

Summary of the Case (from the Inquiry Brief)
Regent University
Educational Leadership, Educational Specialist, and
K-12 School Leadership Doctoral Programs¹
Audit Dates: May 19-22, 2008

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and Approval of the Inquiry Brief:

The *Inquiry Brief* was written by Alan A. Arroyo, Glenn Koonce, and John Hanes, and was approved by the School of Education faculty on October 16, 2007.

Introduction:

Regent University was founded in 1978 as CBN University, offering a graduate degree in the School of Communication and the Arts to 77 students. A second graduate program was established in 1980 as the School of Education, with programs in business, divinity, law, government, psychology, and leadership added over the next decade. The university received regional accreditation in 1984 from the Southern Association of Colleges and Schools (SACS), and the divinity, law, psychology, and counseling programs have each received specialized accreditation. In 1990 the university changed its name to Regent University and currently enrolls over 4,000 students in eight schools with classes on the main campus, extension sites, and online and over 20 graduate programs online.

In 2000 the School of Education launched a Doctor of Education (Ed.D.) program and has expanded to ten areas of emphasis in the Master of Education (M.Ed.) program. Three programs require state approval for an administrative endorsement and are the focus of this *Inquiry Brief*: Educational Leadership (M.Ed. with optional add-on principal endorsement), Education Specialist in Special Education Leadership (Ed.S. with optional teaching license or administration endorsement), and K-12 School Leadership (Ed.D.). Courses in the program can be taken either online or face-to-face in fall and spring terms with a four-week, four-course summer residency. The Educational Leadership Program attracts a diverse student population. (In the 2006-2007 academic year, for example, 51% of the Educational Leadership students were African-American, 32% were over 40 years of age, and 54% were female.)

The foundation for the School of Education and its Educational Leadership Program is a commitment to providing learning opportunities that promote the desire of program completers to “acknowledge the centrality of Jesus Christ in all things” and will seek knowledge, seek wisdom, serve others, and edify others. These broad goals are stated more explicitly in the program’s desire to (1) graduate ethical, moral leaders who serve other people’s needs as “servant leaders”; (2) align courses and assignments to the six leadership standards defined by the Interstate School Leaders Licensure Consortium (ISLLC) and directed toward promoting student success; and (3) collaborate with the Leadership and Learning Center (www.leadandlearn.com), the Balanced Leadership Framework (from the Mid-continent Research for Education and Learning, McRel), and other institutions in focusing leadership training around student learning.

Claims:

The six claims of the Educational Leadership Program are drawn from the ISLLC standards reflect the Virginia Department of Education competencies for principal preparation programs. Graduates have the knowledge and ability to promote the success of all students by:

1. establishing a shared vision of learning;
2. creating a school culture that promotes and supports student learning and staff professional growth;
3. managing the school environment to ensure a safe and effective learning environment;
4. collaborating with families and the community;
5. acting ethically, with integrity and fairness; and
6. understanding the legal, social, and cultural environment of schooling.

The ISLLC standards include the knowledge required for meeting the standard, the attitude (dispositions) that is manifested in meeting the standard, and the evidence (demonstrations) that would indicate the standard is met. The Educational Leadership Program has created an *ISLLC Standards Leadership and Learning Matrix* for each of the three options which aligns the program’s claims, the ISLLC knowledge / dispositions / demonstrations, TEAC Quality Principle 1, and Virginia State Competencies (an example of the matrix for the master’s program appears on pages 167-183 of the *Inquiry Brief*.)

Six assessments provide evidence of students’ meeting the program claims: the School Leaders Licensure Assessment (SLLA), Internship Mentor’s Assessments, bi-annual alumni survey results, case study from the Executive Leadership Cohort (which includes data from the alumni survey and an employee survey), student cumulative grade point averages (CGPAs), and Course Power Objectives (CPOs).

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Evidence in support of the claims:

All of the evidence cited in the “Results” section of the *Inquiry Brief* (pages 37-68) met or exceeded the program’s standard with the exception of one item for Claim 4 which reached 70.8% (page 55).

Assessment	Claim 1	Claim 2	Claim 3	Claim 4	Claim 5	Claim 6
School Leaders Licensure Assessment (SLLA) - 165	No graduate who took the SLS fell below the VDOE cut score.					
Internship Mentor Assessment #1 = 3.75 (2003-2005) #2 = 3.00 (2005-present)	All average scores [of Format #1] exceeded the 75% (3.75) standard set by the faculty. All average scores [of Format #2] exceeded the 75% (3.00) standard set by the faculty.					
Alumni survey specific items www.surveymonkey.com (see p. 166)	All items met the 75% standard set by the faculty.			One item (12e) does not meet the 75% standard.	All items met the 75% standard set by the faculty.	
Case Study: a (alumni survey items) and b (employee survey items)	(a) Alumni survey: All items met the 75% standard set by the faculty. (b) Employee survey: All items met the 75% standard set by the faculty.					
CGPAs - 3.00	All graduates were above the 3.00 minimum standard for CGPA.					
CPOs – 75% with a grade of “B” or better	More than 75% of the students met the benchmark of “B” or better in their CPOs for each course.					

For each assessment, the faculty presents both validity and reliability strengths, issues, or concerns and describes by what means the program is able to address the concerns and, when appropriate, what additional steps it will take in the future. The program asserts that the assessment procedures it uses are valid and reliable.

Internal audit:

Three audit teams examined the three major areas of the Quality Control System: program quality, student learning quality, and faculty quality. The entire faculty reviewed the audit trail together for one randomly sampled student to ensure that everyone understood the process. Team I reviewed admissions, approval process for internship, approval process for program completion, and licensure approval; Team II checked course syllabi, course evaluation, preparation of instructors, classroom facilities, course approval;

Team III reviewed promotion procedures, hiring process, periodic reviews, and student support services. The internal audit identified a few areas where the system needs improving or continued monitoring. For example, faculty will examine the use of part-time faculty in the program; participate in ongoing curriculum development, alignment, and assessment; monitor student support services specific to the program; and focus on staffing and facility needs.

Commitment:

Each element of the Standards of Capacity was examined by the faculty audit teams with the result that the evidence supports student learning in each area. Overall, the educational leadership program at the School of Education at Regent University concluded that it has parity with other divisions at the university and that the institution is committed to the program.

¹ **The program includes options in the following areas and Virginia, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

The Regent University's Educational Leadership, Educational Specialist, and K-12 School Leadership Doctoral Program with an emphasis in Special Education, and the K-12 School Leadership area of emphasis in the Doctor of Education (Ed.D.) degree program. The three administrative endorsement programs represent different graduate-level degrees, yet all include the state competencies for principal preparation state approval. The state, following to its own policies and regulations, may grant teaching licenses in these areas.