



To: Graduate Studies in Education and Office of Institutional Effectiveness
From: Cass Morgan, Interim Dean *Cass Morgan*
Date: December 17, 2024
Re: Response to Program Review Evaluation Team Report and Program Faculty Response

I have read the Graduate Studies in Education (GSE) Program Review Report, the GSE Program Review Evaluation Team Report, and the Program Faculty Response. In reviewing the reports, the following items were noted.

Strengths

- Highly competent and engaged faculty who collaborate effectively to deliver essential content and experiences for each emphasis.
- Curriculum focused on students achieving professional competencies with ongoing program improvement to ensure excellence and that the program maintains a student-centered focus.
- Students benefit from a variety of electives and instructional modalities, enabling them to complete the program at their own pace, reducing stress and enhancing their learning experience.
- The program allocates substantial resources to support students in presenting at professional and academic conferences, fostering academic excellence and collaboration between faculty and students.

Recommendations

- Conduct an annual review of randomly selected projects/portfolios for quality assurance.
- Establish a more standardized advising process to ensure consistent quality for all students.
- Collaborate with undergraduate advisors to enhance awareness of the graduate program, facilitating transitions from undergraduate to graduate studies.
- Formalize teaching observations and evaluations to strengthen teaching practices.
- Implement a peer review process for adjunct faculty, requiring reflections on course evaluations to be submitted to the Director.

As Dean, I fully endorse the evaluation team's findings and support the faculty's proposed strategies to address the recommendations outlined in the GSE faculty response. Given the inter-departmental nature of the program and the absence of dedicated faculty lines within GSE, I strongly recommend the adoption of formal agreements (e.g., memoranda of understanding) to establish clear expectations with department chairs and faculty regarding teaching loads, costs, and potential financial impacts on departments and programs. With GSE's evolution into an interdisciplinary program, these agreements will also enable the GSE director to develop a consistent financial framework across all programs with a GSE emphasis.

The Graduate Studies in Education program has been a leader in advancing the goals of the Moyes College of Education Strategic Plan, particularly in fostering interdisciplinary collaboration and addressing workforce needs. The program's expansion and the addition of new emphases have significantly increased faculty engagement, with more faculty across the college mentoring and serving on graduate student committees than ever before. Additionally, as highlighted in the report, GSE has built strong partnerships with community organizations and expert practitioners to ensure graduates are well-prepared to meet workforce demands. The vision and leadership of the GSE program director and policy committee have been instrumental in producing exceptional graduate students who are deeply connected to the needs of the community and industry.



The Moyes College of Education values the work of the GSE program affiliate faculty and their commitment to students and the university. We express appreciation to the program for their efforts in writing and conducting this thorough program review.