



Education: Educational Leadership Program Review 2023-24

Closing MOU

Date: June 24, 2024

Overview

Degree/Certificate Programs Reviewed: Master of Art in Higher Education Administration
Master of Education in Education Leadership
Doctor of Philosophy in Educational Leadership
Doctor of Education in Educational Leadership (Ed.D.)

Department Chair & Dean: Dr. Lynda Wiest, Department Chair, & Dr. Donald Easton-Brooks, Dean
External Reviewers & Affiliation: Dr. Sarah Diem, Ph.D., Professor & Chair, University of Missouri
Dr. Robert T. Palmer, Professor & Chair, Howard University

Date of External Visit: April 25-26 2024

Review Process Summary

The Educational Leadership program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for the Educational Leadership Programs. These respective reports were provided to the reviewers before they conducted a visit on April 25-26, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students, and administrators to determine the department’s accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institutional practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 26, 2024. This document represents the final MOU of recommendations and findings from the review.

Signatures

Executive Vice President &
Provost:



Jeffrey S. Thompson

Date: 10/16/2024

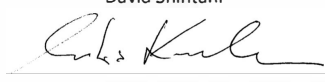
Vice Provost, Undergraduate
Education:



David Shintani

Date: 10.16.24

Vice Provost, Graduate Education
& Dean, Graduate School:



Markus Kemmelmeier

Date: 10.16.24

Dean, College of Education:



Donald Easton-Brooks

Date: 16-Oct-2024 | 1:05 PM PDT

Chair, Educational Studies:



Lynda Wiest

Date: 16-Oct-2024 | 1:04 PM PDT

Major Findings and Conclusions

The study of leadership allows individuals to examine the fundamental institutions in society, to develop skills in research and analysis, and to prepare to enter challenging and influential roles in many areas. The graduate educational leadership programs are designed for busy working professionals and academicians.

The reviewers indicated the program was doing an effective job with the Nevada Leads Program (K-12 master's) and the revitalization of the popular Ed.D. in Educational Leadership. They also noted that the programs provided theoretical background and practical skills for students to assume positions in higher education and PK-12 settings. The reviewers liked that students were able to do their internship throughout the duration of the program and not at the end like many leadership preparation programs. Engaging in an internship while simultaneously taking courses created a "real-time" opportunity for students to merge theory and practice. They also commented that many people stated that the M.Ed. program is successful in preparing students for positions as administrators. They further reported that the faculty demonstrate high scholarly productivity.

The areas that the reviewers thought should be addressed are as follows:

- Hire more program faculty.
- Reduce teaching loads for tenure-track faculty.
- Provide financial support for graduate students.
- Solicit feedback from program constituents when making changes to existing programs.
- Establish a stronger infrastructure for student recruitment.
- Strengthen community between the dean's office and department chairs.
- Clarify the differences between Ph.D. and Ed.D. programs in Educational Leadership.
- Create a strategic plan/mission statement that aligns with the college and the university.

Next Steps for this Program/Department (topics will vary)

- *Note:* The program received approval to hire a tenure-track assistant or associate professor, which will support teaching and advising in the program.
- Faculty may currently apply for a 2-2 teaching load at the department level, which is granted to faculty with sufficiently high scholarly productivity. A “blanket” 2-2 teaching load for all faculty is a topic for conversation at the college level.
- In terms of financial support for graduate students, graduate student funding in general (e.g., to support research or research-related travel) is available to a limited degree through UNR’s Graduate Student Association and is a topic of discussion at the college level. Very few students in this program apply for Graduate Assistantships (GA) because most of their master’s and doctoral students are working professionals. However, more positions would support greater graduate student recruitment, as the program area does receive a lot of inquiries about GA positions. Program faculty, in communication with the college and department, will continue to seek options for securing additional GA positions through, for example, pursuing university opportunities periodically distributed to faculty and by writing GA positions into grant proposals.
- The program plans to obtain input from stakeholders and will review the curriculum accordingly.
- The college is in the process of acquiring a recruiter that will devote 20% of their effort to graduate programs. This will include targeted outreach to underrepresented racial/ethnic groups and strengthen the social media presence.
- An effort will be made to increase the frequency of college-wide leadership meetings for greater communication among college entities.
- The program is working on differentiating the two doctoral programs and making the requirements clear to potential applicants.
- The faculty will begin working on a strategic plan/mission statement specific to their program.

Vital Statistics on NSHE Reports

Number of students with declared major in the program area:

2023-2024	MA -----	30
	Ph.D./Ed.D. -----	44

Number of graduates from the program for the following years:

2021-2022	MA -----	11
	Ph.D./Ed.D.-----	5
2022-2023	MA -----	49
	Ph.D./Ed.D. -----	0
2023-2024	MA -----	14
	Ph.D./Ed.D. -----	4

**Program-level graduation rate using first-time, full-time,
degree-seeking cohort at 150 percent completion time:**

2021-2022	MA -----	100% n=1
	Ph.D. -----	71% n=5
2022-2023	MA -----	n/a
	Ph.D. -----	29% n=2
2023-2024	MA -----	n/a
	Ph.D. -----	100% n=2

Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	MA -----	334
	Ph.D. -----	334