Specialist in Education, Teacher Leadership (SETL) degree
Continuous Improvement Quality Assurance Program Plan
(CIQAPP)

I.   Application

   a. How many students applied to the program?

       For cohort beginning Fall 2015: 6 (including 2 who withdrew prior to the start of the semester)

       For cohort beginning Fall 2016:   4

       For cohort beginning Fall 2017:   4

       For cohort beginning Fall 2018:   5

       For cohort beginning Fall 2019: 12

       For cohort beginning Fall 2020: 25

   b. What measures of student "quality" are collected and assessed?

       GPA (minimum GPA of 3.25 in a master's degree in an education-related field); introductory letter from the candidate; possession of a teaching license

   c. What percent of students receive Pell Grants, scholarship, and/or other types of financial aid or assistance?

       Unknown

   d. What percent of students are from traditionally under-represented groups?

       Unknown

a. What types of recruitment activities does the program utilize?

>Web presence, emails sent to teachers in surrounding school districts, word of mouth, personal visits with inquiring students, hosting an occasional "Come find out about our degrees" get-together; distribution of a tri-fold advertising pamphlet

II. Admissions

a. How many students were admitted to the program?

>Fall 2015: 6 (initial cohort)
>
>Fall 2016: 4
>
>Fall 2017: 4
>
>Fall 2018: 5
>
>Fall 2019: 12
>
>Fall 2020: 25

b. What are the admissions requirements?

>GPA (minimum GPA of 3.25 in a master's degree in an education-related field); introductory letter from the candidate; possession of a teaching license

c. How many exceptions were granted and on what bases?

>No exceptions granted

d. What measures for student "quality" are collected and assessed?

>GPA (minimum GPA of 3.25 in a master's degree in an education-related field); introductory letter from the candidate; possession of a teaching license

b. What percent of students receive Pell Grants, scholarship, and/or other types of financial aid or assistance?

> Unknown

c. What percent of students are from traditionally under-represented groups?

> Unknown

d. What types of recruitment activities does the program utilize?

> Web presence, emails sent to teachers in surrounding school districts, word of mouth, personal visits with inquiring students, hosting an occasional "Come find out about our degrees" get-together; distribution of a tri-fold pamphlet

III. Program Rigor

a. What are the program requirements?

> Satisfactory completion of a minimum of 36 approved graduate hours with a minimum overall GPA of 3.00; Students must complete the four "core courses" (EDU 800, 801, 802, 803); Students must complete a research course (SFR 890) and an introductory course in Educational Administration (EAD 751); Students must choose an elective/emphasis area (12 credit hours) and complete approved courses in that area; Students must pass a comprehensive examination.

b. Is there a "capstone" course or project?

> No—not per se. But the SFR 890 course involves engaging in and completing a significant research project.

c. Are there licensure / certification requirements included in program requirements? If so, how rigorous are these requirements. Who sets "cut scores?"

There are no such requirements.

e. How many students are removed from the program due to low academic performance?

No students have been removed from the program due to low academic performance.

f. How many students are removed from the program due to dispositions?

No students have been removed from the program due to dispositions.

IV. Program Completion /Graduation Rates

a. How many and what percent of students graduated from the program on time? How many graduated subsequently?

There really isn't an "on-time" projection for this degree. Students take the "core courses" in two academic years, but there is no expectation they will have completed coursework in the elective/emphasis areas by that time.

Graduates/non-graduates from the entering Fall 2015 cohort:
3 graduated
1 "in-progress"

Graduates/non-graduates from the entering Fall 2016 cohort:
3 graduated
1 dropped out of the program (switch to an EAD program)

Graduates/non-graduates from the entering Fall 2017 cohort:
2 "in-progress"
2 dropped out of the program (one, because of personal

considerations and a job change; one, because she decided she wanted to start a doctoral program)

Graduates/non-graduates from the entering Fall 2018 cohort: 4
    1 dropped out of the program (too busy with teaching, departmental chair, and coaching duties)

Graduates/non-graduates from the entering Fall 2019 cohort: 11 "in-progress"
    1 dropped out of the program (decided to switch to a different graduate program)

Graduates/non-graduates from the entering Fall 2020 cohort: 24 "in-progress"

    1 dropped out of the program (decided the stress of a graduate program, with Covid-19, was too much)

g. What factors impact graduation rates?

Personal, family, health, and financial considerations, as well as teaching obligations

h. What factors contribute to students' not returning to school?

Personal, family, health, and financial considerations, as well as teaching obligations

i. What types of student retention activities does the program utilize?

Every student is contacted personally, and regularly, by the program coordinator, assisting them with coursework responsibilities, registration issues, and other circumstances.

V. Licensure / Certification

   a. How many, i.e., what percent, of program completers pass the licensure exam and become certified on their first attempt? Second? Third?

      NA

   b. What happens to completers who do not or cannot pass the licensure exam?

      NA

   c. What types of assistance does the program provide to help completers become certified?

      NA

   d. What are the main obstacles for students to successfully complete the licensure exam?

      NA

   e. What measures are used to assess the relationship between licensure requirements, pass rates, and program competencies? How valid are these?

      NA

VI. Employment & Impact

   a. How many, i.e., what percent of certificated program completers are employed within six months of graduation?

      NA

   b. How many, i.e., what percent of certificated program completers are

employed in the area of their certification?

NA

j. What is the quality of the employee's work? How is this measured? How is this information used?

NA