



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

UNIVERSITY:	NSU
DEPARTMENT OR SCHOOL:	Teacher Education Department, School of Education
PROGRAM REVIEWED:	Leadership and Administration MSED
DATE OF REVIEW:	4/25/2021
TYPE OF REVIEW:	National Program Review

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

5/9/2023

Date

1. Identify the program reviewers and any external accrediting body:

Council for the Accreditation of Educator Preparation (CAEP)

Review Team:

Ms. Alicia A. Sneed

Angelique M. Ogea

Dr. Chris M. Ray

Dr. Robin Wiebers

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

2(A). Describe the strengths and weaknesses identified by the reviewers

Strengths:

- a. The EPP operates one advanced program, the Leadership and Administration program, an online program that recruits and trains experienced educators to become principals. The program aids rural communities where there is shortage of qualified candidates for school leadership positions. Candidates usually have one to eight years of experience in their local school districts. The candidates must earn a "C" or higher in all their graduate courses and maintain a 3.0 GPA. If candidates are dismissed from the program for failure to meet academic standards they may reapply

for admission after on academic semester. Candidates must score a 3 on the written exam, portfolio, and oral presentation for completion of the program. Onsite interviews with faculty, candidates, and completers confirmed that the information contained in the Self Study Report accurately reflected the LEAD program.

b. Program completers report they feel well-prepared for an administrative position based on the coursework and internship experiences.

c. At the time of the CAEP site visit, the EPP had plans to redesign their LEAP program to align with NELP standards. This has since been completed.

d. At the time of the CAEP site visit, evidence to support appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research that are characteristics of their professional specialization as detailed in component 1.1. were not aligned during internship coursework. Since aligning the program to the NELP standards, this has been addressed.

Weaknesses:

a. At the time of the CAEP visit, the LEAD program was not aligned with the NELP standards. As a result, the program did not contain sufficient ways to monitor candidate progress and assess mastery of these program standards. Since the visit and with the AFI in place acknowledging this need, the LEAD program now has more focus on creating effective partnerships and high-quality clinical practice through the required internships.

b. The provider provided limited evidence that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention. (Component A.4.1)

c. There is insufficient evidence that the EPP ensures candidates for advance preparation program, LEAD, demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced. (Component A.1.1)

d. At the time of the CAEP visit, there was insufficient evidence of candidate content knowledge being appropriate for the professional specialty as documented by state licensure test scores or other proficiency measures. (Component A.1.2) The EPP continues to fine-tune assessments through coursework and the internship experiences, as well as utilizing Praxis scores to assess candidate content mastery.

2(B). Briefly summarize the review recommendations

a. The EPP should continue to seek ways to gather input from employers to help determine the overall preparedness of completers as they enter the field.

b. The EPP should continue to seek ways to assess candidate content knowledge and application through assessments, culminating experiences and projects, and other proficiency measures.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

The EPP continued to align course work, assessments, internship experiences, and culminating presentations and exams to the NELP standards.

The EPP continues to seek partnerships within which candidates can complete high-quality clinical practice through the required internships.

The EPP continues to utilize assessment data through course assessments, written exams (when required), Praxis scores, and oral examination scores to determine completer preparedness and modify the program to meet the needs of the candidates, employers, and P-12 building leadership field while continuing to address and align the program to the NELP standards.

- 3. Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2:11. Program review completed prior to Fall 2019 need not include cross curricular skills.**

The Leadership and Administration (LEAD) MSED program is a graduate program. It is aligned to the NELP standards; however, since it is not an undergraduate program, the undergraduate cross-curricular skill requirements are not relevant.