			4.0 (4.0)	100

These two courses were submitted to ELCC to showcase knowledge development in our students. They required students to show knowledge across nine standards, the first course EDAL520 showing the bulk of these content areas. To meet these knowledge expectations across the nine standards, candidates were required to finish the courses with a 3.00 GPA (a grade of B or better). The results from the content knowledge assessments for each course showed that 100% of the candidates obtained a B or higher during 2008-2010. This indicates that candidates in the program are learning the content knowledge required to be an effective educational leader.

In 2010, we started to require students to take the ETS national exam (there are two basic exams as well as modified ones used by different states) as a part of a quality indicator. This test examines their abilities on the standards used to evaluate administrators. This is one way to show how they meet requirements of all knowledge areas. Since our students take 3-5 years to complete their degrees, only one person (that we know of) has taken that exam. He passed in January

2012 and went on to receive his Indiana Administrator's license. This student finished his course work in 2007 and his dissertation in 2011. We look forward to learning how our future students do on these exams.

Another area of quality measure is the skill development of principals. Our profession puts a great deal of emphasis on this leadership function. Our EDAL570 Principles of Educational Supervision focuses on specifically on the skill of improving teacher instructional ability. This is one of the most important skills in administration and it is also one of the seven main assessments used to secure ELCC national recognition.

Data Analysis

Data was collected on five individuals and their activities (and related items) in LiveText. In ELCC 2.1, 100% of individuals passed at level 5 or 4. In ELCC 2.2, all passed at the highest level—level 5. In ELCC 2.3, 80% passed at the highest level (level 5) and 20% passed with satisfactory (level 3). In ELCC 2.4, 80% passed at the highest level (level 5) and 20% passed with satisfactory (level 3).

Interpretation of Data

The high scores on this assessment can probably be credited to the very detailed guidance the EDAL520 course gives to students and the very effective data collection the instructor gave to this work. The instructor developed a highly structured syllabus of over 70 pages and a rich array of courseware/web material to encourage candidates. We plan to continue to give this focus on this crucial area of educational leadership.

Finally, as it relates to student quality, one blended area we work on is spiritual and emotional growth of our candidates. That is best evident in the annual evaluation of candidate dispositions. Motivated by national professional organizations, the School of Education evaluates candidates' dispositions (see Question #12 Appendix 1) to help guide in their quality as leaders with good attitudes, professional and personal habits and practices. Typically, we only have one or two students who receive a rating below 3 on any item (3 is satisfactory on our 5-point Lickert scale). Anything below that is not passing; when a candidate doesn't pass an item, we create an improvement plan for him or her. Most of the time the student responds to the suggestion and things improve. If not, they again receive a written admonition. Chronic problems can lead to termination from the program.

We started annual evaluation of dispositions in 2009, but unofficially worked with students on dispositions before that. A story may help to show how spiritual and emotional quality is a focus in our program. In 2006, we had a Masters candidate who joined us full time on campus (most of our students are part time and away from campus). As he got to know his advisor, he shared the spiritual struggles and "demonic" challenges he was facing. He recommitted not only to grow in administrative ability while here, but also to grow in spiritual development. While on campus, he took advantage of many of the spiritual opportunities. He emerged as one of our star academic candidates, but also a deeply spiritual leader across campus. His transformation was amazing and at his final portfolio presentation, we knelt around him, dedicating him for Christ's service. We all acknowledge that God had worked a miracle in giving him direction and a calling. He stayed around for a year, doing outreach to Benton Harbor, active in improving the health of other students on campus, while completing a master's degree from the seminary. He went on to be a principal and is now an active youth leader.

In a real sense, we measure the quality of the program by the academic success as well as the lives changed.

Recognition and Accreditation

Since 2009, we have been involved as a school in focusing on securing national recognition from ELCC, the main national organization authorized by NCATE to approve Educational Administration programs. We secured national recognition with conditions in February 2012. (See connected documents below: **ELCC Call 2011 Submission** and **ELCC Recognized with Conditions Spring 2012**.) The minor change is in the way the School of Education surveys alumni and employers. We have to get more specific questions for school-related leadership. We also have to get more students to complete the ETS national exam.

In the same year, we also helped the School of Education work with all the school-based professional programs to secure NCATE accreditation (see our NCATE submission). This report is considered a supplement to the ELCC and NCATE reports.

Innovation

We have tried many innovations over the last decade to respond to both assessment data and also the common

interactions that come from teaching courses, interacting with students, reviewing portfolios, and reading doctoral dissertations.

First, we have had a consistent dedication to improving our teaching, assignments, assessments, rubrics, courses, and outcomes so that they align to our nine educational leadership standards. This started less than 10 years ago with attempts to align all courses and most assignments to the Interstate School Leaders Licensure Consortium (ISLLC) national standards. In 1996, The Council of *Chief State School Officers* (CCSSO) introduced these standards as useful for states to adopt to review administrator qualifications and to help with both pre-service and in-service training. Oddly, that was the year the Michigan Department of Education removed the requirement for administrators to have administrative credentials to work in the state. Then in 2007, we started to shift our focus to aligning to the Educational Leadership Constituent Council (ELCC) standards, which are adapted from the ISLLC six standards, to guide our program. ELCC became the specialized professional association (SPA) working with the National Council for Accreditation of Teacher Education (NCATE) to evaluate whether university educational administration programs were "teaching to the standards." We continue to improve our alignment to these standards, reviewing courses we need to add or delete based on student work related to these standards. The latest alignment is that we have started requiring our students to take the Educational Testing Services tests that are aligned to the ELCC/ISLLC standards. We also aligned to the technology standards added by the Michigan Department of Education. All these moves have been driven by examination of our students' work to meet national expectations.

The second major innovation has been in delivering courses. In early 2000, we started to move more and more of our courses to WebCT. By 2005, these were transferred to D2L, and by 2007 almost all the courses required for our MA program were available online. Other departments that serve our students in research and curriculum courses have also started to put more and more of their courses on line. This allowed us in 2007 to secure approval from North Central Accreditation-Higher Learning Commission to be a fully approved online program. In 2011, all courses were moved from D2L to Moodle.

The third major innovation has been to help students doing research. We have engaged in careful as well as ad hoc capacity development to strengthen school resources, faculty, committees and student services to engage in research more effectively. This includes curricular development, use of online and library resources, campus-wide use of software for research, departmental supports and processes to promote student research, as well as the creation of a network of experts in content and methods, and technical writing abilities.

- Curriculum Mapping: Because of the rapid increase of doctoral education since the 1990s, the School of Education began mapping out common areas of research development needed by all its graduates: 1) ability to find, read and critique literature, 2) broad as well as focused and advanced research methods skills, 3) knowledge and ability to design, plan and implement research, and 4) the ability to report and present findings. Given these goals, faculty over time have mapped out where in our program these skills can be introduced, developed and improved among students. This helped faculty see missing components but also helped students take control of their own development and make themselves better drivers of their own research abilities.
- Libraries & Literature: Getting students into literature searching, reading, management and reviewing starts with our orientation and continues with library in-services (both online and face-to-face when possible). We have tried many ways, with the help of the library staff, to promote distance use of libraries and effective inclusion of literature in all course work.
- Software: Use of Endnote has permeated our program. We also have started to use other bibliographic software (EasyBib, Mendeley, etc.) to make it easier to get library material cited into student papers. These technologies have revolutionized research, making it more social and less isolating, and less tedious. But this technology had to be promoted, taught, and utilized. The library has helped us tremendously, giving in-services and online tutorials. We have seen a major increase in use of databases (Research Pro, Sage, Google Scholar, etc.) and in doctoral courses (from IBM SPSS to qualitative software like NVivo and ATLAS), and we have also taught how to use Microsoft Word.
- Writing and Research Services: Courses in research and writing are essential. In 2007, our Department hired a full-time writing teacher to facilitate writing instruction and run writing retreats that give distance students focused tutoring and time to write. We now require all of our K-12 Educational Leadership students to take a writing course.
- Also, online and intensive face-to-face research courses have been also augmented with research "boot camps" where talented methodologists do intensive face-to-face work with our students. We basically provide a two or three day retreat which allows students an intense, structured opportunity to get feedback on their work, do more work, and get more feedback. This tight feedback loop helps them write Chapters 3 and 4 of their dissertations.
- Experts: One of the most useful changes that have taken time to develop has been getting more experts to help with student research. Creating and using a list of experts in methods and content areas has allowed us to use resources outside of our own faculty to make our program work. As a smaller doctorate-granting university, we have had to turn to an international network of experts to make sure we have enough faculty to serve on dissertation committees that can continue to give feedback to individuals. This process has been difficult, but has yielded an amazingly enriching environment for our students and faculty.
- Department support for research: Funding and promoting presentations at conferences has motivated

many of our students along the path of completing dissertations. Encouraging students to publish a book review, to write a good literature review, or present data at a conference helps them stay motivated.

The fourth area of innovation has consisted of increasing our communication with distance and on-campus students. First, we have tried several ways to increase communication about services for both research and support. A newsletter has been attempted several times, but now it will be more consistent because we have implemented a department-wide newsletter. We believe it is essential that every new cohort know what is available. Even returning students often don't notice a service until they come to a point of crisis in which they need that service. Handbooks, newsletters, regular program e-mails, and calendars of future events and services are ways we try to innovate in communication. Several faculty members freely give out cell phone numbers and are available after business hours to help students. E-mail and teleconferencing are a common practice in our groups. We have also used Wiki and Moodle to facilitate communication.

Question #12 Appendix 1:

School of Education Professional Dispositions (As voted by SED Faculty, February 9, 2010)

The School of Education seeks to prepare candidates with essential dispositions for successful professional work. All candidates for professional fields in education will be evaluated on the following eight professional dispositions as determined by the SED faculty:

The Educational Professional…

1. **Believes that all students can learn**, demonstrated by actions such as showing respect, supporting incremental learning, speaking often of students' ability to learn, ensuring that each student is given reasonable opportunities to learn, supporting teachers in their efforts to help students learn, and showing patience and seeking support for even the most difficult student or for teachers who are dealing with them.
2. **Values fairness**, demonstrated by actions such as treating others equitably, seeking to understand others' needs, trying to respond to requests, showing no discrimination, and using consistent processes and policies to ensure fair treatment of others.
3. **Values respectful communication**, demonstrated by actions such as using appropriate oral or written communication skills; listening thoughtfully to others' views, including opposing ones; modifying writing and speaking to be more accurate and effective; using appropriate tone and affect in communication; demonstrating appropriate levels of self-disclosure; interacting positively with others, with corresponding body language; and initiating communication to resolve conflict.
4. **Values diversity**, demonstrated by actions such as building trust between students and colleagues, interacting in ways that recognize the worth of all individuals, validating the uniqueness and strengths of each individual, soliciting those who may be under-represented, welcoming and trying to understand diverse views to gain a more comprehensive understanding, and using diverse views and differences to facilitate group growth.
5. **Recognizes personal leadership responsibility**, demonstrated by actions such as being aware of one's positional and personal influence on others; taking initiative; following up well; developing one's own voice and opinion; planning, prioritizing tasks, and managing time effectively; pursuing excellence for self and others; and demonstrating flexibility.
6. **Values personal and professional growth**, demonstrated by actions such as seeking opportunities to learn new skills and knowledge; wanting to improve performance; seeking and using feedback; demonstrating spiritual, physical, mental and emotional balance; securing and using a range of personal and professional resources (books, Internet, articles, etc.); and reflecting on professional experiences.
7. **Is committed to inquiry**, demonstrated by actions such as manifesting inquisitiveness and academic curiosity, asking questions, soliciting opposing views, tracking down information, and engaging in research (primary and secondary).
8. **Is committed to service**, demonstrated by actions such as engaging in activities that will benefit others, seeking to understand others' needs, trying to respond to requests, and being involved in professional organizations.

Program Review # 13. What is the relationship between the cost of the program and its income and how has that been changing over time?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

Program Cost:

The Educational Leadership program is one of three programs in the Department of Leadership. The cost for the program has been difficult to calculate for the following reasons:

- All department faculty are expected to teach in all three programs. We do not have a set number or hours dedicated to one individual program.

- Actual university cost calculation for a given department has not been formulated. We will continue to work with university administration to secure this information.

Overall cost versus income cannot be shown until all data is collected and cost factor is calculated.

Program Income 2005-2012

04-05 Total				
People	Non- Ed Cr	Non - ED Rev	EDAL Cr	EDAL Rev
17	28	$19,780	75	$53,815
15	18	$10,635	61	$37,295
17	0	$-	37	$26,505
8	0	$-	0	$640
57	46	$30,415	173	$118,255

05-06 Total				
People	Non- Ed Cr	Non - ED Rev	EDAL Cr	EDAL Rev
20	50	$37,825	91	$69,935
24	35	$22,260	61	$39,660
16	0	$-	38	$28,990
14	0	$-	0	$3,760
74	85	$60,085	190	$142,345

06-07 Total				
People	Non- Ed Cr	Non - ED Rev	EDAL Cr	EDAL Rev
25	50	$40,524	108	$86,702
38	29	$20,060	131	$90,260
12	0	$225	21	$16,676
20	0	$-	0	$6,300
95	79	$60,809	260	$199,938

07-08 Total				
People	Non- Ed Cr	Non - ED Rev	EDAL Cr	EDAL Rev
31	64	$54,105	104	$86,943
38	59	$42,000	129	$93,128
14	0	$80	14	$11,820
16	0	$-	0	$5,370
99	123	$96,185	247	$197,261

08-09 Total				
People	Non- Ed Cr	Non - ED Rev	EDAL Cr	EDAL Rev
34	34	$29,244	140	$122,388
32	33	$24,801	144	$108,421

Program Review # 14. What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

Financial Impact

The financial impact of the program on the university cannot be calculated at this time.

Trends

There are several trends that will provide opportunities for our program to expect continual growth into the future:

- The United States Department of Labor, Bureau of Labor Statistics reports Educational Leadership to be one of the career fields that will continue to grow and need to be filled through approved graduate educational administration programs. (See question #4)
- The Andrews University Educational Leadership program is one of the only approved **online** Seventh-day Adventist Graduate programs. The online element provides a convenient and flexible method for securing a graduate degree while staying at home and continuing to work.
- With the closing of Atlantic Union College, we are open and willing to discuss methods for providing training, certification courses, and/or graduate programs for educators in their area.
- The Michigan Department of Education is now requiring state certification for all its principals. We are in the process of applying for state certification and will work to fill this niche in the market.

University Support
The university has supported and assisted in maintaining a healthy program in the following ways:

People	Non- Ed Cr	Non - ED Rev	EDAL Cr	EDAL Rev
16	0	$250	15	$14,979
11	0	$-	0	$3,931
93	67	$54,295	299	$249,719

09-10 Total				
People	Non- Ed Cr	Non - ED Rev	EDAL Cr	EDAL Rev
22	39	$36,234	88	$81,468
30	41	$32,730	92	$73,071
18	0	$-	23	$21,393
13	0	$-	0	$4,706
83	80	$68,964	203	$180,638

10-11 Total				
People	Non- Ed Cr	Non - ED Rev	EDAL Cr	EDAL Rev
31	55	$53,736	85	$82,239
29	15	$12,675	120	$96,339
29	0	$90	54	$52,753
9	0	$1,595	0	$1,624
98	70	$68,096	259	$232,955

11-12 Total				
People	Non- Ed Cr	Non - ED Rev	EDAL Cr	EDAL Rev
30	29	$29,830	63	$63,840
23	19	$15,271	63	$50,163
29	0	$-	50	$51,159
3	0	$95	0	$-
85	48	$45,196	176	$165,162

- Andrews University has been supportive of the Educational Leadership program and has provided sufficient faculty for the program's past/current needs. However, if future predictions are accurate, the need to provide additional faculty will need to be address.
- Annual Professional Development money is provided for the faculty, allowing them to continue to grow in their field through the purchase of materials or attending conferences.
- Continual computer and software training is provide for the students, faculty and staff.
- Some scholarship funds are provide for graduate students each year. These funds often provide the extra financial support to help a student stay in their program and are greatly appreciated.

Program Review # 15. Describe the strengths of the program.

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

Both in 2009 and during a six-hour working session in 2011, faculty of the Educational Leadership program conducted an in depth SWOT analysis (**S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats) of the program. Answers to Questions 15, 16, 17, and 18 are modified explanations of those results.

The extensive strengths of our program are detailed in our answers to Questions 1-14. Below is an extensive outlined of our top 15 strengths.

1. We are focused on the foundational principles of the mission of Adventist Christian education.

    a. It is built with input from NAD SDA educational leaders (the main constituents of our program)

    b. There is an intentional focus on our Adventist worldview and philosophy of education that is integrated into most all our courses but is manifested most clearly in:

        i. EDAL565 Leadership for SDA Education

        ii. EDFN500 Foundations of Philosophical Foundation

        iii. LEAD645 Ethical Leadership (which used an Adventist Ethic of Judgment)

        iv. Many course have devotions, chapels, and regular connection to Christian worldview

2. We are nationally and regionally recognized and accredited

    a. We have ELCC National Recognition with Conditions that we plan to meet next year for full recognition by 2013 or 2014

    b. We are the only NCATE-acknowledged and approved Educational Administration program among SDA universities in the NAD

    c. Our program is regionally approved to be fully delivered online as a distance graduate program. Thus, all courses (except the orientation) are delivered online. Each course has gone through an extensive approval and review process before being posted and taught online.

        i. 2005-2007 DLiT course approved

ii. 2007 NCA-HLC approved online delivery for the entire program

3. We have competent and committed faculty and dean

    a. We are all passionate about Adventist principals, schools and the educational ministry of the Seventh-day Adventist church.

    b. We have experience, skill and expertise in many particular areas required of programs that train educational leaders

        i. Expertise and experience in principalship, superintendency, and business management

        ii. Expertise in educational leadership scholarship

        iii. Expertise in finance

        iv. Experience as a principal (28 years)

        v. Experiences in scholarship

    c. The faculty have published widely and have several awards for their publications

    d. The faculty are multicultural and international

4. Our program builds a strong network and collaborative community for SDA school leaders through facilitating and consulting with the following groups:

    a. 2007, 2009 Principalship Workshops

    b. 2012 Webinars

    c. Online networking

    d. Service to SDA schools and facilities in speaking, data analysis, etc.

5. Our graduate credential program was specifically aligned to NAD credential requirements for:

    a. Principalship

    b. Supervision of Instruction

    c. Superintendent

6. We have an extensive handbook and manuals to guide students.

    a. Details of the program are clearly articulated

    b. Information about enrolling in the program is outlined

    c. These handbook policies and procedures are used to give feedback to students

7. We conduct annual reviews of student work and progress in our program and send them letters each spring explaining our evaluations; this helps them in their work. This has motivated us to begin developing a very useful database to track and process all prospective students.

8. We are intentional about collaborating with other departments in the School of Education and as such integrate courses within the TLC and ECP for all K-12 programs

9. We clearly define and give examples of the portfolio processes though

    a. LiveText tutorials and program

    b. Clear handbook explanations

10. We are focused in extensive recruiting efforts which include:

    a. Marketing projects such as posters, flyers, letters, and response cards

    b. Coordinating the *Journal of Adventist Education* issue on the principalship

    c. One-on-one principal visitations

    d. Bi-monthly webinars

    e. 50% discount for certificate programs for educational leaders

11. We have created a principal database of 1,450 school administrators in the SDA system. This allows us to communicate with our target market in more effective ways.

12. We publish and distribute a monthly newsletter to all program participants.

13. We participate in area school boards and reviews and accreditations (e.g., Adventist accreditation of elementary, secondary and tertiary schools like Great Lakes Adventist Academy and Peterson-Warren Adventist Academy).

14. We will have increased program graduate student enrollment in the 2012-2013 school year.

15. Our program provides mentoring & support for educational leaders.

    a. Faculty work individually with students on school-related issues

    b. Graduate assistants work with faculty, which enhances teaching experiences and research development

Program Review # 16. Describe the weaknesses of the program(s) and the plans that are in place to address them.

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

In Weave 15, we discussed many of the strengths of the Educational Leadership program. Here we discuss and face our weaknesses. We have asked around and tried to be honest, brutally honest, in this process. The table below lists 14 weaknesses, ranked from our most significant concerns down to less important but still substantive weaknesses. Each weakness has its own reasons for not being addressed so far. We don't pinpoint the reasons except to say some have internal causes from the department (faculty with limited experience or expertise, faculty and staff who could address the issue but have competing demands from other parts of the department, school or university, poor data management) as well as external causes from outside our department (poor university collaboration with other colleges offering K-12 programming, lack of course integration with other school professional programs in the School of Education, and limited alliance with local educational groups that could supply us students). Here we do not discuss the reasons in detail but list the weakness and list potential solutions that we plan to start implementing to fix weaknesses.

While the table lists 14, we discuss only the top five weaknesses in detail here. These include:

1. **Ineffective advertising/recruiting/marketing:** We have had poor results from advertising, recruitment, and marketing efforts. We have advertised, created special offers, met with leaders in different regional meetings, created web notices, and even offered special incentives. But things have not paid off. We don't get a lot of calls and leads of interested students. We believe our new Educational Leadership program coordinator has a network she can use to generate interest. She is already using a more targeted approach by visiting people personally. She has a webinar series that comes out 2-4 times a month and that has helped to raise interest.

2. **Not enrolling well from local SDA conferences/unions:** We have had an inability to enroll students from our own local SDA conferences and unions despite subsidies for master's students. This is often because many educators have already received their master's in other curricular areas, and the union doesn't support education beyond that. We have a new reduced tuition certificate program that we hope will offer programming that will attract students who don't want to take our master's but want educational administration knowledge and certification to better serve their unions.

3. **Insufficient scholarships:** Our closest public institutions charge about $250 (IUSB) and $460 (WMU) for in-state graduate tuition per semester credit and $580 (IUSB) and $975 (WMU) for out-of-state students. We charge two graduate rates, but by degree level rather than residential status. Those rates are $887 for master's and $1032 for doctoral. As such, we are either two or four times more expensive for local students or twice for many of those in the U.S. In short, scholarships or some tuition reduction may help our students. We believe direct scholarships and three-way splits (where the employer, student, and AU each pay a third) may help attract more students, especially doctoral students.

4. **Poor retention:** We have too many students that don't continue with us. Some move too slowly and eventually quit because they never achieved the intense momentum needed for success. Others run out of money or get to a difficult task, like the internship, portfolio, or the dissertation and can't progress and finish. Others who wish to move fast may start with us, but can't finish in their time frame because our sequence of courses is not tight enough for that. We also have those who just drop out. This is not good. For example, we attracted over 25 Educational Leadership students in 2006 & 2007, and also had a potential Caribbean cohort of another 50. But we lost most of them. That was devastating to our program. Since then we have realized that we have to work on retention, so we now have an annual review process that helps us monitor our active students. In addition, we only take on a cohort once we have a signed memorandum of agreement with a group (college, church conference, etc.).

5. **Data management and assessment system not seamlessly implemented:** We do not have a seamless data management and assessment system that is easy for faculty, staff and students to use. First, we have too much paperwork that robs faculty of their time to teach and research, and causes more confusion than it alleviates. Second, we need to create more databases so reports can be generated easily instead of tediously created in spreadsheets. Third, we need a better use of LiveText. Assessment work with Lynn Merklin, NCATE, ELCC, and Leadership has created some recent changes, but more is needed to create more trusting use of emails, less paperwork, and more online database use for tracking student success. Then we need to use this seamless system to utilize a tighter feedback loop to the student.

Educational Leadership Top 14 Weaknesses in Order of Significance

Top Weaknesses	Potential Remedies
1. Ineffective Advertising/Recruitment/Marketing. Despite ads, regional meetings, and web notices, previous initiatives have not paid off.	New coordinator has a network she can use to attract potential students. She is being more personal and targeted in recruitment.
2. Not enrolling well from local SDA conferences/unions.	Hopefully the local union will recognize that we have a program considered useful for individuals.
3. Insufficient scholarships: • For international students • Across Union and Division lines • For children of international students to attend	Some individuals get turned off at the price of our master's program and others just want more employer support or scholarships. We are especially costly at the credential and masters level. However, with the implementing of 50% fee reductions for our credentialing

• local SDA K-12 schools • More incentives to attract students	program, we believe we are locally competitive.
4. Poor retention: Slow burns, fading away, and dropouts.	Better annual review; require memorandum of agreement before we start cohorts.
5. Data management and assessment system not seamlessly implemented: • Too much paperwork • Not enough databases • Limited use of LiveText • Feedback loop needed tighter to the course	Work with Lynn Merklin, NCATE, ELCC, and Leadership has created some recent changes, but more is needed to create more trusting use of emails, less paperwork, and more online database for tracking student success.
6. Mentors/Internship not strongly engaged.	We passed this section with ELCC, but we need more effective leadership of this area. We hired a new Internship Coordinator to clearly define an aggressive internship program.
7. Registration is complicated (field-based aspect confusing).	Though we still don't have a seamless click-pay-and-enroll approach, it is getting better each year.
8. Clarify our clients (what courses targeted?).	We try to offer certificate to doctorate level courses with only three K-12 faculty members. That is too much of a load for only three team members.
9. We have to get more socially connected, technologically enhanced and sophisticated, using Facebook, YouTube, etc.	We have a Facebook account, and have done YouTube videos, but need to do more with iTunes. Future hires with this technological savvy that would be useful and helpful.
10. Students can't complete the MA in two years. Alter scheduling.	We need to recruit more students to be able to do so.
11. Low Communication: • Internal among faculty and integrated into the department awareness • Extended faculty	We started a department-wide newsletter that has a regular K-12 section.
12. Limited research & publication.	We continue to publish but NEED TO PUBLISH MORE WITH STUDENTS and GRADUATES.
13. Delays in e-responses from faculty.	We are getting better at this by at least acknowledging an email and then making a place to respond. Decreasing paperwork and other non-essential communication would help.
14. Better job tracking and celebrating our graduates.	The newsletter is improving this.

Program Review # 17. Describe the opportunities likely to present themselves to the program(s) in the coming years and the changes and resources necessary to take advantage of them.

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

As a faculty and staff team, we have ongoing discussions about the opportunities we have within our Educational Leadership program. In 2011, we formalized these into an in-depth analysis of several things we see other programs do and immediate innovations that we could utilize to grow our services. Many of these ideas are also mentioned in the area of weaknesses (Question 16) and threats (Question 18), because these opportunities promise to ameliorate some of our weaknesses and decrease some of our threats.

We came to the consensus that these are the immediate important opportunities we have:

1. Integrating our program with other school-based programs in the School of Education. The Department of Educational and Counseling Psychology has done an effective work in making 20-30% of their programs overlap with each other. We want to do that with other programs in our department, school and across campus in other leadership centers.
2. Our sister program, Leadership, requires registration each semester and we believe we can do a similar job of making sure we keep student engaged. We believe this will attract, motivate, and help graduate students complete their program.
3. We hear of other public and private university partnerships that are improving administrative preparation.

We believe we could benefit our students more if we do the same. We want to start collaborating with the NAD and with other institutions to create shared courses, programming and academic credit experiences.

4. Improving our marketing, advertising, and recruiting strategies through:
    ○ The *Journal of Adventist Education* special edition on the principalship for Fall 2012
    ○ Advertising in and writing articles for other Union papers
    ○ Doing promotions in the *Adventist Review*
5. Exploring funding and revenue generating resources such as:
    ○ Leverage funding within the department to create more funding opportunities (grants, workshops, etc.)
    ○ *Securing external funding resources (grants, scholarships, etc.)*
    ○ *Generating webinar continuing education units for participation (which could also generate income)*
6. Conducting informational sessions at teacher conferences, NAD educational retreats on the certificate program, which is now 50% off.
7. Developing a spreadsheet that shows the guidelines for credentialing in each state to facilitate the process for our students.
8. Implementing summer webinars, workshops, and courses that will attract future graduate students.
9. Creatively cycle Educational Leadership courses that are improved and linked to webinars.
10. Increasing enrollment through the above strategies and then keeping that enrollment.
11. Recruiting globally to attract educational leaders from other Divisions of the SDA church.

Program Review # 18. Describe the threats that may negatively impact the program(s) in the coming years and the changes and resources necessary to mitigate them.

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

Our answer to Question 16 documented the weaknesses our program has as a result of both internal and external issues. Many of those weaknesses, if not addressed, will become major threats to our program. We refer the reader to that list as well. Here we look at the top 9 threats. Table 1 below lists those threats and possible mitigation. In the narrative below the table, we examine four of those in detail, complete with mitigation plans.

Table 1: THREATS to K-12 Educational Leadership Program:

Threat	Mitigation

1. Continued low application and enrollment rates. We cannot sustain our current financial and faculty workloads without more students.	We have a good recruitment plan, but need continued financial and secretarial support from the department and university to make it work.

2. Sustainable faculty and staff team to bring more experienced K-12 administrators to teach, mentor, supervise interns and also take care of sabbatical, retirements, dissertations.	Find, select, train and use more adjuncts through contracts, and develop a transition plan for faculty planning to retire in the next 5 years, and where possible use other universities for support.
3. Diversion of faculty from core K-12 work:	LEAD has other programs that need support (graduate leadership, undergraduate leadership, higher education). The department needs to help organize roles and expectations so that faculty are

not overwhelmed and sidetracked from their central mission.

a. LEAD, SED, AU work

b. Bureaucratic paper work

c. Lack of sabbaticals for publishing work

4. Obscurity of the program.	Need more recruitment, advertisement and visibility. The new director working from Florida and traveling other places can bring that. The special issue of *Journal of Adventist Education* on the principalship may help.

5. SDA conference and union support (funding) for educational leadership training.	Develop relationship with educational leaders through networking and collaboration to establish the need before procuring funds.

	6. Continued depressed demand for K-12 educational administration training:	Champion school leadership as a professional calling in written and public speaking.	
	a. No NAD enforcement of SDA principal credential requirement		

b. Michigan principal requirements introduced in 2010, but many grandfathered in

c. Limited desire of practicing principals to get more training (no pay raise or incentive and no desire for more education)

	7. Rigid course plans may prevent us from attracting those with great experience because we make them take courses they don't need.	Empower advisors to make exceptions.	

8. Territorial: low cross-union lines for degree collaboration.	Need to create agreements with other SDA institutions in the North American Division (NAD) to deliver some of the course work needed by our students, but only if control and rubrics are tightly made.

9. SDA schools closing.	Work closely with NAD to develop exit strategies for schools facing closures.

10. No clearly defined marketing, recruiting or strategic plan.	Develop a concise and thorough strategic plan by the Fall of 2012.

Narrative:

Continued low application and enrollments rates will hurt us in the near future. While we were able to survive the last two years of low application and enrollments because of previous years, we now run the risk of continuing low enrollments for 3-5 years. We cannot sustain our current financial and faculty workloads without more students. The good news is that we have an understanding Dean and a new Educational Leadership Coordinator. The understanding Dean has allowed teachers who teach courses under the suggested 5 student cut-off to still count as teacher load for the initial year. The new Educational Leadership Coordinator has connections to administrators in the field and is using her networking and collaborative skills to market the program. She has a good recruitment plan with personal visits and a special issue of the *Journal of Adventist Education* coming out in fall of 2012. However, we need continued financial and secretarial support from the department and university to sustain our initiatives.

The next threat is really two threats in one. It is a threat against faculty services that manifests itself in two challenges: the creation of a sustainable faculty and staff team by proactive planning, and then the careful allocation of that faculty to K-12 issues so they will not be diverted to other matters in the University. Poor succession and diversion are real threats to those who work in K-12.

K-12 educational leadership requires individuals with diverse experiences and knowledge that is both scholarly and practical. We have only a few faculty members who are experienced K-12 school administrators and this can present problems. We need faculty and staff who can teach multiple administrative topics, mentor and supervise interns around real school issues, and also take up slack for those going on sabbatical, who will soon retire, or to serve the many

dissertations of the department. As such, we need to continue to find, select, train and use more adjuncts through contracts, and develop a transition plan for faculty planning for the entire department for those who plan to retire in the next 5 years, and where possible use other university support to provide services.

Because the Department of Leadership has other programs that are bigger (Leadership, Undergraduate Leadership) and a heavier doctoral component than almost all departments on campus, faculty members have to balance many challenges, including dissertation support. Because Leadership faculty know and do leadership, they also tend to be attracted to leadership roles around campus, which may threaten attention to K-12 Educational Leadership. In order to decrease this diversion problem, the chair of the Department of Leadership and the SED Dean can help define reasonable roles.

The final threat we discuss here is obscurity of our program. Although we have been officially a fully approved, fully online program since 2007, we have struggled to get attention for that. We have a recruitment plan, but need to improve marketing and receive support for our efforts.

Program Review # 19. What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

The future of our Educational Leadership program has never been more bright and hopeful! Our current enrollment and financial impact on the department has not been as strong in the last five years as it was in the past, but several trends suggest things are changing for the better Our Dean, Dr. Jim Jeffrey, is committed to the success and viability of building a strong educational leadership program. He has stated that formally to the department, he has funded new hires in educational administration, and he has continued to champion the program to others around campus. He has also demonstrated this commitment by hiring an Educational Leadership Coordinator with many years of service and expertise as a SDA school administrator with visibility among North American SDA school leaders. The program has been sustained in the past five years by competent and skilled faculty members, and with a new burst of focus on integrating with school leaders in the field the program shows early signs of significant improvement. The faculty and staff team assigned to educational leadership is committed to the success of the program. For example, we have invested a significant amount of time in program assessment, completing the ELCC SPA and received National recognition with conditions. We have completed a thorough university program assessment review, going beyond the requirement to provide supplemental material by writing a full report. Unlike some program reviews that involve only a few in the report process, all educational administration faculty members have been involved over a 20-week period. This has lead to significant understanding of the needs and specific plans for the program. Our next goal for April and May is to complete an application for the Michigan Department of Education program accreditation.

Completing this program review has led to very tangible understandings of what we need to do to create a better experience for our students. The consensus of our team is that we need to focus on the following as we lead our Educational Leadership program towards a stronger and more viable, successful program. This includes:

Enhanced Technology: Although our program is online, we need a stronger and more pervasive and creative infusion of technology into both our courses and into our services to SDA school administrators. We need to create more webinars and sponsor more events that lead to DVD and related audios that can help school leaders lead. We also want to improve the way our Moodle courses are structured and how they deliver dynamic programming to our students. We have a start to that with the new Monday Webinars now being offered in the NAD.

Development of Union Cohorts: We are now in a position to develop Educational Leadership cohort groups throughout the various Unions in North America. While our preference would be to start with credentialing, then move into MA work, and then follow up with dissertation work, it may be that our market is doctoral work. With many educators already possessing Master's degrees, the credential will be attractive for those who want a short path to becoming administrators, but more seasoned administrators will want doctoral degrees. However, we are vigorously pursuing union agreements and hope to have at least one cohort start in 2013.

A Mentor Coordinator and Enhanced Coaching Mentoring Opportunities: Internships are the biggest concern for national educational administration groups. We have to continue to grow our supportive staff of experienced and well-placed mentors to provide those services to administrators. **Our Internship needs engaged and networked mentors** who need to be identified and developed by an internship coordinator in collaboration with the team. Having funding for a coordinator is our most crucial immediate need.

Utilizing Local Educational Experts: Some mentors for internships need to be drawn from local experts. These experts can also provide us face-to-face and online contract teaching as our program grows.

Integration with Other SED Programs: We will need to make more intentional and focused advances towards a more collaborative and integrated relationship between the other programs of our department (leadership, higher educational administration) and the Curriculum and Instruction program in Teaching, Learning and Curriculum. We believe we need to share more services to those programs, and help their students find benefit in taking more of our courses.

Integration with K-12 Educational Leaders Outside of the Adventist System: With our NCATE and ELCC program recognitions, we believe we are positioned to market and recruit educational leaders outside of the Adventist school system.

Targeting Aspiring Administrative Teacher Leaders: We are working collaboratively with educational supervisors to identify, recruit, and enroll aspiring administrative leaders.

Recruit More Help with Doctoral Services: By extending the faculty community we can better serve our growing percentage of doctoral dissertation candidates.

Identify Available Funding Resources for Our Program through: a) Union- and Division-wide conferences, b) scholarships (three-way funding), c) program projects, grants, and d) donations.

Additional Secretarial Help: This will help us to better sustain our program.

Stronger Emphasis on Recruiting and Marketing Our Program: This can be done through the dissemination of information, education, collaboration, and networking. We need to continue to allocate SED funds to make sure we have the financial resources needed for the Educational Leadership Coordinator to travel, make contacts, share promotional material and solicit contacts that with more people who will apply to the program.

Increase Enrollment: More focus on recruiting school administrators into our program will help us increase our current enrollment numbers.

Offer Academic Credit for Webinars: Currently, there is an average of 66 principals attending our bi-weekly webinars. We need to develop a way to give credit for attendance and develop a way of enrolling these school leaders into our program and making this a part of their program course plans (either for the credential or for the MA).

Capitalize on Our Principal Database: We have just developed a database of over 1,400 school leaders. Our goal is to creatively think of ways to keep these leaders connected to our Educational Leadership program.

Offering Our Courses on an Ongoing Basis: Our online classes are taught every 4 or 6 semesters. This does not allow students to complete a credential or MA in a timely manner. This limits the attractiveness of our program. By increasing the number of students enrolled (especially the credential and MA programs), we could return to teaching these once or more a year.

Collaboration with AU Seminary: The purpose of this collaboration is to develop a course for theology students on the value and importance of SDA education. The goal of this would be to stress the importance of pastor-teacher relationships.

It is our strong belief as the educational leadership team that the suggested direction identified above in the areas of technology, student demographics, program enhancements, and recruiting and marketing will not only improve our program, but will also benefit our department and our school in meeting our educational ministry mission and bringing needed financial and human resources to our university. An increased enrollment of graduate students which will be translated into funding resources to the university and our department will enable us to fulfill the dreams we have for the direction of our program. We belief these goals and direction are attainable through prayer and hard work.

Program Review # 20. Give any additional information that should be included in the self-study. Describe program recommendations.

Educational Leadership PROGRAM REVIEW
[Provost, Program Development and Review]

Further Information

We have provided sufficient information in our responses to Questions 1-19.

Program Recommendations

Department (LEAD)

1. SED Dean, department chair, and program coordinator should develop and fund an effective and focused marketing plan that includes meetings with NAD leaders, plans for promotion of Educational Leadership at the 2012 Teachers Conference, funding for promotion in the *Journal of Adventist Education* issue on the principalship, and a three-year plan to grow enrollments.
2. Continue to support recruitment work of the program coordinator through additional funds for travel in the 2012-14 academic school years. The recent SED agreement with the Atlantic Union Conference could be used to support and justify her recruitment trips to work out cohort plans and memoranda of understanding agreement with both Atlantic and Columbia Unions to provide graduate educational leadership preparation.
3. Continue to provide additional graduate assistant (GA) and secretarial support for program coordination, recruiting and assessment support. This support will be used to encourage the continued work to secure program approval from the State of Michigan and full national recognition (by ELCC) by allocating a GA to work with faculty on these two additional reports needed in the next year.
4. Continue to grow the number of certificate and MA students at more than the rate of doctoral students. Doctoral students strain the already loaded dissertation resources of the department.
5. Continue to develop ways for the three graduate programs in the department to share courses and resources in a more efficient manner.

School of Education

1. Use existing policy of allowing 50% MA program transfer to help create memoranda of understanding agreements with the School of Distance Education (SDE) to develop a shared MA in Educational Leadership with other NAD schools. The School of Education (SED) policy states that "graduate course work taken at any Seventh-day Adventist college in the United States offering an MA degree may transfer up to 50% of the minimum credits required" (AU Bulletin 2011-12, p. 290).
2. Encourage the Dean's office to engage other school-related programs (Curriculum and Instruction, Master of Arts in Teaching, School Counseling, and School Psychology) to consider courses in Educational Leadership that could benefit their programs.
3. Work with Andrews Office of Assessment to develop a streamlined online candidate assessment process, either using LiveText or another user-friendly technological method.

Andrews University

1. Work with School of Distance Education (SDE) to provide support for video conferencing, digitizing presentations, and generally improving the delivery of Educational Leadership content to distance students.
2. Work with the SDE to insure that our programs are legally cleared to be allowed in states from which higher numbers of our students come.
3. Work with the Seminary to develop courses on the value of SDA education for prospective pastors and youth leaders.

North American Division & General Conference

1. Redevelop face-to-face opportunities, such as summer courses, regional intensives, and/or district-wide cohorts.
2. Work with the Office of Assessment to fully implement LiveText or another electronic data-collection method to gather information (for example, from portfolios).
3. Collaborate with and support the Secondary School Landscape and Benchmarking study.
4. Plan, develop, and coordinate another North American Division K-12 Principals' Workshop on the Andrews campus.