

Program Review Executive Summary Template

Based on the thorough program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This template is provided to assist institutions in providing a brief summary, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive summaries should be possible within two pages using this template format.

Institution Name: Northeastern State University Program Name and State Regents Code: Master of Science in Leadership, 052 List Any Options: Program Options: American Indian Leadership, College Teaching, Diversity, Equity and Inclusion in the Workplace, Higher Education Administration Professional Studies, Training and Development. Program Certificates: American Indian Leadership (172), Diversity, Equity, and Inclusion in the Workplace (208), Higher Education Administration (119), Leadership (174), Training and Development (175) Date of Review: 10/3/2024	
Centrality to Institutional Mission: Click here to enter text The Master of Science in Leadership program and its associated certificates at Northeastern State University align with the university's mission of fostering student success and building sustainable communities. Each program option and certificate, from American Indian Leadership to Training and Development, is crafted to provide students with leadership skills tailored to diverse professional settings, emphasizing ethical decision-making, inclusivity, and community engagement. By integrating practical leadership theories and fostering strategic partnerships, such as those with the Cherokee Nation, the program not only enhances student educational experiences but also directly contributes to the vitality of local and broader communities. This alignment ensures that graduates are well-prepared to lead positive changes and promote sustainable practices within their communities, embodying the university's commitment to student success and community development.	
Program Objectives and Goals: Click here to enter text <ol style="list-style-type: none">1. Demonstrate ethical, socially responsible decision-making.2. Demonstrate a solutions-based, collaborative leadership approach to organizational change.3. Serve as a leader informed by current trends and theoretical foundations.4. Demonstrate a commitment to diversity, equity, and inclusivity.5. Conduct research to improve practice, empower communities, and serve others.6. Demonstrate a commitment to proactive, problem-solving, relational leadership practice.	
Quality Indicators Such As: <ul style="list-style-type: none">– Student Learning Outcomes– Effective Teaching/Learning	<ul style="list-style-type: none">• Student Learning Outcomes: The program consistently meets exacting standards of student achievement, with assessment results indicating that 100% of students

<ul style="list-style-type: none">– External Curricular Evaluation– Capacity to Meet Needs and Expectations of Constituencies– Other as presented in the self-study	<p>assessed met or exceeded the minimum competency expectations across various leadership competencies.</p> <ul style="list-style-type: none">• Effective Teaching/Learning: The program leverages innovative teaching technologies and methodologies, including Zoom and Google Suite tools, to enhance interaction and learning. Course evaluations and faculty training through Quality Matters Certification ensure that instructional practices are continuously improved and aligned with best practices in online education.• External Curricular Evaluation: The program undergoes regular external reviews to assess its alignment with professional standards set by the International Leadership Association (ILA) and other relevant bodies. These evaluations help ensure that the curriculum remains relevant to current professional practices and theoretical advancements.• Capacity to Meet Needs and Expectations of Constituencies: The program has established strong partnerships with local communities and industries, particularly with the Cherokee Nation, enhancing its capacity to meet the educational and professional needs of its students. These partnerships also facilitate practical experiences and employment opportunities for graduates, aligning with regional development goals and constituency expectations.
Productivity for Most Recent 5 Years	<p>Number of Degrees: <input type="text" value="71"/></p> <p>Number of Majors: <input type="text" value="240"/></p>

<p>Other Quantitative Measures Such As:</p> <ul style="list-style-type: none"> – Number of Courses for Major – Student Credit Hour in Major – Direct Instructional Costs – Supporting Credit Hour Production – If available, information about employment or advanced studies of graduates of the program over the past five years – If available, information about the success of students from this program who have transferred to another institution. – Other as presented in the self-study 	<ul style="list-style-type: none"> • Number of Courses for Major: The program offers a diverse range of courses tailored to various leadership aspects, with specific courses provided exclusively for the major including "Principles of Andragogy & Adult Development", "Practicum in Leadership", "Foundations in Training and Development", among others. Over the past five years, multiple sections of core and specialized courses have been maintained to cater to the program's growing enrollment. • Student Credit Hour Production in Major: From 2019 to 2024, the program has generated a total of 6,452 student credit hours in major courses, demonstrating consistent student engagement and course completion rates in the leadership program. • Direct Instructional Costs: The direct instructional costs for the program have gradually increased over the last five years, with faculty salaries being the largest expense. In 2023-24, the total costs included faculty salaries at \$158,440, operations/administrative expenses at \$1,259, equipment/materials costs at \$3,098, and graduate assistant/lab assistants' costs fixed at \$6,000 annually. • Graduate Employment and Advanced Studies: Graduates of the program have successfully transitioned into a variety of industries including higher education, K-12 education, tribal governments, private companies across multiple sectors, and non-profit organizations. Some graduates are pursuing advanced studies, indicating the program's effectiveness in preparing students for further academic and professional pursuits.
<p>Duplication and Demand</p>	<p>The demand for the Master's in Leadership program at Northeastern State University has shown significant growth over recent years, evidenced by the steady increase in enrollment figures. Starting with 28 students in the 2019-20 academic year and climbing to 61 students by the 2022-23 and 2023-24 academic years, the program has nearly doubled its enrollment, reflecting a robust interest. This upward trend is likely driven by the program's alignment with contemporary leadership challenges and its responsiveness to the needs of various industries, including education, tribal governance, and private sectors. Additionally, the embedded certificates, such as American Indian Leadership and Diversity, Equity, and Inclusion in the Workplace, offer targeted professional development, further enhancing the program's appeal by enabling students to specialize and improve their marketability in niche areas. These certificates not only supplement the core curriculum but also provide tangible credentials that help graduates stand out in the job market, making them highly desirable for students looking to advance or pivot their careers.</p>

Effective Use of Resources	<p>The Master's in Leadership program at Northeastern State University effectively leverages its resources to enhance educational outcomes and student experiences. The program's strategic use of technology, including advanced online platforms and interactive tools like Zoom and Google Suite, facilitates dynamic learning environments that cater to diverse student needs. This is complemented by direct instructional investments, with allocated budgets consistently supporting faculty salaries, operational costs, and essential materials. Additionally, the program benefits from robust partnerships with local industries and the Cherokee Nation, which not only provide practical learning opportunities and financial support through scholarships but also enrich the curriculum with real-world expertise and community engagement. Furthermore, the program has embraced Open Educational Resources (OER), which has significantly enhanced accessibility and affordability of materials, reflecting a commitment to educational equity and continuous improvement. This comprehensive resource utilization ensures that the program not only maintains high educational standards but also remains responsive and adaptive to the evolving demands of leadership education.</p>
Strengths and Weaknesses	<p>Strengths:</p> <ul style="list-style-type: none">• Strong Faculty Support: The program benefits from resolute faculty members who are passionate about mentoring students. This personal commitment by faculty like Dr. Cambiano and Dr. Gray contributes significantly to student support and program success.• Partnership with External Stakeholders: The program's partnership with external stakeholders such as the Cherokee Nation is a significant strength, leading to opportunities for scholarships, feedback, and collaborative projects, which not only enhances the curriculum but also fosters strong community ties and practical learning opportunities.• Enrollment Growth: The program has experienced consistent growth in enrollment and graduation rates over the past five years. This trend reflects the increasing demand and relevance of the program, attributed to enhanced recruitment strategies and a powerful sense of community. <p>Weaknesses:</p> <ul style="list-style-type: none">• Curricular Stability Concerns: There is a voiced hope within the program that significant curricular changes can be minimized for a few years to allow for a thorough evaluation of recent updates. This indicates a need for stability and a more extended period to assess the impact of the changes effectively.

	<ul style="list-style-type: none">• Curriculum Alignment: There is a continuous need for discussions among faculty to align the curriculum more closely with professional and educational standards, such as NASPA/ACPA competencies and CAS Standards. This alignment is crucial to ensure that the program meets industry standards and effectively prepares students for professional roles.• Educational Research Course Enhancements: There is a noted requirement for improvements in the Educational Research course. Specifically, the course needs to better support the thesis option and ensure that its content aligns more closely with student learning outcomes and professional growth.
Recommendations	<ul style="list-style-type: none">• Conduct a detailed review and revision of the Educational Research course to ensure it aligns with the thesis requirements and the professional needs of students. This could involve integrating more robust quantitative methods training and aligning course content more closely with student learning outcomes. Engaging in faculty workshops or consultations with research experts to redesign the course curriculum could be beneficial.• Initiate a systematic curriculum mapping process to align all courses within the program with relevant professional competencies and standards, such as those from NASPA/ACPA and CAS. This process should involve regular meetings among faculty to discuss and adjust the curriculum based on these standards and the latest industry trends. Additionally, establishing a feedback loop with alumni and employers could provide practical insights to continually refine the curriculum.• Implement a temporary halt on further curricular changes for a set period, perhaps three to five years, to allow for the stabilization and thorough evaluation of recent updates. This would help in assessing the effectiveness and impact of changes made, ensuring that modifications contribute positively to student outcomes and align with industry standards.

Regular Program External Review Template External Review of Northeastern State University's

Master's in Leadership Fall 2024

Gayle A. Blanchard
Assistant Teaching Professor, Educational Leadership
Northern Arizona University
October 10, 2024

Overview Statement

This report is an evaluation of the Master's in Leadership offered at Northeastern State University as part of its regular five-year external review based on standards found in the Oklahoma State Regents for Higher Education *Academic Program Review* policy (OSRHE 3.7.3). Evaluators are asked to assess the viability and quality of the Master's in Leadership and to evaluate the extent to which the program meets the criteria outlined in the *Academic Program Review* policy (detailed below). For programs that include options, please also address option characteristics in terms of outcomes, assessment data, enrollments, etc., as appropriate.

Evaluators have access to the institutional catalog and the program's current self-study, as well as web-conferenced interviews with the program faculty, students/alumni (if available), and other academic personnel as appropriate.

Report and Findings

Evaluators are asked to address the following:

A. Program Vitality (3.7.3.A)

- The extent to which the program's curriculum represents a current knowledge base and best practices and/or prepares students to meet industry or professional standards.
- The extent to which program outcomes and goals are clearly written and can be effectively assessed.
- The extent to which the program creates effective learning opportunities for students.
- The extent to which the program collects and uses assessment data and/or other documentation of student achievement to evaluate student performance.
- The extent to which program learning resources (library, information technologies, laboratories, internship sites, mentors, etc.) support student learning and effective teaching.
- The extent of the program's involvement with alumni, employers, and other external constituents to analyze program effectiveness and capacity to prepare students for future opportunities in the field.
- Evidence of program planning for continuous evaluation and improvement.

B. Productivity trends (3.7.3.A.2)

- Summarize the program's productivity data.
 - a. Program completions, 2019-2024

- b. Unduplicated head count, 2019-2024
- c. Credit hour production, 2019-2024
- Comment on the program's productivity data and how they reflect on the program's continued viability.

Conclusions

Based on the self-study and interviews, evaluators are asked to identify specific indicators and discuss the following:

External Review

Executive Summary

Summary, Key Findings and Recommendations

General observations and comments are provided on the program and curriculum, the quality of student learning, the achievement of student learning outcomes, the self-study plan, faculty, students, and resources.

As an external reviewer, I was engaged in the process of assessing the vitality and productivity of the Master's in Leadership (MSL) Program at Northeastern University. Program vitality and productivity trends indicators served as the foundation for the evaluation. This executive summary presents findings based on a comprehensive review of provided materials and stakeholder interactions.

My review encompassed:

- Analysis of:
 - Self-study report
 - Program catalog web page link
 - Program web page links
- Four 30-minute Zoom meetings with:
 - Two faculty members
 - One graduate student (also serving as an adjunct professor)
 - Associate Vice President of Academic Affairs
 - Dean of the College of Education
- Additional student feedback was solicited with assistance from department faculty, who facilitated outreach efforts through student emails.

A. Program Strengths & Areas for Improvement

College, Department, Faculty, Administration,

- Northeastern State University's (NSU) Educational Leadership program is experiencing enrollment growth and graduation rates in its Master of Science in Leadership programs. This five-year upward trend is a testament to the strong faculty support and may also be

attributed to enhanced recruitment strategies and the college's intentional shift towards making recruitment a shared responsibility.

- A significant factor contributing to the program's success is its strong partnership with the Cherokee Nation, with many alumni in key leadership roles in the Nation. This partnership has led to scholarships, feedback, and collaborative opportunities, leveraging the nation's expertise to inform program development.
- The college's strong sense of community and continuity is evident, with the stability and longevity of faculty and administration and many who are NSU alumni.
- There is an awareness of low enrollment in several courses (summer offerings), and efforts have begun to address the scheduling and offerings of these courses to increase enrollment.
- NSU's College of Education is collaborating with the Graduate College on recruitment efforts, leveraging social media platforms to reach potential students. However, the impact of these efforts remains uncertain due to insufficient data and/or analysis. No specific recruitment data for the MSL program was provided. Despite a promising upward trend in overall enrollment, faculty and administration remain uncertain about which specific recruitment efforts are driving this growth.
- It appears that NSU's College of Education has experienced a smooth transition in leadership roles, with Dr. Keller settling into her new position as Associate Vice President for Academic Affairs and Dr. Gray serving as the Interim Chair. It appears that some programming knowledge gaps exist. Awareness and alignment around the upcoming 5-week schedule programming launch, slated for next semester, varied among administrative stakeholders.
- Faculty support for students seems to be another critical aspect of the program's success. Dr. Cambiano and Dr. Gray, the program's primary faculty members, are passionate mentors providing individualized support to graduate students and to the program overall.
- Faculty workload and a decline in the Higher Education programs have prompted discussions and actions in adding three adjunct professors (two of whom are NSU alumni) to help implement a new Awareness and alignment around the upcoming 5-week schedule programming launch, slated for next semester, varied among administrative stakeholders.
- Adjunct training is predominately technology training through OEC 1 and 2 training, but adjunct faculty can receive support from instructional coaches. Faculty members have taken individual initiatives to support adjunct faculty.
- Faculty demonstrated their commitment to relevance and currency in course offerings through partnerships such as with the Chamber of Commerce and engaging in consultative and networking relationships with industry leaders. Professional development opportunities are also provided for faculty.

- Northeastern State University's graduate programs offer personalized mentorship opportunities, pairing students with experienced faculty members who provide individualized guidance and support. Notably, the university operates without assigned advisors for graduate students, instead fostering a flexible and self-directed approach that allows students to seek mentorship from faculty experts aligned with their research interests and academic goals.
- Data collection and analysis for course content and programming occur through student course evaluations, informal conversations, and anecdotal observations. Previously required, end-of-program and employer surveys have not been conducted since the Pandemic.
- Assessments are developed through collaborative efforts between department faculty and interdisciplinary partners from other master's programs, reflecting the program's commitment to cross-functional expertise. Additionally, the introduction of a Professional Studies option enables leaders to specialize in content-specific areas, enhancing their effectiveness. Faculty and administration emphasized the program's adaptability in responding to external stakeholders' needs and its successful translation of leadership principles to broader programmatic applications.
- The department's website effectively facilitates navigation to essential program information through conveniently provided links. However, one notable exception was encountered: a course sequence link requiring a Google access code, which presented a minor obstacle to accessing course information.

Students

- Students consistently praised the supportive professors, who have provided valuable guidance throughout the program. The practical application of capstone projects has also been a highlight, allowing students to apply theoretical concepts to real-world scenarios.
- Some student concerns were raised regarding the curriculum's relevance. Some students have found the electives to be unrelated to leadership, while others have noted that the Educational Research class lacks sufficient quantitative research content and did not prepare them well for future research opportunities. The Diversity, Equity, and Inclusion (DEI) class has received mixed reviews, with some students questioning its relevance and helpfulness in their skill development.
- The online course options have been well-received, offering flexibility and convenience. While appreciated for their flexibility, there was consistency in expressing more opportunities for in-person or synchronous instruction to create greater engagement. Students suggested introducing hybrid or synchronous options to foster greater interaction with instructors and peers.
- Students have expressed a desire for more interaction with professionals in their field, which would enhance their learning experience and career prospects. Students believe

that opportunities for external connections and networking could enhance the program and their learning.

- Overall, students felt that expectations, outcomes, and goals were well defined, but students referenced disparities in rigor and expectations between courses and faculty. Resources were appropriate, but students felt they could benefit from access to statistical analysis software and technology tools utilized in courses.

B. Recommendations for Consideration

1. Consider reinstating the end-of-program and employer surveys to gather additional information for curriculum revisions and programming.
2. Create a systematic review process to address student concerns, such as disparities between courses and lack of relevancy in electives. Consider additional student survey data or revising the current course survey. Additionally, data analysis specific to the Student Learning Objectives (SLO) by assessment and competencies may provide additional information for curriculum revisions.
3. Identify and include additional partnerships and external connections with businesses, organizations, and community groups to create pathways for students to engage with industry professionals, thought leaders, and potential employers. These connections not only provide valuable insights into real-world applications but also open doors to internships, mentorship programs, and job shadowing opportunities.
4. To address the concerns of the DEI and Educational Research course and to ensure students receive a valuable and impactful learning experience, consider conducting a thorough review of the current course curriculum and soliciting input from students, faculty, and staff to identify areas for improvement. Consider providing additional training and resources for faculty teaching both DEI and Research courses, establishing a student advisory board to provide ongoing feedback and suggestions, and an increased focus on assessing the effectiveness of the course.
5. Despite a promising upward trend in enrollment, it appears that there is uncertainty about the specific recruitment efforts that are driving this growth. Develop a comprehensive and systematic system to track, analyze, and communicate recruitment and enrollment data, enabling data-informed decision-making to optimize recruitment efforts and resource allocation. Continue to monitor low enrollment classes (Foundation in Training and Development and Facilitation Theories and Practice courses) to ensure adequate enrollment and to identify trends.
6. The Educational Leadership program boasts strong faculty support with a proven track record of mentoring students. However, as enrollment and growth continue, and with no identified/assigned advisors, there may be challenges in maintaining the quality of this mentorship. While faculty members have taken individual initiatives to support adjunct faculty, a systematic and structured approach to mentoring and development may be necessary to ensure consistent and high-quality support. Consider conducting a faculty

mentorship needs assessment to identify strengths, challenges, and areas for improvement and a student satisfaction survey to develop clear mentorship guidelines, expectations, and standards.

7. While faculty members have successfully shouldered broad responsibilities, their departure could create knowledge and expertise gaps, jeopardizing the program's continuity. By spreading knowledge, expertise, and responsibilities across a broader team, the department ensures its continued success and ability to adapt to future challenges. Consider establishing a formal succession planning process to identify and prepare future leaders. Strategies may include cross-training, mentorship opportunities for emerging leaders, and diversifying leadership roles to prevent single-point dependencies.
8. The program's collaborative culture has fostered an informal yet currently effective process of continuous monitoring and adjustment, driven by regular faculty feedback and exchange. While this collaborative approach has proven effective, formalizing the process could enhance consistency, scalability, and future readiness.
9. The MSL program has cultivated an exceptional culture of collaboration, with faculty and staff working harmoniously together. However, consideration should be given to enhancing support for adjunct faculty. To further elevate the program, developing a formal framework of communication and support for adjunct faculty can further strengthen the culture of collaboration, ensuring all faculty members have the support and resources needed to excel. Additionally, developing a strategic process for post-course feedback from adjunct faculty may result in effective, informed, data-driven improvements.
10. To ensure the successful implementation of the upcoming 5-week schedule programming launch, consider providing targeted information sessions and regular updates to administrative stakeholders to enhance awareness and alignment.
11. A course sequence link requiring a Google access code limited accessibility. To improve user experience, consider alternative authentication methods or integrate course sequence information within the university's centralized course catalog or student portal.

Sources of Information

- Self-study
- Program catalog page
- Program web page
- Interviews with the following (list all participants):
- Other requested information (provide list):

Evaluator Information

- A. Summary of Qualifications.** Gayle Blanchard, Ed. D is an Assistant Teaching Professor in the College of Education at Northern Arizona University, Department of Educational Leadership.

Before joining Northern Arizona University, Dr. Blanchard dedicated 35 years to various roles in Arizona's public education system, including teacher, principal, human resource director, assistant superintendent, and superintendent. At NAU, she instructs master's and doctoral-level courses in educational leadership and provides mentorship to doctoral candidates pursuing their academic goals.

As an educator and researcher, Dr. Blanchard's interests encompass school improvement, leadership development, school finance and funding policies, communication strategies, and governance. She prioritizes delivering relevant course content that addresses contemporary issues and trends while supporting students in honing their leadership skills.

- B. Absence of Conflict of Interest Statement.** The Evaluator has no conflict of interest that would influence the objectivity of the evaluation. The reviewer is not an institutional employee, nor has close relatives who are employees of Northeastern State University. The reviewer's respective institution is not a direct academic competitor of NSU, nor is the reviewer a graduate of NSU. The reviewer has no vested interest or conflict of interest, either current or planned, in any component of Northeastern State University.

Gayle A. Blanchard / October 10, 2024
Evaluator Signature / Date

M.S. Leadership Fall 2024 NSU Program Review

Name and State Regents Code: Leadership, M.S., 052

Program Options:

American Indian Leadership (3604)
College Teaching (3605)
Diversity, Equity and Inclusion in the Workplace (3614)
Higher Education Administration (3606)
professional Studies (3607)
Training and Development (3608)

Certificates:

American Indian Leadership (172)
Diversity, Equity and Inclusion in the Workplace (208)
Higher Education Administration (119)
Leadership (174)
Training and Development (175)

Previous Review Date (Year) of Last Review: 2019

I. **Summarize key findings from previous internal and/or external reviews of this program.**

Strengths:

1. **Dedicated Faculty:** The faculty are deeply committed to the program, ensuring that it aligns with NSU's mission while providing a supportive and enriching environment for students.
2. **Strategic Partnerships:** Strong relationships with NSU's Student Affairs and leadership across the college and campus contribute to the program's robust support network.
3. **Engaged Student Body:** Students are actively involved and eager to take on challenges, responding well to a balanced approach of high expectations paired with adequate support.
4. **Optimal Location:** The program benefits from its proximity to Tulsa, a dynamic city that provides abundant opportunities for student recruitment, internships, and career placements after graduation.
5. **Cultural Integration:** Situated within the Cherokee Nation, the program is uniquely positioned to develop curricula that are culturally relevant and meet critical needs.

6. **Flexible Delivery:** The curriculum is effectively delivered through synchronous hybrid and online models, accommodating diverse student needs and learning styles.

Areas for Improvement:

1. **Curricular Stability:** While not a weakness per se, there is a hope that the program can avoid significant curricular changes for several years to allow for a thorough evaluation of recent updates.
2. **Course Refinement:** Enhancements are needed in the Educational Research course to better support the thesis option and to ensure the course content aligns closely with student learning outcomes and professional growth.
3. **Curriculum Alignment:** There is a need for ongoing discussions among faculty to align the curriculum more closely with NASPA/ACPA competencies and CAS Standards, ensuring that it meets professional and educational benchmarks effectively.

Recommendations:

1. **Allow Maturation of Recent Changes:** Encourage the faculty to focus on refining the new elements introduced in the program rather than introducing more changes, allowing these additions to mature and become fully integrated.
2. **Curriculum Mapping:** Map the curriculum to established competencies and standards to ensure alignment with educational goals and professional expectations.
3. **Support for Thesis Option:** Ensure that the coursework fully supports students who choose the thesis option, making necessary adjustments to enhance this track.
4. **Utilize Diverse Data Sources:** Collect and analyze both quantitative and qualitative data from current students, alumni, Cherokee Nation leaders, and regional employers to assess the impact and effectiveness of the recent curricular changes.
5. **Sustainable Development:** Use the insights gained from various data sources to determine which changes are the most meaningful and sustainable, helping to guide future decisions about the program's direction.

II. What developments and actions have taken place since the last review?

With significant changes to the program presented in the 2019 program review, an overview of recommendations included: (a) focusing on refining components of the new program to allow these components to “mature,” (b) mapping the curriculum to establish alignment within competencies and standards, (c) providing support for students pursuing the thesis option, (d) creating program certificates, and (e) collecting multiple forms of data, both quantitative and qualitative, to identify which curricular changes have the most meaningful impact.

To summarize developments and actions since the last program review, the MS Leadership program has: (a) created five embedded certificates each requiring 12 hours of coursework within

the MS Leadership program, (b) added a sixth option, Diversity, Equity, and Inclusion in the Workplace, to the existing five options, (c) revised EDUC 5103 Educational Research to provide a clearer pathway for students pursuing the thesis option, (d) earned Quality Matters Certification for EDUC 5103, (e) creating an accelerated pathway (ADP) for the BA in Communications to the MS in Leadership, (f) employed course evaluations, information sessions (both online and in person), and satisfaction surveys to produce both qualitative and quantitative data, (g) created and analyzed assessment reports from 2019-2023 to identify curricular alignment and to measure student outcomes, and (h) created a pilot 5-week option to complete the degree in 1 year.

Recommendations	Implementation Plan	Target Date	Completion
Change Name of Program to M.S. Leadership	Completed Needs assessment Created a recruitment plan	July 1, 2019	August 2019
Create the following option: American Indian Leadership College Teaching Higher Education Admin. Training and Development Professional Studies	Created a recruitment plan to target College Teaching and Higher Education Admin options Created a recruitment plan to target American Indian Leadership and Training and Development	January 1, 2019 (Cohorts) August 1, 2020 (Cohorts)	August 2019
Recruitment & Retention Efforts	Obj. 1: Increase efficiency, effectiveness, and management of recruiting activities 1.1 Use of technology, assessments, and best practices to strategically recruit and enroll graduate students. 1.2 Apply web-based technology and social media for continuous recruitment. 1.3 Develop regional academic and nonacademic (Tribal) pipelines for recruitment. 1.4 Establish enrollment targets to develop appropriate recruitment strategies. 1.5 Utilize tuition waivers in student affairs partnerships to intentionally recruit future students. 1.6 Analyze enrollment data to strategically cultivate enrollment growth.	Continuous - Start January 2020	January 2020-Created Assessments Continue to analyze data to adjust curriculum. Currently, we developed a 5 week option and have created a partnership with the 2-Year schools to recruit HIED Staff.
Recruitment & Retention Efforts	Obj. 2: Recruit, retain, and graduate a diverse student body	Continuous - Start January 2020	ongoing

	2.1 Adopt innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world.		
	2.2 Promote positive communication with the Financial Aid Office and utilize their expertise in the recruitment of students. 2.3 Graduate directors and other interested faculty will be informed on best practices for recruiting, retaining and graduating graduate students (work with graduate college). 2.4 The Department of Educational Leadership graduate assistant position will be used in recruiting and graduating a diverse population of graduate students.		ongoing
Recruitment & Retention Efforts	Obj. 3: Support and market the quality of the program 3.1 Cultivate a relationship with current undergraduate students in order to entice them to attend the program.	Continuous - Start January 2020	Started an undergraduate student group called LEAP to recruit undergraduates to the MSL.
Recruitment & Retention Efforts	Obj. 4: Grow strong, mutually beneficial partnerships that engage our local, national, and global communities. 4.1 Sustain and enhance existing partnerships, and establish new ones, with the surrounding educational entities. 4.2 Expand and enhance existing as well as new relationships with local, regional professionals, and service organizations that at least partially share missions with the program.	Continuous - Start January 2020	ongoing

	4.3 Collaborate with the alumni office.		
Program Outcome Alignment	Assessment Plan will be implemented in 4 stages: Reassess Program Outcomes Development of Assessment Alignment External Review of Alignment Full Implementation	Fall 2019 Spring 2020 Spring 2020 Fall 2020	Fall 2020
Create more online course options	Work with program faculty	Fall 2020	100% online
Create 2nd 8-week start	Work with program faculty	Spring 2020	January 2020

III. Vitality of the Program

Program Objectives and Goals: Provide clear program outcomes that can be assessed and identify specific program clientele (e.g. students, graduates, community, business partners, etc.).

Student Learning Outcomes - Professional Core

1. Demonstrate ethical, socially responsible decision-making.
2. Demonstrate a solutions-based, collaborative leadership approach to organizational change.
3. Serve as a leader informed by current trends and theoretical foundations.
4. Demonstrate a commitment to diversity, equity and inclusivity.
5. Conduct research to improve practice, empower communities, and serve others.
6. Demonstrate a commitment to proactive, problem-solving, relational leadership practice.

Student Learning Outcomes - American Indian Leadership Option

1. Connect indigenous theory to practice.
2. Develop a solution-based action plan that is effectively communicated to stakeholders.
3. Engage in research to improve practice.
4. Connect leadership theory to improve practice.

Student Learning Outcomes - College Teaching Option

1. Analyze discipline-specific information to promote student success.

Student Learning Outcomes - Diversity, Equity and Inclusion in the Workplace Option

1. Develop a diversity, equity, and inclusivity implementation plan.

2. Develop cultural sensitivities required to communicate successfully in professional settings.
3. Demonstrate openness to new perspectives.
4. Reassess one's own personal perspective when appropriate.
5. Describe various elements inherent to one's own culture and to other cultures.
6. Recognize and critically reflect upon one's own biases.
7. Demonstrate ethical and professional behavior relating to diversity, equity and inclusivity.

Student Learning Outcomes - Higher Education Administration Option

1. Describe concepts and practices in an organization's financial environment.
2. Interpret counseling and support strategies to enhance communication.
3. Analyze issues to foster student participation and access to resources.
4. Build an organizational program based on assessment, evaluation, and research.
5. Develop a solution-based action plan that is effectively communicated to stakeholders.
6. Engage in research to improve practice.
7. Connect leadership theory to improve practice.

Student Learning Outcomes - Professional Studies Option

1. Engage in research to improve practice.
2. Connect leadership theory to improve practice.

Student Learning Outcomes - Training and Development Option

1. Conduct a needs analysis to identify current and future training needs within an organization.
2. Evaluate training methods and technologies that are appropriate for the organizational population as well as the training content
3. Evaluate the success of training initiatives.
4. Facilitate organizational training and development programs in a variety of settings.
5. Design organizational training and development opportunities.

IV. Quality Indicators

Student learning Objectives assessed and specific data regarding student achievement.

Student Learning Outcome (SLO)	Assessment Method	# Students Assessed 2019-24	Minimum Competency Expectation (%)	Achieving Minimum Competency (%)
Examine ethical decision-making practices	Case Study (EDUC 5113)	77	80%	100%
Utilize leadership theory to solve organizational challenges through collaboration and relationship building	Case Study (EDUC 5223)	79	80%	100%
Utilize current trends to critically reframe leadership	Expert Interview: Change, Reform and Equity (EDUC 5843)	75	80%	100%
Create an Equity and Inclusivity implementation plan	Equity and Inclusivity implementation plan (EDUC 5473)	90	80%	100%
Evaluate the andragogical model through effective leadership practices	Reflection (EDUC 5743)	54	80%	100%
Describe concepts and practices in an organization's financial environment	Comparative Analysis (EDUC 5543)	34	80%	100%
Interpret counseling and support strategies to enhance communication	Theory Application Paper (EDUC 5263)	20	80%	100%
Analyze issues to foster student participation and access to resources	Case Study (EDUC 5533)	30	80%	100%
Build an organizational program based on assessment, evaluation, and research	Program Design Assignment (EDUC 5643)	39	80%	100%
Develop a solution-based action plan that is effectively communicated to stakeholders	Solution-based Action Plan/Project (EDUC 5883)	31	80%	100%
Engage in research to improve practice	Research project (EDUC 5913)	33	93%	100%
Connect leadership theory to improve practice	Research project (EDUC 5913)	33	93%	100%

Connect indigenous theory to practice	Midterm Project: Leadership Theory in Practice (EDUC 5373)	18	80%	100%
Utilize current trends to critically reframe leadership	Case Study (EDUC 5763)	n/a	80%	n/a
Conduct a needs analysis to identify current and future training needs within an organization	Needs Assessment (EDUC 5243)	11	80%	100%
Develop a solution-based action plan that is effectively communicated to stakeholders	Case Study (EDUC 5643)	39	80%	100%
Facilitate organizational training and development programs in a variety of settings	Case Study (EDUC 5773)	10	80%	100%

Additional quality indicators are:

1. Faculty quality: All faculty in the program are graduate faculty. Faculty have a doctorate degree or are seeking a doctoral degree and possess unique and significant field-related experience. The program faculty have been acknowledged for their efforts:

- a. Dr. Maria Gray (2022) College of Education Mentor Award.
- b. Dr. Maria Gray (2019, 2022, 2023, 2022) NSU Online Faculty Fellowship
- c. Dr. Renee Cambiano and Dr. Maria Gray were selected to be online mentors to University faculty.

2. Student ability is reflected in that students must maintain a 3.0 overall GPA to be admitted or stay in the program. The students have been acknowledged for their efforts:

- a. 2022 Hall of Fame Recipient
- b. 2023 Hall of Fame Recipient
- c. Two students selected as outstanding graduate students of the year (2019, 2021)

3. Graduate outcomes for the program span a variety of industries ('Graduate Outcomes,' 2024), including:

- a. 15 graduates employed in higher education.
- b. 10 graduates working as K-12 teachers.
- c. 2 graduates employed by tribal governments.
- d. 2 graduates working for private companies across healthcare, law, finance, and workforce training sectors.
- e. 2 graduates employed by the federal government.
- f. 4 graduates working in non-profit community organizations.

Graduate outcomes. (2024). Steppingblocks Graduate Insights.
<https://data.steppingblocks.com/app/graduate-outcomes/>

V. SLO Analysis

Referencing the assessment information above, please provide a narrative analysis of the data and how the program uses data to improve student learning outcomes and the program. What changes based on data have been made over the past five years?

Based upon the data, changes we made to the program to align case study assignments with workforce related scenarios. The program has shifted from problem-based approaches to solution-oriented approaches. We added a capstone option that requires students to identify and solve a workforce problem as evidenced by their experience in their careers and from leadership-focused content. We also created an option for students to complete additional coursework and a comprehensive exam instead of completing a research thesis or capstone-based project.

VI. Technology Analysis

Discuss effective teaching measures used by the program including the use of instructional technology; how does the program provide accessible pathways and utilize flexible modalities.

The faculty in this program reference course evaluations to modify and strengthen teaching practices. In addition, faculty use a variety of instructional technologies including: Zoom conferencing software, applications in the Google suite to share, edit, and create content, and PollEverywhere to support teacher to student and student to student interactions for surveys, quizzes, and data sharing. As an online program, the use of technology is necessary for successful teaching and learning, including faculty's expertise in using the LMS Blackboard and updated Blackboard Ultra and web-based leadership tools.

VII. Online Analysis

Discuss the program's efforts to ensure that online offerings follow best practices for online instruction including the use of the NSU LMS template, use of Quality Matters design principles, any courses Quality Matters approved, design work with NSU Online's instructional designers.

All graduate faculty and adjunct faculty teaching in the MS Leadership program have completed the required Online Educator Course 1 (OEC 1) and Online Educator Course 2 (OEC 2) training sessions. As a representative of NSU Online, Dr. Maria Gray has taught OEC 1 20 times and OEC 2 5 times. Faculty use the NSU Blackboard template and work with instructional designers to improve online classes. In addition, EDUC 5103 Educational Research, the required research class for all MS Leadership students, has been Quality Matters certified.

VIII. Alignment Analysis

Discuss the program's alignment with industry or professional standards; how does the program develop and sustain relationships with external partners relevant to program offerings.

The MS in Leadership aligns with the International Leadership Association (ILA) professional standards. The program also cooperates with external partners through student practicum projects, recruitment efforts, and partnerships to provide alternative pathways for degree success.

Core/Option	Program Student Learning Outcomes	Course	Course Description	International Leadership Association (ILA) Competencies
Professional Education Core	examine ethical decision-making practices.	EDUC 5113 - Ethics and Legal Issues in Leadership	Learners explore the principles of ethics as well as legal issues and practices associated with organizational and personal leadership, with special attention to philosophical, moral, and practical application in organizational settings.	We expect effective and ethical leadership practices and rigorous scholarship
Professional Education Core	utilize leadership theory to solve organizational challenges through collaboration and relationship building.	EDUC 5223 - Organizations, Leadership and Change	Learners examine research-based theories and philosophies of organizations, leadership models and change, and the application of those concepts in a variety of settings.	We promote and influence leadership as an interdisciplinary field from multiple sectors at the nexus of theory and practice
Professional Education Core	utilize current trends to critically reframe leadership.	EDUC 5453 - Contemporary Issues in Leadership (update to EDUC 5843 - Trends, Issues, and Global Perspectives)	Learners analyze contemporary issues in leadership with a focus on trends and innovations affecting the leadership processes. / Learners examine current trends, issues and global perspectives in leadership including research, new technologies, and global influences.	We believe that we are part of a global web of interdependence; by bringing people together in meaningful ways, we deepen this interconnection
Professional Education Core	Create an Equity and Inclusivity implementation plan.	EDUC 5473 - Equity and Inclusivity Aspects of Leadership	Learners examine cultural and inclusivity perspectives, including race, ethnicity, gender identities, sexual orientation, socio-economic status, age, disabilities, religion, regional background, veteran status, citizenship status, and nationality for equitable opportunities to participate, contribute, and succeed while considering how to foster cultural sensitivity, inclusive practices, global knowledge, and sustainability in an interdependent world.	We respect cultural contexts and facilitate learning and networking across boundaries

Professional Education Core	evaluate the andragogical model through effective leadership practices.	EDUC 5743 - Principles of Andragogy and Adult Development	Learners examine the principles of adult development, adult learning and motivation. Best practices for practical applications that advance a culture of critical thinking, discovery and creativity, and promote lifelong learning are discussed.	We encourage leadership initiatives that advance the field of leadership and contribute to the greater good
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IX. Minimum Productivity Indicators

See attached document for table. Please download the file and fill in the requested information. Once completed, please copy table and paste within the "Write Narrative" portion.

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2023-24	61	22
2022-23	61	17
2021-22	52	9
2020-21	38	14
2019-20	28	9

X. Courses Taught Exclusively for the Major 2019-2024

Prefix	Number	Title	Total # Number of Sections	Average Enrollment per Section
EDUC	5743	Principles of Andragogy & Adult Development	6	18
EDUC	5883	Practicum in Leadership	7	9
EDUC	5243	Foundations in Training and Development	2	5
EDUC	5643	Program Development, Assessment & Evaluation	6	10
EDUC	5773	Facilitation Theories & Practice	2	5
EDUC	5543	Resource Acquisition, Development, & Utilization	3	9
EDUC	5763	Contemporary Issues in American Indian Leadership	3	7
EDUC	5113	Ethics and Legal Issues in Leadership	7	15
EDUC	5533	Foundations of College Student Personnel Services	3	11
EDUC	5373	Foundations of American Indian Education and Leadership	3	10
EDUC	5263	Individual and Group Interventions	3	9
EDUC	5223	Organizations, Leadership and Change	5	22

Action items as a result of the data include: (a) offering multiple sections of large, core classes, and (b) revising the course rotation schedule to reflect every other fall/spring for some program option-only classes.

XI. Student Credit Hours Major Courses, 2019-2024

	2019-20	2020-21	2021-22	2022-23	2023-24
Graduate (5000)	1054	1308	1359	1371	1360
5-year Total					6452

XII. Courses Supporting General Education & Other Programs 2018-2023

The M.S. Leadership is an interdisciplinary program that supports curriculum for other programs on an as needed basis through graduate student advising. For example, students in the MBA may select a course in the American Indian Leadership curriculum and apply that course within the Native American Enterprise option of the MBA. Effort is made to collaborate and share curriculum where possible in furtherance of a graduate student’s career options, course scheduling needs, or course delivery preferences.

XIII. Direct Instructional Costs

Using faculty salaries and other program expenses (operations, equipment & instructional materials, graduate assistants, lab assistants, etc.), estimate direct instructional costs for the program for the review period.

	2019-20	2020-21	2021-22	2022-23	2023-24
Faculty Salary	119,980	127,580	129,980	132,380	158,440
Operations / Admin	1,311	1,288	1,353	1,353	1,259
Equipment / Materials	2,286	2,696	2,797	2,797	3,098
GAs / Lab Assistants	6,000	6,000	6,000	6,000	6,000
Yearly totals	129,577	137,564	140,130	142,530	168,797

XIV. Program’s Graduate Hiring Data

If available, information about employment or advanced studies of graduates of the program over the past five years; discuss the program’s graduate hiring data available from Steppingblocks.

According to online data, graduates of the MS Leadership program, including university employees, work in a variety of industries. The top industries for these graduates are in both profit and non-profit areas including (a) education, both public schools and at the college and university level, (b) accounting and finance, (c) government such as Veterans Affairs, (d) information technology, (e) and manufacturing.

The job titles include Community Director, Development Coordinator, University Admissions Counselor, Project Coordinator, Assistant Principal of Instruction, Career and Advisement Specialist, IT Manager, Master Teacher/Mentor and Coach, CSR Trainer, and Director of Recruitment and Enrollment Services. As graduates of this program, the most popular skills for these alumni include leadership, public speaking, customer service, event management, and

research.

Four graduates of the program are also currently working on terminal degrees, and there are multiple graduates who relocated outside of Oklahoma for jobs in higher education.

Graduate explorer. (2024). Steppingblocks Graduate Insights.
<https://data.stepsblocks.com/app/graduate-explorer>

XV. Closing the Loop

Perceived program strengths.

Describe strengths revealed through the self-study

The perceived program strengths include: (a) an emphasis on Native American culture and the option to take electives and complete a certificate in American Indian Leadership, (b) coursework that is applicable to students' jobs and tied to the workforce, (c) multiple options that appeal to students' career interests, (d) the convenience of course scheduling (100% online, 8-week courses, and multiple program start times), (e) knowledgeable faculty members who are experts in their field, and (f) higher education administrators as adjuncts to teach specialized curriculum.

Perceived opportunities for program improvement.

Describe opportunities to improve that result from the self-study.

Opportunities for program improvement include: (a) offering a 5-week one year option, (b) building community and two-year institution partnerships, (c) improving recruitment in the Higher Education Administration option, and (d) creating accelerated degree program pathways.

Recommendation after Self-Study

Please choose ONE of the following options.

1. Maintain the program at the current level.
2. Continue the program with modifications
3. Suspend/Delete program

It is recommended to maintain the program at the current level. With changes implemented after the 2019 review, it is important to monitor and assess the changes to recognize strengths and weaknesses. With increasing enrollment in the program and its embedded certificates, there are some recommendations to improve recruitment, maintain relationships with industry and community partners, and modify existing schedules to accommodate changing student demographics and educational needs.

Recommendations	Implementation Plan	Target Date
Industry Partnerships	Maintain existing partnerships and establish new partnerships with industry and community organizations for recruitment and for students pursuing practicum and research projects	Continuous - start January 2025

Accelerated Pathways	Create more accelerated pathways (ADP) with other NSU programs and programs outside NSU	Continuous - start January 2025
Recruitment and Retention efforts	Develop a 5-week schedule for some of the program options (similar to the 5-week schedule designed for the Higher Education Administration option)	Continuous - start January 2025
Recruitment and Retention Efforts	Attend more college career and graduate career fairs for recruitment and collaborate with the alumni office	Continuous - start January 2025
Recruitment and Retention Efforts	Apply more web-based technology and social media platforms for continuous enrollment; this includes the use of LinkedIn and NSU-based social media pages such as Facebook and Instagram for live videos, program updates, and invitations for informational sessions	Continuous - start January 2025
Program Outcome Alignment	Update program outcomes to align with any updated organization standards (International Leadership Association)	Continuous - start January 2025