Date: June 16, 2017

To: Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs

From: Diana Hess, Dean

Re: Final Summary and Department Response of Review for:
   - MS-Educational Leadership and Policy Analysis
   - PhD-Educational Leadership and Policy Analysis

The program review of the graduate programs in Educational Leadership and Policy Analysis was completed by a review committee chaired by Gerardo R. Lopez, Loyola University, with members: Rebecca Ropers-Huilman, University of Minnesota; and Steven Tozer, University of Illinois-Chicago in April 2015. A GFEC member was not available to meet with this review team and the supplemental review team was able to submit a final report in May 2017. The supplemental review team was chaired by Jim Escalante, Professor-Art, with members, Stacey Lee, Professor-Educational Policy Studies, and Fernando Tejedo-Herrero, Associate Professor-Spanish and Portuguese (GFEC). The review teams were charged with assessing the strengths and weaknesses of the program and making recommendations for future directions. The supplemental review committee’s report and department’s response was presented to the School of Education Academic Planning Council (APC). The following is an executive summary of the program review and department response:

Area Strengths:
   - The department has been actively making adjustments to the programs since the external review report in April 2015.
   - The program has begun to change the informal tracks of K-12 Leadership; Higher, Postsecondary and Continuing Education; and Educational Policy into named options of the degree programs. Lead professors have been identified for each option and the formal documentation and requests of the named options will be made in AY 2018. During the development phase, the department will consult with Educational Policy Studies regarding the proposed Educational Policy named option.
   - Students report feeling supported by the programs and faculty. The department is proactive in diversity and campus climate discussions allowing students to feel supported.
   - The department offers strong support and mentoring for all students and offers a course (ELPA 825) which introduces students to best practices for job market
training, proposal writing, professional socialization, and other career development topics.

Challenges/Recommendations:

- The Education Specialist Certificate which is most often sought by students seeking a school superintendent license, has seen a decline in numbers in the program due to a lack of student interest, and increased competition from other institutions. The program will hold discussions regarding the future of this program.

- The program continues to seek creative funding opportunities for graduate students (particularly MS-degree students) given that the department does not serve undergraduate students, limiting the possibility of teaching assistantships within the department. As a professional program that offers courses on evenings and weekends, many ELPA students are working professionals who do not seek funding. Nevertheless, increasing student exposure to on-campus graduate student funding opportunities and off-campus work opportunities should be explored.

- Student progress, particularly of MS-degree students and part-time students, should be monitored to develop supports for student success.

On behalf of the School of Education, I want to thank the External Review Team, the Supplemental Review Team, and the Educational Leadership and Policy Analysis program for all their hard work in preparing this report and response.

Attachments:
Review Committee Report
Supplemental Committee Report
Program Response

Copies:
Eric Camburn, Chair, Curriculum and Instruction
William Karpus, Dean, Graduate School
Carolyn Kelley, Senior Associate Dean, School of Education
Beth Janetski, Policy and Planning Analyst, School of Education
Marty Gustafson, Assistant Dean, Graduate School
Jocelyn Milner, APR
Sarah Kuba, APR
June 13, 2017

To whom it may concern:

The Department has reviewed the GFEC supplemental review. We appreciate the Committee’s thoughtful comments and suggestions. The Department has begun implementing many of the suggestions made by the external review team and by the GFEC sub-committee. The Department will give the Committee’s remaining feedback serious consideration in its ongoing efforts to improve Departmental operations.

Sincerely,

Eric Camburn  
Professor and Chair  
Department of Educational Leadership & Policy Analysis
Educational Leadership and Policy Analysis  
School of Education  

Supplemental Review Report  
May 30, 2017

In the spring of 2015 the Department of Educational Leadership and Policy Analysis (ELPA) conducted their ten-year program review. As part of the review, ELPA conducted a self-study and a team of external reviewers visited the department. A GFEC member was unable to be assigned to accompany this external review team, so a supplemental review team was formed. Our role was to provide a supplemental overview of the ten-year review process that ELPA conducted in 2015 to be sure that the review was sufficiently comprehensive for the department to use in future planning. Since ELPA only awards graduate degrees we did not have any undergraduate programs to include in our discussions. The members of the supplemental review team are: Jim Escalante, Professor, Art Department, Supplemental Review Committee Chair; Fernando Tejedo-Herrero, Associate Professor, Spanish and Portuguese Department; and Stacey Lee, Professor, Educational Policy Studies.

The Supplemental Review took place in the fall of 2016. The delay was due to scheduling problems in GFEC and the School of Education's Dean’s office. In October 2016, Jim Escalante was asked to assume the chair of the supplemental review team.

In conducting our review we were provided the following documents:
ELPA 2015 Self Study Report  
ELPA 2015 Department Response  
ELPA 2015 External Report  
ELPA 2015 Composite  
ELPA Co-op with UW Whitewater  
ELPA Exit Interview  
ELPA MS Global Education enrollment data  
ELPA MS degree enrollment data  
ELPA PhD degree enrollment data  
ELPA Specialist certificate enrollment data  
ELPA Wisconsin Idea Executive PhD enrollment data  

In their 2015 Self-Study report ELPA wrote about their department. "ELPA offers the M.S. and Ph.D. degrees and a Specialist Certificate in Educational Leadership and Policy Analysis. The department’s programs are organized around three tracks: Higher, Postsecondary and Continuing Education, focused on the effective administration of postsecondary institutions; K-12 Leadership, emphasizing the effective administration of primary and secondary institutions; and Educational Policy, stressing effective formation and analysis of policies governing the administration of all educational institutions. All three degrees offered by the department are intended
to provide graduates with professional knowledge and skills essential for educational leadership, and to prepare persons for leadership positions at all levels of education: preschool, elementary, secondary, special education, vocational and technical schools, and colleges and universities, both public and private."

In executing its mission, ELPA pursues the following strategic directions:
- Expand and enhance the focus on equity, diversity, and difference in instruction, as well as within the faculty, staff, and student body.
- Provide professional development opportunities and research-based support to the profession that advances the quality of administrative practice and policy.
- Continue to build on and integrate our strengths in research productivity, extramural funding, and high quality teaching, including the expanded use of technology in administrative practice.

The External Review from the 2015 visit reported they reached consensus on key issues that are elaborate in their report. Below are some points taken from the Executive Summary of the External Report
- **ELPA is a nationally recognized leader among departments of its kind, supporting academic programs and research productivity that are also nationally recognized for their excellence, housed in a top-tier School of Education.**
- **We take as a guide to our recommendations ELPA’s stated mission, which appears to be authentically endorsed by the faculty and administration:**
  “To create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world.”
- **We believe that the key concerns raised in the self-study, concerns that we affirm, are located in the Department’s authentic striving to make this admirable mission live consistently and optimally in practice.**
- **ELPA’s 2015 Self Study Evaluation Report surfaced, in one way or another, nearly every issue that we identify for attention in this report.**

**ELPA mission and degrees offered**
The Department of Educational Leadership and Policy Analysis (ELPA) is a graduate program in the School of Education at the University of Wisconsin-Madison. According to ELPA’s mission statement, the department seeks to “create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world.” The department advances this mission through a comprehensive set of graduate programs, faculty scholarship, and a wide variety of faculty service activities. ELPA offers the M.S. and Ph.D. degrees and a Specialist Certificate in Educational Leadership and Policy Analysis. The department has recently formalized these three tracks: (1) Higher, Postsecondary and Continuing Education, focused on the effective administration of
postsecondary institutions; (2) K-12 Leadership, emphasizing the effective administration of primary and secondary institutions; and (3) Educational Policy, stressing effective formation and analysis of policies governing the administration of all educational institutions. Their plan is to have each of these three made into named options. During the spring semester, faculty will be formally assigned as Lead Faculty for each of the tracks.

Students in the Master’s of Science program must complete at least 30 credits of course work according to the track (or strand) the student selects: (1) K-12 Leadership, (2) Education Policy, (3) Higher, Postsecondary and Continuing Education, and (4) Global Higher Education. The requirements for each of the strands is clearly staged to allow them to be met promptly, but with flexibility.

Doctoral students have to work through 75 credits of course work that aim at students gaining both breadth and depth of knowledge. The requirements are distributed across seven categories: Introduction to the field (6 crs.), Core Knowledge (12 crs.), Program Depth (9 crs.), Electives (15 crs.), Minor (12 crs.), Research Methods and Design (12 crs.) and Research/Thesis (9 crs. minimum). These requirements are carefully and clearly explained on the Department's webpage and in the Graduate Student Handbook (available online).

At the time this review took place, the M.S. program includes the named options titled “Cooperative Program with UW-Whitewater” and “Global Higher Education.” The Ph.D. program also includes the named option titled “Wisconsin Idea Executive Ph.D. Cohort.”

ELPA has two non-pooled programs: a Master’s degree in Educational Leadership with an emphasis on Global Higher Education and a Ph.D. in Educational Leadership with a focus on District-Level Leadership.

All of the degrees offered by the department are intended to provide graduates with professional knowledge and skills essential for performing educational leadership and policy analysis and research in these broad areas. The department prepares persons for leadership positions at all levels of education: preschool, elementary, secondary, special education, vocational and technical schools, and colleges and universities, both public and private.

**Time to degree**
The university’s official time-to-degree document (covering fall 2010-spring 2013 and given to us with the department’s self-study) lists 6.3 years as the median time to degree for students in the Doctoral program. This value is considerably better than the one shown for peer institutions (7.1 years), and a testament of the faculty’s and the Student Services Coordinator’s commitment to students’ excellence in mentoring and advising. As regards the M.S. program, the large majority of students—approximately half of which are enrolled as part-time students—complete their degree within the minimum standards established by the department. Students
must complete their M.S. degree within five years from their admission date. According to data provided by the Chair, out of 62 students who enrolled in the program in 2012, 50 had completed their degree by December 2016 (81%).

Supplemental Review Process
In addition to the review of the self study documents, we held three meetings: the first with Professor Carolyn Kelley, who answered questions about admissions, advising and other administrative and curricular issues; the second with Department Chair, Professor Eric Camburn; and the third with a group of ELPA Ph.D. students.

On October 25, 2016 the supplemental review team met with Eric Camburn, chair of Educational Leadership and Policy Analysis to discuss the ELPA 2015 Self Study Report, the External Report and the Department Response.

- Professor Camburn shared progress on department initiatives since the external report in 2015. He confirmed that beginning in Spring of 2017, lead faculty in each of the tracks will begin their roles as was suggested by the external reviewers. One staffing challenge for the department is that two of ELPA’s senior faculty are serving in the Dean’s office, which has limited the number of available faculty. Additionally next year, three faculty will be on sabbatical leave. The department remains committed to their mission and goals and is evaluating how to best address some of the other suggested opportunities given the current budget and staffing demands.
- The Department values many of the recommendations in the external report and provided thoughtful responses in the Department Response. Professor Camburn confirmed that ongoing conversations with leadership in EPS regarding the ELPA policy strand have begun and will continue. This is extremely important so that current and future graduate students are able to identify which department is best suited to their academic needs.
- The Department schedules town halls with graduate student groups every semester. These meetings have provided insight into concerns that students have in the department and across campus.
- A shrinking graduate student market and competition with private schools has created a decline in some enrollments. One area is the Educational Specialist area. ELPA values the program, as it is an important connection with school superintendents and principals. Maintaining a network for faculty research and graduate placement is important as it provides connections to state and national professional organizations. The department plans to continue its study on efficient ways to keep the program viable.
- The department appears to be responsive to student advising and professional development. Upon arrival to the program, a graduate advisor is assigned to first year students, but students are free to change advisors if they find one more suited to their area of study.
On November 1, 2016 five students (all full-time PhD students) met with us to discuss their experience in the department. The department invited full and part-time students to attend. The department made efforts to schedule the meeting when full and part-time students were made to attend. However, only full-time students attended the session. Students spoke in positive terms about their academic experiences in the department.

- Students discussed a desire to find more opportunities to collaborate with each other. It is especially hard for part-time students. In our discussion they were not sure of the best programmatic changes required to provide greater opportunities, and recognized that it might be difficult to create an ideal situation given the range of programs in the department.
- Students shared that faculty are approachable and that they were proactive to student concerns. They also reported that the department scheduled regular forums and that these meetings provide opportunities to give feedback. Primarily full-time students attend student forums. At a recent session, students shared that he department’s website needed more information about the program. The department added the requested information quickly. Students were genuinely appreciative of the quick action by the department.
- The students also shared that faculty provide them with necessary information for degree planning. They shared that the department has a department handbook for students. Most said they do not need to use it as they have other ways of getting the information they need.
- Students commented that faculty have reached out to them to provide support and addressed racial incidents on campus.
- Funding for graduate study is on everyone’s mind. Students mentioned that some students do not secure major funding for their graduate study. Teaching Assistantships are limited since the department does not offer undergraduate courses that hire Teaching Assistants.
- Students shared that funding for master degree students is hard to find, and they shared that the level of funding likely has a significant impact on their experiences in the program. Those that have funding seemed please with their work supervisors. Students also spoke positively about the ability to change academic advisors.
- The students shared that the department continues to seek ways to create community for them. The faculty and students are united that they are working to build a community that is inclusive of the various degree programs and both part and full-time students. One example they have tried is the student faculty gatherings during WISCAPE lectures and events. Yet no single time slot is idea for everyone.
- Students shared that the Students Services Coordinator, Shari Smith, serves as the first point of contact for questions.
- One suggestion is that the department could compile more information for off campus opportunities such as internships and other partners.
One student suggested the department consider creating tutorial sessions for quantitative classes similar to the ones offered in the Sociology department.

Students asked about office space for all enrolled students. Those with funded positions often receive space to do their assigned work. It was not clear to the students in attendance if space was available for everyone. The department continues to look for space for students to work but does not see a solution to offer dedicated office space to every ELPA student.

New initiatives since the 2005 self-study.

1) The Department is planning to explore having the three strands made into named options. The Department has already voted to move forward with having the HPCE (Higher-Ed) strand turned into a named option. Any movement on adding a named option in educational policy analysis should involve consultation and cooperation with EPS.

2) With respect to the policy strand, ELPA is organizing existing approved courses into a logical sequence and communicating this sequence to students. As mentioned in the Department’s self study response they are planning to add a core course that will orient students to key ideas in educational policy analysis. They are working with EPS to make sure that this course does not overlap with any existing EPS courses. They have also begun to identify EPS courses that ELPA students can take as electives in this strand.

3) The Global Higher Education masters program was approved in 2012 and is a new revenue generating degree program. It is the only new program since the last self-study. The ELPA Co-Op with University of Wisconsin-Whitewater and the Ph.D. Cohort are the other two revenue-generating programs in the department.

4) Since the last self-study the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) founded in 2001, was moved into ELPA in 2016. Professor Clif Conrad is the new Faculty Director and Noel Radomski is the Managing Director and Associate Researcher. Through partnerships, events, and programs, the work of WISCAPE is intended to provide additional support to the academic programs in ELPA’s higher education strand and enhance the identity, quality, and visibility of the work of HPCE faculty, ELPA, the School of Education, and the University of Wisconsin-Madison.

Commendations

- National rankings remain high for the department, especially in Educational Administration.
- The department appears to be working hard to make adjustments to future directions of their program and has used input from the external review report.
- The department has been very responsive to racial incidents on campus. They have done a great deal to address climate and diversity. The student make up is diverse and students expressed support for the department and the efforts they have undertaken with respect to campus climate.
• ELPA 825, the department’s seminar appears to keep pace with best practices for job market training, proposal writing, professional socialization and other career development topics.
• ELPA appears to offer strong support and mentoring for all students.
• We did not seek actual placement statistics, however, students from ELPA regularly find faculty appointments and placement in educational administration, both K-12 and higher education. As pointed out on the ELPA’s Department webpage, students earning a degree with them find positions as faculty members at research universities, researchers in research centers and consulting firms, policy analysts for non-profit organization, University administrators, a University President, and policy analysts at the federal and state levels.
• They have developed an impressive up-to-date Graduate Student Handbook.

Challenges
• Leadership appointment in the department remain a challenge since two of ELPA’s senior faculty are serving in the Dean’s office and next year three faculty will be on sabbatical leave. The department remains committed to their mission and goals and is evaluating how to best address some of the other suggested opportunities given the current budget and staffing demands.

Recommendations
• As mentioned above in the New initiatives since 2005 self-study portion, it is important that ELPA continue to work with EPS in developing a named option in policy.
• Given the decreasing number of degrees awarded in the Specialist Certificate (none since AY 2014-2105), the Department should consider having a discussion about its future, possible need for revamping it, or leaving it as is, but communicating to the Graduate School the reasons for maintaining it.
• Continue study on the fiscal stability of the Higher Education Global Studies Masters degree.
• Continued effort to expose graduate students about possible resources available in the Graduate School.
• While students showed satisfaction about their mentors and advisers from their assigned advisers and individual faculty members, it became clear during the conversation with students that common issues among graduate students or potential initiatives did not find a forum either as graduate representatives or, perhaps, scheduled meetings from these representative with the chair (or, in the absence of a Graduate Studies Director, with another faculty member).
• As reflected by comments from students, it seems clear that, given the mixed group of full-time and professional part-time students, the lack of opportunities for developing a cohort sense or creating additional opportunities for full-time and professional students to interact. It would
also be important to develop a survey directed to professional students to
gauge their opinion on the program.

• Develop an annual department-wide evaluation of students. It was not clear
  if ELPA Department has a system in place to follow Master’s students
  progress. While the set of courses students need to take is well described and
  students seem to be well informed, it is not clear how the department can
  help identify students who might need additional help or whose progress
  might not be adequate and perhaps might be falling through the cracks.
Ph.D. Apps, Admits, Enrolls

Applicants, Admits and New Enrollments

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<th>Fall, 2008</th>
<th>Fall, 2009</th>
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<th>Fall, 2011</th>
<th>Fall, 2012</th>
<th>Fall, 2013</th>
<th>Fall, 2014</th>
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<th>Fall, 2016</th>
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</tbody>
</table>

This visualization was created by the Graduate School. Questions should be directed to Peter Kinsley, peter.kinsley@wisc.edu.
Total Enrollment - Diversity

Enrollment

Period
Fall Term

Division
All

School/College
All

Degree Level
All

Academic Major
Multiple values

Named Option
All

Select a Topic
Diversity

- Domestic Targeted Minorities
- Domestic Non-Targeted
- International

Total Enrollment

1/2/2018 UNIVERSITY OF WISCONSIN

This visualization was created by the Graduate School. Questions should be directed to Peter Kinsley, peter.kinsley@wisc.edu.
Ph.D. Enrollment – Part/Full Time

Enrollment

Period
Fall Term

Division
All

School/College
All

Degree Level
All

Academic Major
Educational Leadership and Policy...

Named Option
All

Select a Topic
Full-Time/Part-Time

Part-Time
Full-Time

Fall, 2006
74
75

Fall, 2007
93
78

Fall, 2008
73
79

Fall, 2009
82
75

Fall, 2010
69
78

Fall, 2011
49
88

Fall, 2012
45
73

Fall, 2013
48
77

Fall, 2014
64
67

Fall, 2015
62
63

Fall, 2016

This visualization was created by the Graduate School. Questions should be directed to Peter Kinsley, peter.kinsley@wisc.edu.
Ph.D. Funding

Students with an Appointment of 33% or Higher

This visualization was created by the Graduate School. Questions should be directed to Peter Kinsley, peter.kinsley@wisc.edu.
Ph.D. Time to Degree
(Total time as a Doctoral Student in Program)

PhD Time-to-Degree Metrics, Peer Comparison

This visualization was created by Academic Planning and Institutional Research (APIR), Office of the Provost, UW-Madison. Questions should be directed to Sara Lazenby, sara.lazenby@wisc.edu.