Three-Year Check-In for New Programs

The creation and maintenance of graduate programs and certificates represents significant resource commitments by faculty and staff. Given these investments, in 2014 the Graduate Faculty Executive Committee (GFEC) established a “check in” process for newly approved programs and certificates prior to their first formal university review (which occurs in the fifth year.) Through this “check-in,” the GFEC hopes program faculty and staff will assess the implementation of their new program and determine what mechanisms may be needed for sustained student success.

Progress reports will be included on GFEC agendas, and program representatives may be asked to attend GFEC if additional information is requested. In the interest of brevity, please keep responses to 300 words or less.

Program Name
Education Leadership & Policy Analysis: Wisconsin Idea Principal Preparation, MS (WIPP)

Term of First Enrollments
June 2018

Check-In Completed By
Tina Salzman

Date Completed
10.1.21

Academic Quality and Student Success

1. Provide an update on any changes to the program’s curriculum and learning outcomes. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.

The Wisconsin Idea Principal Preparation program (WIPP) is designed for working educators in the greater Green Bay/Fox Valley area who are committed to becoming effective K-12 school leaders committed to eliminating inequities for all students in the schools and systems they serve. Courses build on each other and are focused specifically on the work of eliminating inequities.

The program’s curriculum and learning outcomes remain focused on developing K-12 school level leaders equipped to address contemporary challenges within the education system and focused on equity focused leadership leading to more socially just organizations. Throughout the program, students are enrolled in courses that center issues of equity with a culminating portfolio (required by the state). Student learning is assessed directly with the rubric and required culminating portfolio, which is designed as a learning tool to assist
students in conceptualizing and demonstrating educational leadership for social justice. Each portfolio is comprised of six components: the five domains of the Theory of Action for Social Justice leadership and a professional vision statement. Students create exhibits for the components that demonstrate their leadership proficiency in each of the five domains that coincide with the program’s Theory of Action for Social Justice Leadership while also reflecting Wisconsin's Administrative Standards.

Student feedback has in part informed the proposal (in-progress) to transition the WIPP to a fully online program. The proposal working its way through the University’s approval process is to move the program to be fully online. A recent inquiry with current students in the late cohort, who experienced their entire WIPP program online due to the COVID-19 pandemic, indicated they would highly recommend an online program based on their experience.

Beyond this, student feedback is used to inform instruction based on relevance and applicability in the field.

2. **Please reflect on the diversity of your student population using the data provided by the Graduate School. What efforts have you made to recruit a diverse student population, and what inclusion efforts have you made to ensure the success of the diverse population of students in the program? What areas of opportunity exist for future recruitment of diverse populations? (See here for Institutional statement and working definition of diversity.)**

Within the K-12 education sector there continues to be a lack of overall diversity. Currently, WIPP staff work closely with the School of Education’s marketing specialist, and the Division of Continuing Studies recruitment teams to develop and execute targeted marketing plans. Outreach and communication with Cooperative Educational Service Agencies (CESAs) and local school districts located in and around the greater Green Bay/Fox Valley area continues to be utilized to develop relationships with organizational leaders in an effort to fill the K-12 leadership pipeline with a more diverse pool of candidates. Efforts to attract more diverse candidates is an ongoing program priority and one that continues to evolve based on developing relationships with school districts and state wide organizations.

Additionally, ELPA's mission and core values aim toward social justice, equity and inclusion. The department promotes a diversity of perspectives into teaching, research, professional development, and community-building activities. ELPA's efforts are also informed and supported by the School of Education's Office of Equity, Diversity, and Inclusion, which seeks to promote equity, diversity, and inclusion by reducing barriers to access, increasing the demographic diversity of SoE faculty, staff, and students, and encouraging scholarship, teaching, and service that embraces and engages the full measure of the diversity of society.

3. **The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the**
department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.

Within ELPA, two clinical instructors have been added within the last two years. One clinical instructor is responsible for providing program support, outreach/marketing, advising, along with teaching courses in the WIPP. In addition to ELPA faculty, the department has a robust pool of scholar practitioners who are open to accepting adjunct assignments when called upon. This affords a great deal of collaboration between ELPA faculty and scholar practitioners around instruction and contemporary challenges faced by educational leaders and the organizations they lead. An additional benefit, as a result of the ongoing outreach, is the opportunity to connect with educators with interests in other ELPA programs like the Executive Ph.D. cohort. The ongoing relationship development, outreach to school districts, and other educational organizations, has led to additional opportunities to connect or recruit students interested in other programs.

4. Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals.

Educational Leadership and Policy Analysis (ELPA) faculty remain committed to growing school leaders who are committed to leading with a focus on the elimination of inequities in student learning in the schools and organizations they serve. Faculty commitment is exemplified through their resolve to recommend the program transition to be a fully online program to further broaden access and opportunities for working educators to engage in rigorous learning which will equip them to confront the complex, challenging issues in K-12 schools. Additionally, ELPA has a longstanding commitment to the pursuit of equity in student recruitment, access, retention, and degree completion in addition to the social justice orientation of the department and the WIPP.

The Wisconsin Idea Principal Preparation program reflects the department and SoE missions. Each course that is part of the WIPP includes learning resources and learning outcomes that address matters of diversity and social justice. Similarly, courses include authors and contributors from diverse backgrounds. ELPA 863: Race, Class, and Educational Inequality and ELPA 735: Leadership for Equity and Diversity are two examples of courses where students focus on organizing and leading for advancing more socially just schools to create more equitable learning outcomes in K-12 education. A required field experience also provides students the opportunity to take ideas learned in their coursework and use them in a K-12 school setting.

*Operations and Administration*
5. **Explain through a brief narrative how the program has brought in NEW and ADDITIONAL students and met projected enrollment goals (required for non-pooled programs), and how overall enrollment in your related programs has remained steady (if relevant).** Provide enrollment data from the past 3 years: See here for degrees & named options and here for capstone certificates. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

*Non-pooled programs should also provide the updated budget template populated with data from the past year and current year, along with projections for the next 3-5 years. This updated budget template will also be reviewed by the Program Revenue Budget Committee.*

The Wisconsin Idea Principal Preparation program has added new and additional students to ELPA’s master’s program by affording prospective students located in the greater Green Bay/Fox Valley area program access who otherwise would not typically have access to a campus-based program. Current program enrollment remains below its target of 25 students per cohort as indicated in the chart below.

<table>
<thead>
<tr>
<th>Year of Operation</th>
<th>Dates</th>
<th>Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>2018-2019</td>
<td>6</td>
</tr>
<tr>
<td>Year 2</td>
<td>2019-2020</td>
<td>0</td>
</tr>
<tr>
<td>Year 3</td>
<td>2020-2021</td>
<td>9</td>
</tr>
<tr>
<td>Year 4</td>
<td>2021-2022</td>
<td>14</td>
</tr>
</tbody>
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In part, due to the low enrollment, the Educational Leadership and Policy Analysis Department has elected to move forward with a proposal to move the program to a fully online modality. The change in modality opens up the program to prospective students from across the state of Wisconsin.

There is no current overlap with existing programs.

**Funding Considerations**

a. **For traditional/pooled programs – How is the program successfully funding its students?**

b. **For non-pooled programs – Refer to the updated budget template in addressing if the program has sufficient enrollment for sustainability. Discuss the current market outlook compared to the original marketing study and plans to grow or change the program to become sustainable.**

At the program’s inception, marketing analysis indicated viable candidate pool in the greater Green Bay/Fox Valley area. This marketing information was used in tandem with allocated money from the State of Wisconsin earmarked to support eligible students pursuing a
master’s degree leading to principal licensing. The State of Wisconsin did not elect to renew the allocation of funds once they were exhausted.

A more recent market analysis completed by the Division of Continuing Studies in 2019 identified the potential for WIPP to attract interested students from concentrations of teachers from across the state. In its current face-to-face delivery, many eligible applicants continue to have limited opportunities to access a top-tier program due to geographic location, distance to campus, added travel costs, and more. Their research found that in addition to rural areas with limited program access, there are concentrations of educators in various regions such as Eau Claire, Wausau, Appleton, Janesville, and Beloit that have a potential interest and limited access to campus-based programs. Limited access coupled with a 2020 report conducted by the Learning Policy Institute and the National Association of Secondary School Principals (NASSP) found that nationally more than 27% of principals are over the age of 65, and in light of COVID-19 it is anticipated that many eligible administrators may opt for early retirement.

Given this information and more, the department has elected to move forward with the request to transition the current face-to-face program to a fully online modality. As previously mentioned, it is currently making its way through the approval process.

6. If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services.

This program does not admit international students.

7. Are there any issues impacting the program’s long-term sustainability? If so, what support would you like to help you succeed?

Currently, there is a proposal to transition the WIPP from a face-to-face program. Offering an online distance learning opportunity affords greater access to a strong, reputable educational leadership program for working educators across the state including those in more rural or distant locations within the state. The change in modality is the only proposed change—all other aspects of the program (scope and sequence, focus on equity, meeting schedule, program requirements, etc.) remain the same.

Support such as the SoE 131 Programs Working Group just started is a great start. Affording more structured opportunities for collaboration, learning, and information sharing potentially decreases time (and frustration) spent trying to figure out the best way forward.