The meeting began at 1 pm with introductions. Dr. Clayburn began the meeting by explaining the purpose.

The Graduate Exit Survey results were distributed. Survey results included results from last three years, i.e., since the last EA Focus Review. Dr. Clayburn explained that the group would cover each question separately and seek comments after the reading of data relating to the specific question(s).

**Question #1:**
Responses were overall positive. There was discussion on if there needs to be more attention given to the amount of curriculum. There was also discussion on the possibility of adding an assessment course and removing one of the existing courses, EA773 or ED833. There was discussion about maybe incorporating the assessment course into existing courses, such as EA811 or ED820. It was mentioned that before any course could be removed there needed to be verification that the course being removed was not needed to meet any of the state standards. There was an overall consensus that more assessment was needed, as principals are doing more diagnosis of problems now compared to previous years. It was also noted that some districts are offering training specific to this need. There was also discussion of incorporating the ER752 Analysis of Research class into other or all courses and adding the ED887 course.

The response to if there needs to be more attention given to curriculum, was it “depends on the definition of more.” Dr. Albrecht asked if the students felt well prepared or lacking, and what could be done to change this? Kathy Cooney questioned if the standard was specific for the ED820 course or if the ED887 info could be added to the ED820.

Tel Kirk suggested that the ER752 course needed to be more about what is practical such as what can you apply this information to, rather than geared towards those scholars who want to do research. It was noted that there needed to be a practical dimension for research as well as theory. Students need to know theory and how to apply it.

Ryan Bradbury suggested there needed to be a curriculum monitoring piece to evaluate the effectiveness of the course.
Question #2:
Everyone agreed with the survey response to: *prepares graduates to supervise other educators for the improvement of student learning.* It was mentioned that the practicum played a key part in this role. Ryan noted that the district level practicum provided good field experience to do this. Judy Stanley noted that the EA811 was one of the most helpful classes with hands on an important part. Tel Kirk mentioned that the textbook for the EA811 course was of good quality and that he kept his book to use as a reference.

Question #3:
It was stated that *prepares graduates to be professional change agents* was being addressed in more than one class. Kathy stated that this question was an appropriate question and was very valuable. She also stated that a change agent is leadership managing several different personalities. Tel suggested there be more application of this within the finals/assessments and/or comps.

It was agreed that there needed to be more opportunities to practice being a change agent for those who are not comfortable with change or are not a natural at this. It was also noted that the scenarios in the EA849 Ed Law class as well as the EA888 course were very practical and useful. Students suggested the need for more practical scenarios in the courses. It was mentioned that the praxis uses scenarios and that more of these in the courses would help the students when they took the praxis test.

Tel stated that the practice test available for the State Praxis test was very applicable.

Question #4:
*Prepares graduates to effectively implement and promote technology*... students felt there needed to be more focus on this subject.

Students agreed that the program does the best it can with the 1 credit hour course, but it is not enough. Kathy mentioned that tech savvy versus how to apply the importance of technology is the issue. Another issue is the difficulty level of each student is different.

The course has improved in the last semesters with the emphasis being not to learn technology but to teach leaders to how to use/implement staff development of technology. Kristen Kuhlmann stated there needs to be more time given to this issue, needs to be more than a 1 credit hour course especially with where we are headed. Theresa Davidson made the comment we are not sure if technology is a noun or verb.

Question #5
*Prepares graduates to critically read, synthesize, understand and apply research findings to the improvement of curriculum, instruction, student learning, and leadership.* Comments on this question were noted in the responses to Question 1. Theresa Davidson did mention that the young principals from the program here at ESU have real skills in this area.
Question #6
Prepares graduates to work collaboratively.... It was noted that the online courses do allow ease in this situation, i.e. discussion groups but that sometimes the setting and/or time is restrictive. Students agreed that most classes incorporate this action. There was discussion on ways to make this better maybe by using blogging, SKYPE, using chat room feature with groups on Blackboard. Dr. Church mentioned he uses /used this feature as an option with students. Tel mentioned that if an instructor does not respond to the blackboard discussion groups within the first two weeks, the student’s interest fades as there is no feedback.

Question #7:
Prepares graduates to seek opportunities to grow professional, assist others in their professional growth... Overall response was positive. Ryan stated that the district program is set up around this idea and it encourages all.

Question #8:
Prepares graduates to work in multiethnic setting and/or school... Overall response was that what is being taught is not adequate. Comment was that it might have been mentioned in a lesson but not addressed except in practicum. Kathy mentioned it was part of the practicum and was very valuable. It was also asked if this needs to be more inclusive and the response was “yes”. More attention on RTI, MTSS, KEPA, ELL etc.

Question #9:
Prepares graduates have a written plan for student management, discipline, and to effectively manage student groups..... Response was that it would be nice to have more experience with applicable situations, with different examples of “what if” situations. Would like to see more on ethical leadership i.e. values, what you bring to the table etc. Also would like more multi-ethnic scenarios in the practicum.

After discussing the survey questions Dr. Clayburn then asked the group if the questions for the Building program and the District program should be the same, the answer was yes.

Dr. Clayburn then asked if questions 2 and 6 were redundant, or too much alike. The response was that these are two different questions and keep both.

Dr. Clayburn asked about questions 1 and 8, as well as 3 and 6, it was agreed that these should be kept as they addressed different issues.

Tel stated that students wanted feedback on their comprehensive essays as they put a lot of time and effort into these and get no feedback on how they did.

Dr. Clayburn thanked everyone for attending.

Meeting adjourned at 3:17 pm.