

**Comprehensive Program Review
Department of Educational Policy Studies
Georgia State University
May 2021**

The following programs are critical to the institutional mission and thus MEET the institution's criteria for retention.

Educational Policy Studies is comprised of three units: Educational Leadership, Research, Measurement & Statistics, and Social Foundations. Each unit offers its own Master level degree program while some units offer non-degree certifications and graduate certificates. Educational Leadership also offers an EdD while all three units share a PhD in Educational Policy Studies. This PhD degree allows for students to apply to one of the concentrations represented by each unit. We are not reporting information for the Educational Leadership concentration of the PhD because that program was closed during the review period and will reopen in Fall 2020.

While not disaggregated by specific program, the recent APR survey responses indicated that currently enrolled students rated the program's course offerings higher than the university average on five of seven items related to course quality. Similarly, alumni responses to the APR survey exceeded the university average on all three items related to general outcomes (program contribution to quality of life, application of skills learned in professional life, and overall degree program satisfaction). In addition, 91.5 percent of respondents to the alumni survey reported current employment, exceeding the university average of 89 percent. Over 17 percent of respondents report employment in college faculty or administration and about 66 percent report employment in K-12 educational settings. Program graduates represent placements in tenure-track university positions, executive positions in state departments of education, and advancement into nationally competitive PhD programs. The productivity of programs is listed below.

Educational Leadership

Master of Education

The M.Ed. program in Educational Leadership focuses on developing aspiring educational leaders the foundational competencies required to set direction (shape a vision and culture of success and well-being for all students); develop people (build the capacity of everyone to contribute to the direction); and increase coherence (coordinate the conditions and resources to maintain the direction). M.Ed. program enrollment was 27 students in Fall 2017, 32 in 2018, and 25 in 2019. The average time to degree-completion is 2 years. Graduates of the M.Ed. program regularly transition from classroom teacher to introductory leadership positions in schools and school districts: assistant principal, administrative assistant, academic coach, curriculum coordinator. Additionally, the non-degree educational leadership add-on certification portion of the program takes 1 year to complete and has enrolled 37 in Fall 2017, 32 in 2018, and 23 in 2019.

Education Specialist and non-degree add-on certificate.

In January 2018, there were sixty active candidates in the EdS degree and add-on certificate programs. In 2015, the Georgia Professional Standards Commission completely revised its certification framework for educational leadership. This revision was a substantive change for leadership programs all across Georgia, as it meant that all

being eligible to apply for the new Tier II certification EdS or add-on programs. Educational leadership programs across the state saw their enrollments disappear in 2018 as the final candidates completed their programs and no new candidates were eligible to apply. Currently, only six candidates in all of Georgia have completed Tier II programs. Our EdS program enrolled 12 students in Fall 2017, 1 in 2018, and 1 in 2019. As of the Fall 2020 term, we will have six candidates in our EdS, as well as three EdD candidates who are dually enrolled as Tier II students. We are fielding inquiries every week, and we are on track to bring this program back to its former numbers. We also have embedded the Tier II program of study into our EdD program, where we now have a Tier II track. This means that our graduates can apply up to six EdS courses to their EdD work, and it means that new applicants can earn a Tier II certification as part of their EdD program of study. These are attractive options for applicants, as they can pursue any of our three tracks for Tier II certification: a non-degree add-on certificate at the EdS level, an EdS degree, or an EdD degree.

Doctorate of Education

The EdD program in Educational Leadership addresses educational leaders' professional needs and supports their long-term career goals in leading schools, school districts, and other education agencies. The EdD enrolled 39 students in Fall 2017, 37 in 2018, and 35 in 2019. Program graduates routinely advance their careers in leadership positions. The 9 graduates from 2017 now serve as assistant principal (1), principals (5), superintendent (1), and district administrators (2). We also have graduates who serve as part-time instructors for educational leadership programs at other universities in Georgia.

Applicable Action Steps:

I b, 2c, 3b, 3d, 3f, 4c, Sa, Sb, Sd

Research, Measurement and Statistics

Master of Science in Educational Research

The program offerings related to Research, Measurement, and Statistics and Social Foundations in the department complement the service mission of the department's faculty who provide important core training in research methodology and foundational courses for licensure across programs offered by the College of Education and Human Development. This service mission allows the department to supplement typical course enrollments with limited enrollments from students in our own programs housed within the department. While the department's programs remain viable at current enrollment levels, recruitment has increasingly become a focus for the department's faculty. During the three-year review period, 23 MS in Educational Research students completed the program. The MS in Educational Research enrollment was 10 students in Fall 2017, 11 in 2018, and 10 in 2019.

PhD in Research Measurement and Statistics

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During the three-year review period, 29 PhD students completed the program. Fall admits to the PhD program have mean ORE scores in excess of the 50th percentile during this time period. Student enrollment for students with concentrations in Research, Measurement, and Statistics was 20 students in Fall 2017, 20 in 2018, and 20 in 2019. Nine students completed the PhD program with a concentration in Research, Measurement, and Statistics during the three-year review period.

Graduate Certificates (non-degree programs)-Program Evaluation, Certificate of Qualitative Research and Certificate of Quantitative Research

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Applicable Action Steps:

I b, 1e, 2a, 2b, 3a, 3c, 3d, 3f, 4c, 4e, 5a, 5b, 5d

Social Foundations

Master of Science in Social Foundations of Education

The MS in Social Foundations of Education at Georgia State University brings intellectual resources from the disciplines of history, philosophy, sociology, anthropology, political science, and cultural studies to develop interpretive, normative, and critical perspectives on education, both inside of and outside of schools. The program enrolled 6 new students in 2016, 6 in 2017, and 5 in 2018. A total of 9 students were enrolled in 2016, 11 in 2017, 12 in 2018 and 10 in 2019. Typically, students graduate from the program in one and a half to three years. Most students work fulltime in the schools or in related nonprofit organizations while attending classes at GSU and remain in their careers or matriculate to PhD programs.

PhD in Social Foundations of Education

The doctoral program in Social Foundations is intended for students interested in becoming scholars and researchers in the field of education. After graduation, students may accept faculty roles at universities and colleges, or they may become leaders in K-12 settings, such as superintendent, curriculum coordinator, or policy experts at

organizations such as the Southern Regional Education Board. The PhD in Social Foundations of Education enrollment was 27 students in Fall 2017, 29 in 2018, and 27 in 2019. The average time-to-degree varies from approximately 4 to 7 years depending upon whether students enroll full-time or part-time. Program graduates routinely advance their careers by moving into positions as faculty in higher education institutions, leaders in policy and government offices, and advisors in non-profit organizations. Recent graduates have gone on to faculty positions at Peabody College, Vanderbilt, Massey University (NZ), Pacific University, Ripon College, University of Northern Iowa, University of Memphis, Wayne State University, and the University of Georgia, as well as jobs as district curriculum coordinators, administrators in higher education, and consultants for museum advising.

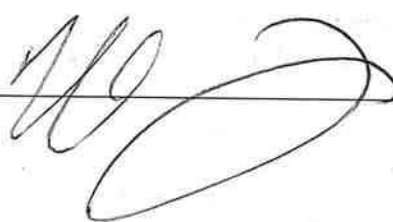
Applicable Action Steps:

I b, I c, 2a, 2b, 2c, 3a, 3b, Sa, Sb, 5d

Provost/VPAA Signature and Date _____

---OR---

Provost/VPAA's Designee Signature and Date

 5/15/21

Appendix
APR Action Plan
Department of Educational Policy Studies
September 2020

Status of Action Items from Prior Review

Although the prior Action Plan was never reviewed nor approved by the previous Provost, we still used that as a guiding document. In addition, we used a more detailed 2015-2020 Strategic Plan with five goals to guide our improvement efforts.

Goal 1- The EPS Department will develop and support educational leaders, researchers and scholars to address current and future challenges. Met: We created a new student orientation, expanded opportunities for students to engage in research, maintained a research methodology computer lab, and increased mentorship of graduate students.

Goal 2- The EPS Department will increase the recruitment of qualified students through high-quality offerings, including innovative programs and certificates. Met: We improved student recruitment and developed a new undergrad interdisciplinary concentration and a new graduate Higher Education concentration.

Goal 3- The EPS Department will sustain and enhance its presence as a leading academic department that addresses critical issues of the 21st century. Met: Initiatives under this goal included a comprehensive development of educational leaders through programming directly tied to our Principals Center, increasing travel money for faculty and student travel to conferences, faculty mentoring, and the development of graduate certificates in methodologies.

Goal 4- The EPS Department will strengthen its leadership in recognizing and responding to the complexities of cues and in modeling successful collaborative processes between universities and urban communities. Met: EPS faculty partnered with the Center for Research and Evaluation especially in the areas of urban research and engaged in research that highlights the needs of urban schools.

Goal 5- The EPS Department will become a leader in globalized perspectives related to research, education, and teaching. Met: EPS faculty worked to build partnerships with international schools, used an award from the Provost's office to bring an international visiting scholar, and engaged in international research activities and partnerships.

Major Findings in Current Review

EPS is a thriving department with productive faculty, successful alumni, and engaged students.

1. EPS faculty are highly productive and produce prominent scholars and K-12 practitioners/administrators. The Academic Analytics comparison with 12 peer institutions, ranks EPS in the 80th-90th percentile on total articles, 100th percentile for faculty citations, 85th percentile for total citations, and 61st percentile for citations per faculty member.

2. EPS faculty are effective grant-getters even though some are not always eligible for large federal grants given their research areas. EPS received \$968,983 in funding in fiscal years 2017-2019, which does not include money brought in by EPS faculty participating as consultants and methodologists on other grants.
3. Alumni are happy with their education and successful in their careers. They are actively using the skills learned in their program in their work and discussing them in job interviews. Alumni serve as professors at notable universities and as superintendents of school districts. Some Masters alumni have progressed to notable PhD programs.
4. Our current students are highly satisfied, rating the program more highly than GSU graduate students as a whole in most categories (General Learning Outcomes, Program Preparation/Challenge, Program Quality, and Faculty) on the student survey.
5. Our graduate program enrollment remained consistent over the three-year period (2016=175, 2017=198, 2018=180), but we believe it can be increased as we have created new programs (Higher Education PhD and EdD concentrations).
6. Faculty survey responses on items related to teamwork and collegiality as well as the department actively supporting a shared and inclusive understanding of diversity were lower than the university mean, reflecting the fact that the department is comprised of three separate units that, previously, did not collaborate together and, as a result, had their own goals and were somewhat self-serving.

Action Steps for the Coming Cycle

1. Raise the research profile of the department by strengthening productivity and impact, increasing grant applications and awards, and using social media to promote our faculty's accomplishments.
 - 1a) The Chair will dedicate department meeting time to grant productivity and invite guests (i.e. ORSP) and department faculty to present on the topic. (begin Fall 2020)
 - 1 b) EPS staff and GRAs will create resources to share the work of faculty (website, newsletter, office displays) and use social media to disseminate faculty research/work (i.e. department twitter account & hashtag) (begin Spring 2021)
 - 1e) Department committees (i.e. Faculty Affairs, Research and Scholarship, Student Affairs) will nominate faculty and students for their work (begin Fall 2020).
2. Strengthen the quality of programs and courses
 - 2a) Staff will create a progress monitoring form (faculty) and goal form (students) for the review of PhD students (begin Fall 2021)
 - 2b) Student Affairs Committee will revise the residency plan for PhD students (include activities outside of Professoriate) (to be completed by Fall 2021).
 - 2c) Chair will strengthen quality of PTI instruction by inviting PTIs to one-unit meeting per semester so they are more aware of unit issues; providing departmental onboarding and integration (sharing resources, folder of resources); and creating some form of recognition for PTIs who consistently teach for us (begin Fall 2021)

3. Increase student enrollment

3a) Program coordinators will create custom responses to program inquiries (SLATE) (ongoing)

3b) Program coordinators will create "student stories" that can be sent to potential candidates (ongoing)

3c) Chair and staff will create annual department newsletter (start Spring 2021)

3d) Program Coordinators will work with CEHD's marketing team to create/update program flyers using college resources (ongoing effort)

3e) The Administrative Specialist- Academic staff person will coordinate all recruitment efforts and report data on issues like number of inquiries (begin this in Spring 2021)

3f) Program Coordinators will work with CEHD staff to create welcome videos for the website for programs (begin Fall 2020 and ongoing)

3g) The Administrative Specialist- Academic staff person will create program Listservs for better communication (Fall 2020)

3h) Chair and Program Coordinators will evaluate feasibility and growth opportunities of current programs as well as exploring future programs (ongoing)

4. Unify the departmental culture

4a) One faculty member from each unit will create a social committee for the purpose of continuing to build community (Fall 2020)

4b) Student Affairs in conjunction with Chair will develop activities designed to incorporate students from all units, including Book Club with the chair or other faculty members, advising sessions open to all PhD students, and bi-annual student mixers. (Fall 2020)

4c) Unit Coordinators will create cross collaborative efforts in the department to insure a well-integrated and smoothly run higher ed program (ongoing)

4d) Staff in conjunction with the Department Chair will address the perception of unequal advising loads with a more consistent tracking system (Fall 2020 and updated annually)

5. Deepen our ethical commitment and capacity to think and act in favor of justice for all

5a) The faculty will seek to hire diverse faculty members through targeted recruitment (We have applied for 3 critical hires due to retirements and a new program, Search committees will be provided training through the Associate Provost of Faculty Affairs. Search committee chairs in conjunction with the Department Chair will engage in targeted recruitment through phone calls and emails of institutions that graduate high numbers of marginalized faculty as well as people in our networks and social media sites dedicated to supporting marginalized faculty).

5b) Staff will create and maintain a department library (virtual and physical) dedicated to diversity, equity, and justice (Ongoing)

5c) Faculty will launch book study groups focused on diversity, equity, and justice, modeled on the group started by the chair in Summer 2020. (ongoing)

5d) Each departmental committee and unit will contribute one (or more) diversity, equity, and justice efforts from each departmental committee and unit (Committees and Units will submit a diversity, equity, justice goal by the end of Spring 2021)

