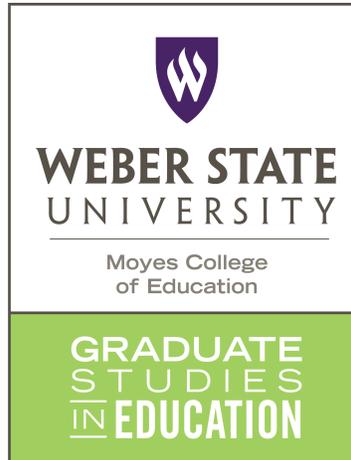


WSU Five-Year Program Review
Graduate Program Self-Study



Department/Program: Graduate Studies in Education
Semester Submitted: Fall 2024
Self-Study Team Chair: Dr. Louise Moulding
Contact Information:
 Phone: x7665
 Email: LMoulding@weber.edu

Self-Study Team Members: Dr. Dustin Grote
Dr. Wei Qiu
Ellynn Raynor - program administrative specialist
Ashlie Coburn - graduate student
Cliff Read - graduate student

Review Team Members: Michael Ault, Ph.D., Weber State University,
Director - Masters of Professional Communications
michaelault@weber.edu, extension 6426

Mia Kang, Ph.D., Utah Valley University
Director - Graduate Studies in Education
mia.kang@usu.edu, 801-863-5359

Brief Introductory Statement3

Standard A. Mission Statement4

Standard B. Curriculum5

Standard C. Student Learning Outcomes and Assessment..... 12

 Measurable Program Learning Outcomes..... 12

 Five/Seven-year Assessment Summary 13

 Assessment of Graduating Students..... 15

 High-Impact Graduate Practices 15

Standard D. Graduate Advising 15

 Advising Strategy and Process 15

 Effectiveness of Advising 16

 Past Changes and Future Recommendations..... 16

Standard E. Faculty..... 16

 Faculty Qualifications 16

Standard F. Program Support 18

Standard G. Relationships with External Communities 18

Standard H. Progress from Previous Reviews 19

Standard I. Ongoing Program Demand and Career Advising..... 21

Appendix A: Student and Faculty Statistical Summary 22

Appendix B: Faculty 23

Appendix C: Staff Profile 24

Appendix D: Financial Analysis Summary..... 25

Appendix E: External Community Involvement Names and Organizations 26

Appendix F: Site Visit Team..... 26

Brief Introductory Statement

The Graduate Studies in Education (GSE) Program is a department-level administrative unit under the Moyes College of Education, that offers a Master of Education degree in seven emphases from three departments and a Post-Master's Certificate. It has gone through two major expansions in the past five years. In Fall 2020, three new M.Ed. programs, Educational Leadership (EL), Family Life Education (FLE), and Higher Education Leadership (HEL), were added to the original M.Ed. in Curriculum & Instruction (CI). In Fall 2024, the GSE program launched three additional M.Ed. emphasis areas: Educational Technology (ET), Inclusive Early Childhood Education and Care (IECE), and Sport Coaching Leadership (SCL). The EL program is offered as both an M.Ed. as well as a Post-Master's Certificate (PMC). Total GSE enrollment was 140 in Spring 2024.

The GSE Program is led by a program director and a Policy Committee that consists of GSE Director, one faculty representative from each emphasis, and Department Chair from each department that houses an emphasis. One full-time GSE Administrative Specialist provides staff support. Several advisory councils promote community outreach and partnership of GSE emphases, for example, the Educational Leadership Advisory Board, the Child and Family Studies Community Advisory Board, and the Teacher Education Advisory Board.

The GSE benefits from partnerships with institutions of higher education in China, specifically East China Normal University (ECNU) and Shanghai Normal University Tianhua College (Tianhua College). The partnership with Tianhua College has been in place since spring 2020, while the one with ECNU was finalized in Spring 2024. Thus far, we have had 28 students from Tianhua College complete a master's degree. We look forward to welcoming students from ECNU in the future. We have visited the campus and recently had a recruiting Zoom call with over 20 students.

Standard A. Mission Statement

The Graduate Studies in Education (MEd) program aims to support educators in education, business, industry, and higher education by advancing the theoretical and practical applications of teaching and leadership.

The Graduate Studies in Education is practice-oriented, primarily focusing on enhancing the knowledge, skills, and attitudes of educators working in diverse settings and roles including teachers, coaches, principals, and higher education employees. The mission of GSE aligns with that of the Moyes College of Education: The Moyes College of Education (MCOE) prepares professionals for excellence in serving individuals and communities through meaningful relationships, culture of belonging, immersive learning opportunities, and creative advancement of knowledge. The alignment is found in courses that specifically address learning environments, theoretical and practical knowledge and skills, and high-impact educational opportunities through thesis/projects and internships.

The outcomes of the GSE focus primarily on skills that are applicable to the various career and educational aspirations of the candidates. The following outcomes apply to candidates enrolled in the emphasis of Curriculum & Instruction, Educational Technology, Family Life Education, Higher Education Leadership, Inclusive Early Childhood Education and Care, and Sport Coaching Leadership. Except for Educational Leadership and Higher Education Leadership, the summative assessment of these outcomes is the project/thesis. The Higher Education Leadership emphasis does not require a thesis, rather candidates complete two internship experiences. Evidence to support the outcomes is documented in an electronic portfolio. At the end of their study at WSU, candidates in these emphases will

1. Critically analyze key theories, models, inclusive practices, trends, and/or concepts affecting relevant systems.
2. Evaluate, design, and/or implement research or evaluations related to current issues.
3. Model professional-level writing skills in academic and non-academic settings.
4. Create and/or justify an evidence-based argument regarding effective models within academic contexts.

We expect that 90% of candidates score in the A/A- range (90% or more of rubric points) for each of the four program outcomes.

The Educational Leadership outcomes are mandated by the Utah State Board of Education in the [Utah Professional Leadership Standards](#) and in [R277-305](#). These outcomes are assessed during the internship experience based on ratings by internship mentors. We plan to implement an electronic portfolio to better capture the course assessments that also build competency beginning in AY 26.

Standard B. Curriculum

The GSE program description, admission requirements, and emphasis details can be found in the [WSU Catalog](#). The curriculum and outcomes for the GSE programs are listed in Table 1 for (see Section C: [Candidate Learning Outcomes](#) for details). Note that the assessment results reported in this review are based on the summative assessment of the outcomes in the GSE 6970 and GSE 6704.

The curriculum was updated in AY 20 during the first expansion of the program which added Educational Leadership, Family Life Education, Higher Education Leadership to the Curriculum and Instruction. At that time, we identified foundation courses for all candidates and other overlapping courses for the leadership emphases. During the expansion in AY 24 which added Educational Technology, Inclusive Early Childhood Education and Care, and Sport Coaching Leadership, the policy committee worked to streamline the degree through a variety of measures including standardization of course credit hours, implementation of half-semester courses, and reduction of the total number of credit hours for the foundation courses. These changes made the emphases more specific while reducing the total number of courses required. We will be monitoring the impact on time to graduation as a result of reducing the total number of courses required.

Excluded from Table 1 are the requirements and learning outcomes for the emphasis/post-master’s certificate in Educational Leadership as the outcomes are mandated by the Utah State Board of Education (USBE) and shown in Table 2.

Table 1. Curriculum Map and Outcomes for All Emphases Except Educational Leadership

GSE Course	Course Name	Critical Analysis – Critically analyze key theories, issues, trends, or concepts affecting the education/family system.			Research – Design and/or implement research or evaluation related to current issues.			Writing – Model professional-level writing skills in academic and non-academic settings.			Evaluation – Create and/or defend an evidence-based argument regarding effective models within education contexts.		
		1.1	1.2	1.3.	2.1.	2.2.	2.3.	3.1	3.2	3.3	4.1	4.2	4.3
Foundation Courses													
6000	Fundamentals of Graduate Study (F, S, Su)				2	1	1	2	2	2	2	1	2
6020	Creating Environments for candidate Success (F, S, Su)	3	2	2	1			3	3	2	2	2	2
6080	Educational Inquiry (F, S, Su)				3	3	2	2	3	2			
Capstone Courses (C&I, ET, FLE, IECE, SCL)													
6910	Project Development I (F, S, Su)	1	2	1				2	2	2	1	1	2
6920	Project Development II (F, S, Su)	2	2	2				2	2	2			
6930	Project Development III (F, S, Su)				2	2	2				2	2	2
6970	Thesis/Project/Capstone (F, S, Su)	3	3	3	3	3	3	3	3	3	3	3	3

GSE Course	Course Name	Critical Analysis – Critically analyze key theories, issues, trends, or concepts affecting the education/family system.			Research – Design and/or implement research or evaluation related to current issues.			Writing – Model professional-level writing skills in academic and non-academic settings.			Evaluation – Create and/or defend an evidence-based argument regarding effective models within education contexts.		
		1.1	1.2	1.3.	2.1.	2.2.	2.3.	3.1	3.2	3.3	4.1	4.2	4.3
Courses Specific to C&I													
6010	History, Philosophy, and Policy in Education (Fa, S)	3	3	2	1	1	1		2	1	2	2	
6030	Applied Learning Theory (F, S)	3	2			1	1	1	1	1			
6055	Curriculum Theory and Development (S)	3	3	3	1	1	1	1	2	2	2	1	2
6065	Assessment and Informed Decision-Making (Su)	1	3	2	2	3	3	2	2	3	3	2	1
Courses Specific to IECE													
6215	Critical Perspectives & Research in IECE&C (F)	3	3	3	3	3	3	1	1	1	2	2	2
6220	Understanding Children Beyond Behaviors (F)	3	3	2	1	1	1	1	2	2	3	3	3
6230	Observing and Assessing Children in Context (S)	1	1	1	2	3	2	3	3	3	1	1	1
6820	Child Observation Seminar (F, S)	2	2	2	1	1	1	2	2	3	2	2	1
Courses Specific to FLE													
6301	Specialized Family & School Programs (Su)		2	1				2	2	2	2	2	2
6302	Family Theories (F)	3	2	2				3	2	2			
6303	Diverse Family Contexts (S)	1	1	2	1	1	1	2	2	2			
6304	Organization and Leadership in Non-profit Family Services (S)									2	2	2	2
6305	Advanced Skills for Family Life Educators (F)		3	3							2	2	
6306	Parenting Education (S)	2	2	2									
Courses Specific to SCL													
6400	Principles of Coaching and Leadership (F)	3	3	2	1	1	1	1	1	1	3	3	2
6401	Psychological Aspects of Sport Coaching (F)	3	2	1	3	3	3	1	1	2	2	3	3
6402	Strength & Conditioning/Injury Prevention Prog Design (Sp)	2	2	1	3	2	3	1	1	2	2	3	3
6403	Ethics in Sport (Sp)	3	2	3	2	1			2	2	1	1	3
6404	Facilities and Event Management in Sport (Su)		3	3	2	1			2	2	3	1	3
6405	Advanced Sport Pedagogy (Su)	1	1	1	1	1	1	2	2	2	3	2	2
Courses Specific to ET													
6501	Introduction to K-12 Coding (F)	3	3	3	2	2	2	1	1	1	2	2	2
6502	Advanced Educational Technology (Su)	2	2	2	3	3	3						
6503	Intersections of Science, Technology and Culture (S)	3	3	3	1	1	1	1	1	1	2	2	2
6504	Data Science for Education with R (F)	2	2	2	3	3	3	2	2				
6505	Educative Making (S)												

GSE Course	Course Name	Critical Analysis – Critically analyze key theories, issues, trends, or concepts affecting the education/family system.			Research – Design and/or implement research or evaluation related to current issues.			Writing – Model professional-level writing skills in academic and non-academic settings.			Evaluation – Create and/or defend an evidence-based argument regarding effective models within education contexts.		
		1.1	1.2	1.3.	2.1.	2.2.	2.3.	3.1	3.2	3.3	4.1	4.2	4.3
Courses Specific to HEL													
6100	Leadership and Management (F, Su) Assessment, Evaluation, and Data-Driven Decision Making (S)*	2	3	2							1		2
6101		2	1	2	2	2		1	1	1			
6102	Education Finance and Resource Management (S)	3	3	3	1	1	2	2	2	2	2	2	3
6210	School Law & Policy (Su)	2	2	3							2		
6700	Higher Education Administration, Organizations, and Leadership (F)	2	2	2	1	1	1	3	3	3	2	2	2
6701	Current Issues in Higher Education (S)*	2	2	2				2	2	2	1	1	1
6702	College Student Access and Success (Su)										2	2	2
6704	Higher Education Internship (taken twice) (F, S, Su)	3	3	3	3	3	3	3	3	3	3	3	3

Note. 1= Minor Emphasis; 2 = Moderate Emphasis; 3 = Major Emphasis, *candidates select from one of these courses, *bold indicates summative assessment.

Table 2. Curriculum Map for Educational Leadership

Utah Educational Leadership Standards and R277-305	6100. Ed Lead. & Mgmt	6101. Assess & Eval.	6102. School Finance	6210. School Law	6600. Ethical Leader.	6601. Lead. Advocacy	6602. Curric. & Instruct	6603. School Improve	6604. E Internship
<i>Visionary Leadership:</i> Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being.									
Standard 1.1: Collaborate with faculty, staff, parents, and the school community to develop and implement a shared vision, mission, and values.	1				2		2		3
Standard 1.2: Collect, analyze and use data to identify goals, assess organizational effectiveness, and promote organizational learning.	1	3		1	1		2		3
Standard 1.3: Create and implement plans to achieve short- and long-term goals.		3							3
Standard 1.4: Develop a shared understanding of and commitment to mission, vision, and values within the school and community to promote continuous and sustainable improvement.	1				2	3		2	3
Standard 1.5: Monitor and evaluate progress and revise plans to achieve desired outcomes.							2		3
<i>Teaching and Learning:</i> Effective educational leader's support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.									
Standard 2.1: Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody high expectations for all students.							2	3	3
Standard 2.2: Build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.	1	1			2	3	3		3
Standard 2.3: Require all educators to know and use the Utah Core Standards for the courses they teach.									3
Standard 2.4: Require all educators to know and use the current Utah Effective Educator Standards.				1	2				3
Standard 2.5: Ensure instructional practice is consistent with knowledge of candidate learning and development and effective pedagogy.							3		3
Standard 2.6: Ensure instructional practice is engaging, challenging, and relevant to candidate needs, experiences, and interests.									3
Standard 2.7: Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.		1			3		3		3
Standard 2.8: Ensure available technologies are used to enhance instruction and create opportunities for student learning.								3	3

Utah Educational Leadership Standards and R277-305

	6100. Ed Lead. & Mgmt	6101. Assess & Eval.	6102. School Finance	6210. School Law	6600. Ethical Leader.	6601. Lead. Advocacy	6602. Curric. & Instruct	6603. School Improve	6604. E Internship
<i>Management for Learning:</i> Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.									
Standard 3.1: Manage staff resources, including the assignment of teachers and staff to roles and responsibilities in order to optimize their professional capacity to equitably address each student’s learning needs.	2		2		2	2			3
Standard 3.2: Seek, acquire, and manage fiscal, physical, and other resources to support the school’s vision, mission, and values.			3		3				3
Standard 3.3: Comply with mandated budget and accounting practices as responsible and ethical stewards of the school’s monetary and non-monetary resources.			3		3				3
Standard 3.4: Promote and protect the welfare and safety of students, faculty, and staff through implementation of federal, state, and LEA policies and effective schoolwide procedures and practices.				3				3	3
Standard 3.5: Promote adult-candidate, student-peer, and school-community relationships to create the climate and conditions which value and support academic learning and positive social and emotional development.	1			1	2	2	1	3	3
Standard 3.6: Follow LEA policies, Utah State Code, and Utah State Board of Education rules governing the human resource function, including remediation and/or termination of faculty and staff employment as needed.				3		2			3
<i>Community Engagement:</i> Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student’s academic success and well-being.									
Standard 4.1: Demonstrate an approachable, accessible, and welcoming disposition to families and members of the community.	2			1		2	2		3
Standard 4.2: Create and sustain positive, collaborative, and productive relationships with families and the community.	2			1		2	2		3
Standard 4.3: Understand, value, and employ the community’s resources to promote student learning and school improvement.	1		2		1	2			3
Standard 4.4: Work to collaborate with families around items such as cultural perspectives and practices, transportation, work schedules, and language to ensure that all families can be fully engaged in the school community.					2	2	2		3
<i>Ethical Leadership:</i> Effective educational leaders act ethically and professionally to promote each student’s academic success and well-being.									
Standard 5.1: Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources and all aspects of school leadership.				2	2		1		3
Standard 5.2: Model and promote professional attributes of integrity, fairness, transparency, and trust.	2			2	2		1		3
Standard 5.3: Comply and act in accordance with the Utah Educator Professional Standards described in Board Rule R277-515.				3	2		2		3
Standard 5.4: Place students at the center of education and accept responsibility in partnership with parents, faculty, and students for each student’s academic success and well-being.					1	2	2	2	3

Utah Educational Leadership Standards and R277-305

	6100. Ed Lead. & Mgmt	6101. Assess & Eval.	6102. School Finance	6210. School Law	6600. Ethical Leader.	6601. Lead. Advocacy	6602. Curric. & Instruct	6603. School Improve	6604. E Internship
<i>School Improvement:</i> Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student’s academic success and well-being.									
Standard 6.1: Develop licensed faculty’s and staff members’ professional knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.						2			3
Standard 6.2: Deliver actionable feedback about instruction and other professional practice through comprehensive systems of evaluation and supervisory practices that support development of licensed faculty’s knowledge, skills, and practice as described in the Utah Effective Educator Standards.	1					2	2		3
Standard 6.3: Engage faculty and staff in systematic processes of sustainable and continuous school and classroom improvement.		2			1	1	2		3
Standard 6.4: Lead licensed faculty and staff (as appropriate) in evaluating competing initiatives in order to determine a course of action to support and achieve identified organizational goals.		2			1	1			3
Standard 6.5: Create and sustain an environment friendly to inquiry, experimentation, and innovation aligned with continuous improvement goals.	1	2				2			3
Standard 6.6: Develop and promote leadership capacity among teachers and staff.	2					1	1		3
<i>Equity and Cultural Responsiveness:</i> Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student’s academic success and well-being.									
Standard 7.1: Create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected.	1					1	1		3
Standard 7.2: Ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.				1		1		2	3
Standard 7.3: Lead faculty and staff to equitably distribute and target resources at the right moment and in the right places to achieve student success.			2		1	1		2	3
Standard 7.4: Implement school procedures to address student behavior in a positive, equitable, and unbiased manner.					1	1		2	3
Standard 7.5: Address matters of equity and cultural responsiveness in all aspects of leadership.	1			2	2		2		3
Standard 7.6: Promote the preparation of students to live productively in, and positively contribute to society including participation in representative governments and other civic processes.						1			3

Note. 1= Minor Emphasis; 2 = Moderate Emphasis; 3 = Major Emphasis

In addition to the Utah Effective Leader Standards, the State Board of Education has identified the following competencies in Rule 207-305-4.1.d. Below is a maps that indicates which courses focus specifically on each competency.

Utah Educational Leadership Standards and R277-305

	6100. Ed Lead. & Mgmt	6101. Assess & Eval.	6102. School Finance	6210. School Law	6600. Ethical Leader.	6601. Lead. Advocacy	6602. Curric. & Instruct	6603. School Improve	6604. E Internship
R207-305-4.1.d Required Competencies									
Competency 1: Properly utilize data, including student performance data, to evaluate educator and school performance and provide actionable information to educators to improve instruction (UELS 1.2, 1.5, 2.1, 6.2)					x		x		3
Competency 2: Facilitate educator use of technology to support and meaningfully supplement the learning of c students (UELS 2.8)								x	3
Competency 3: Collaborate with stakeholder groups to create a shared vision, mission, and goals for a school (UELS 1.1, 1.4)	x				x				3
Competency 4: Implement the shared vision, mission, and goals for a school as a principal and as an assistant principal supporting the school principal (UELS 1.1, 1.3, 6.4)	x							x	3
Competency 5: Communicate effectively with parents, community groups, staff, and students (UELS 4.2, 4.4)	x				x				3
Competency 6: Recognize effective and ineffective instructional practice in order to ensure authentic learning and assessment experiences for all students (UELS 2.2, 2.5, 2.6, 6.2)							x		3
Competency 7: Implement a multi-tiered system of supports in individual classrooms and the school as a whole (UELS 7.3, 7.4)								x	3
Competency 8: Counsel and coach educators in relation to the educator's evaluation, professional learning, and student performance to improve the educator's practice (UELS 2.3, 2.4, 2.7, 6.6)	x			x	x		x		3
Competency 9: Understand the laws and legal ramifications surrounding school leadership decisions and practices (UELS 5.3)				x	x				3
Competency 10: Understand the requirements and LEA responsibilities of the IDEA (UELS 3.4)				x	x			x	3
Competency 11: Ensure a safe, secure, emotionally protective and healthy school environment, including the prevention of bullying and youth suicide (UELS 3.4, 5.4, 7.1)								x	3
Competency 12: Establish and maintain a school culture that supports inquiry, risk-taking, innovation, and learning of both students and teachers (UELS 3.5, 5.4, 6.5)	x						x		3
Competency 13: Connect management operations, policies, and resources to the vision and values of the school. (UELS 3.1, 3.2)					x		x		3

Standard C. Student Learning Outcomes and Assessment

Measurable Program Learning Outcomes

The following outcomes represent the skills students will achieve at the completion of an MEd. These outcomes apply to candidates enrolled in the following emphases: Curriculum & Instruction, Educational Technology, Family Life Education, Higher Education Leadership, Inclusive Early Childhood Education and Care, and Sport Coaching Leadership. Except for Higher Education Leadership, the summative assessment of these outcomes is the project/thesis. Higher Education Leadership emphasis does not require a thesis, rather candidates complete two internship experiences. Evidence to support the outcomes is documented in an electronic portfolio. We expect that 90% of candidates score in the A/A-range (90% or more of rubric points) for each of the four program outcomes.

At the end of their study at WSU, candidates in these emphases will

1. Critically analyze key theories, models, inclusive practices, trends, and/or concepts affecting relevant systems.
2. Evaluate, design, and/or implement research or evaluations related to current issues.
3. Model professional-level writing skills in academic and non-academic settings.
4. Create and/or justify an evidence-based argument regarding effective models within academic contexts.

Subcomponents of the program outcomes help to define the outcome and are especially relevant to the candidates completing a project/thesis. For HEL candidates, the subcomponents fall outside the range of experiences (e.g., HEL candidates do not conduct research as part of the internship so 2.3 is irrelevant) thus the data is reported at the outcome level without subcomponent data.

Outcome 1: Critically analyze key theories, issues, trends, and/or concepts affecting the education/family system.

- 1.1. Issues, theories, and/or concerns are critically considered, clearly stated and comprehensively described.
- 1.2. Information is incorporated with interpretation and/or evaluation to develop a comprehensive analysis or synthesis. The viewpoints of experts are thoroughly questioned and/or analyzed.
- 1.3. Complex issues are analyzed in-depth. Limits of the analysis, perspective, and/or thesis are acknowledged.

Outcome 2: Evaluate, design, and/or implement research or evaluation related to current issues.

- 2.1. Specific research/evaluation question(s) and/or aims of the study are clearly stated and described in the context of previous studies relevant to education.
- 2.2. Research/evaluation design and methods for data collection and analysis are clearly explained and analyzed for their strengths and weaknesses in relation to the research question.
- 2.3. Results are clearly and accurately discussed in the context of the research/evaluation question, and limits of the study's findings are identified and discussed in relation to the question and methods.

Outcome 3: Model professional-level writing skills in academic and non-academic settings.

- 3.1. The written work includes an introduction and conclusion that clearly state and explain the thesis, position, or purpose of the work.
- 3.2. Information is organized in a logical and easy to understand format that makes effective use of transitional statements between ideas. The writing is mostly free of errors relative to effectively communicating ideas.
- 3.3. The tone and style of writing is appropriate to a professional/academic and/or non-academic audience.

Outcome 4: Create and/or defend an evidence-based argument regarding effective models within education contexts.

- 4.1. Evaluation of arguments contains thorough and insightful explanation, reviews logic/reason, examines feasibility of solution(s), and weighs impacts of solution(s).
- 4.2. Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem/issue. Solution/hypotheses are sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem/issue.
- 4.3. Studies/reports used are appropriate to the topic and are from current and professional sources.

Five/Seven-year Assessment Summary

In general, candidates are meeting the outcomes as measured by the thesis rubric. Candidates have ample opportunity to practice the skills included in the outcomes and even during the thesis process they receive feedback and make revisions. Therefore, it is not surprising that most are meeting the criteria. We expect that 90% of candidates score in the A/A- range (90% or more of rubric points) for each of the four program outcomes.

Table 3 shows the results for the four primary outcomes. These represent performance over the entire span of this report. For the past year (AY 24) we have been able to collect data on the subcomponents of the outcomes. The area with the lowest performance is writing with the lowest component being “academic tone of writing.” Only AY 24 data is disaggregated by subcomponent as that is the first time the rubric contained all subcomponents as separate rows.

Table 3. Outcomes for Emphases Requiring a Project/Thesis

	Mean Score	% of Rubric Value	N Met Criteria	% Met Criteria
Outcome 1				
1.1	2.97	99.0%	37	97%
1.2	2.95	98.3%	36	95%
1.3	3.00	100.0%	38	100%
Total	2.97	99.0%	114	96%
Outcome 2				
2.1	2.97	99.1%	37	97%
2.2	2.95	98.2%	36	95%
2.3	3.00	100.0%	38	100%
Total	2.97	99.1%	115	97%
Outcome 3				
3.1	2.95	98.3%	36	95%
3.2	2.95	98.3%	36	95%
3.3	2.95	98.3%	36	95%
Total	2.90	96.7%	101	85%
Outcome 4				
4.1	3.00	100.0%	38	100%
4.2	2.97	99.1%	37	97%
4.3	3.00	100.0%	38	100%
Total	2.97	99.0%	113	95%

Note. N=119, Subcomponents include only AY 24 (n=38), while the total includes AY 20 (n=36), AY 21-23 (n=45).

The area in which candidates did not meet the threshold for program outcomes is Outcome 3, which focuses on academic writing. Since AY 24 when we began assessing the subcomponents of the outcomes, candidates have performed well in this area. However, prior to AY 24 when the expectation for writing was less defined, candidates do not score well. Based on the scores of the 36 candidates since implementing the new rubric, we are confident that the issue has been resolved.

Candidates in the HEL emphasis are rated on the same outcomes, but through an ePortfolio assembled and curated throughout the program. As with the thesis option, we expect that 90% of candidates score in the A/A- range (90% or more of rubric points) for each of the four program outcomes. Table 4 displays the results of the ePortfolio ratings and shows that HEL students, who are not writing a thesis, have a more difficult time meeting the outcomes through artifacts. This issue can be resolved with more careful guidance to faculty to use outcomes in assignment rubrics and more explicit communication of expectations to candidates. The greatest area of concern is in Outcome 2.3 which speaks to research results which are not normally part of coursework.

Table 4. Outcomes for HEL Emphasis ePortfolio

	Mean Score	% of Rubric Value	N Met Criteria	% Met Criteria
Outcome 1				
1.1	2.8	0.47	26	83.9%
1.2	2.8	0.45	27	87.1%
1.3	2.8	0.47	26	83.9%
Total	2.8	0.45	26	83.9%
Outcome 2				
2.1	2.6	0.70	23	74.2%
2.2	2.6	0.60	22	71.0%
2.3	2.6	0.66	21	67.7%
Total	2.6	0.61	24	77.4%
Outcome 3				
3.1	2.8	0.45	27	87.1%
3.2	2.7	0.58	24	77.4%
3.3	2.8	0.40	25	80.6%
Total	2.8	0.44	26	83.9%
Outcome 4				
4.1	2.8	0.49	25	80.6%
4.2	2.7	0.64	24	77.4%
4.3	2.7	0.63	25	80.6%
Total	2.7	0.57	25	80.6%

There are two measures used to determine if candidates in the Education Leadership emphasis or post-master’s certificate have met the UEL Standards: Praxis Exam scores and the Educational Leader Internship Ratings. The Praxis Exam (5412), which is not directly aligned with the UELS, but is required by the state and aligned at the conceptual level. We have a 100% pass rate for those who have submitted an application for licensure. Our mean/median (both values are 169) is slightly above the national median (168) and well above the required score for Utah of 146.

Table 5. EL Candidate Praxis Scores

Subcomponent	Mean Score	SD	WSU Max Score	WSU Min Score
Strategic Leadership	74.4%	0.13	100.0%	41.2%
Instructional Leadership	73.66%	0.09	95.2%	59.1%
Climate and Culture	78.52%	0.09	89.5%	61.1%
Ethical Leadership	74.12%	0.12	100.0%	50.0%
Organizational Leadership	72.70%	0.14	100.0%	45.5%
Community Engagement	69.78%	0.15	100.0%	46.2%
Total Score	169	8.88	183	150

Educational leadership candidates are placed in two settings for the internship: elementary and secondary. Although competency-based, candidates are required to spend at least 25 clock hours at each location. The vast majority of students complete most of the tasks at the level of their employment (e.g., secondary), and meet the minimum at the other level. The Internship Mentors rate the experiences of the candidates on a scale of 1-5 and we expect 90% of candidates to be rated at least a 4 on all seven standards when considering both placements. We use the highest rating across both settings because some competencies are best addressed at a particular level. Table 6 displays the average rating from both placement settings for each standard.

Table 6. Outcomes for Educational Leadership Candidates Internship Ratings Across Placements

Standard	Mean	SD	N met criteria	N percent met
Visionary Leadership	4.80	0.59	42	95
Teaching and Learning	4.81	0.45	42	95
Management for Learning	4.77	0.42	44	100
Community Engagement	4.73	0.54	42	95
Ethical Leadership	4.74	0.66	33	75
School Improvement	4.75	0.58	41	93
Equity and Cultural Responsiveness	4.84	0.37	43	98

Assessment of Graduating Students

Candidates in the GSE program are ready for graduation when they have completed all coursework with a B- grade or better, have maintained a GPA of 3.0, and have successfully completed the capstone experience (project/thesis/internship). Student progress is monitored using CatTracks and, as part of the process for graduation, students must have CatTracks reviewed in the final semester.

High-Impact Graduate Practices

The completion of a thesis/project, or internship is considered a high-impact practice. All candidates in the GSE complete one of these. The focus of the project/thesis is selected by the candidate to fit a need within their career or field of study.

Standard D. Graduate Advising

Advising Strategy and Process

The GSE Program has no academic advisor. The program director and administrative specialist do the majority of the advising with students. Students also receive advising from the chairs of their thesis/project committees. Graduation maps for each emphasis area and Cattrack are used heavily for advising. The college recruiter helps with marketing and student recruitment. The WSU International Student & Scholar Center provides support for international students in the GSE program.

Advising begins as soon as applicants have completed the application process. They receive communication to verify the emphasis they indicated in the application as well as an appointment for the interview process. During the interview, applicants are asked about their career goals. This provides another opportunity to discuss the emphasis of choice and guide students, if necessary.

The next phase of advising is during the mandatory orientation. This occurs once candidates have been admitted and provides orientation to the university resources, guidance on navigating the registration process and the LMS (Canvas), clarification on course schedules, and advice for communicating with professors. The members of the GSE Policy Committee are present to meet students new to the emphasis and answer any questions.

Further advising occurs on a one-on-one basis from the director, administrative specialist or emphasis faculty. When a candidate is in need of an override for registration or an exception for a course requirement, these are discussed with emphasis leads and completed by GSE office staff and director, respectively.

Effectiveness of Advising

The main challenge with graduate student advising is that there is no help from a designated academic advisor, or access to advising tools or university retention activities available only to WSU undergraduate students, such as Starfish, Moyes College of Education student mentors, Major Fest, Scholarship Day, etc. GSE Director, Administrative Specialist, and thesis committee chairs who are typically overloaded with various duties struggle with providing advising support to meet the needs of every graduate student.

One measure of the effectiveness of advising is time to graduation. The time to graduation is challenging to interpret due to having both MEds and PMCs. The EL MEd is 36 credit hours, while the PMC is 27. Table 3 shows the time to graduation. An analysis of inactive candidates in AY 23 and AY 24 show that most were candidates who were either working to finish their MEd projects or had fewer than nine credits, meaning they had begun the program but not continued. Of these who stopped with very few credits, five were candidates who planned to complete the MEd after finishing the post-baccalaureate certificate in teaching (PBCT) offered through Teacher Education, but never began the MEd. We have implemented a few strategies that may help us ensure candidates are prepared to move from PBCT to MEd including requiring recommendations and participation in an additional interview.

Table 7. Time to Graduation

	2019-20	2020-21	2021-22	2022-23	2023-24
Within 1 Year	0	5	1	9	8
Within 2 Years	11	19	32	16	
Within 3 Years	13	15	12		
Over 3 Years	9	3			
Grad Other PRU	0	1	2	0	
Not Graduated - Active	0	8	4	14	65
Not Graduated - Inactive	19	22	21	21	19
Not Graduated - Other PRU		3	0	0	1
Grand Total	52	76	71	59	92

Data Source: *Program Review Graduate, Time to Graduation*

Past Changes and Future Recommendations

Recent changes have involved offering more online advising and updating the program website to meet students' needs. Graduation maps of all emphasis areas have been updated to show which courses and pathways would best prepare students for program completion and career options. Future recommendations include seeking help from the College of Education Advisor Team with student advising, utilizing more tools to support graduate students, and making student recruitment and marketing more timely and efficient.

Standard E. Faculty

Faculty Qualifications

Faculty in the GSE are highly qualified tenure track professors or experienced professions who have expertise in the content of their assigned courses. The HEL and EL emphases use many adjuncts who bring expertise and current perspectives to the courses. For example, general counsel from Weber State University teaches the HEL law course, and a finance director from a school district teaches the EL school finance course. In some cases, the adjuncts for EL do not hold doctoral degrees, but have many years of experience as building administrators, school directors, and superintendents. The adjuncts also help candidates in these emphases build networks for future employment.

Table 8. Adjunct Faculty Qualifications

Adjunct Faculty	Degree	Course	Experience
Educational Leadership			
Carter, Craig	MBA	GSE 6102	Ed Leadership, Finance Director, Davis SD
Smith, Rob	MBA	GSE 6102	Ed Leadership, Finance Director, Alpine SD
Alder, Heidi	JD	GSE 6210	Ed Leadership, School Law
Jacobs, Doug	EdD	GSE 6210	Ed Leadership, Superintendent, Morgan SD
Belnap, Rodney	PhD	GSE 6600	Ed Leadership, Director, Weber SD
Bennington, Jessica	MEd	GSE 6601	Ed Leadership, Director Human Resources, Ogden SD
Rasmussen, Luke	MA	GSE 6601	Ed Leadership, Superintendent, Ogden SD
Whithers, McKell	EdD	GSE 6602	Ed Leadership, Superintendent Salt Lake City SD (ret)
Swalberg, Kirt	MEd	GSE 6603	Ed Leadership, Elem. Director, Weber SD
Rasmussen, Lori	MA	GSE 6600	Ed Leadership, Asst. Superintendent, Weber SD (ret)
Stephens, Jeff	PhD	GSE 6600	Ed Leadership, Superintendent, Weber SD (ret)
Higher Education Leadership			
Kilcrease, Daniel	PhD	GSE 6102	Higher Ed Leadership, Executive Director, Student Affairs Auxiliaries
Hollist, Stephanie	JD	GSE 6210	Higher Ed Leadership, General Counsel
Perozzi, Brett	PhD	GSE 6700	Higher Ed Leadership, Former VP for Student Affairs
Hurst, Jeff	PhD	GSE 6701	Higher Ed Leadership, Dean of Students
Nguyen, Tammy	PhD	GSE 6701	Higher Ed Leadership, Exec. Director for High School Dual Enrollment
Oyler, Jessica	PhD	GSE 6701	Higher Ed Leadership, Vice President Student Access and Success
Bucknam, Alexis	EdD	GSE 6702	Higher Ed Leadership, Director of Community Engaged Learning Center

Note. SD=School District

Adjunct faculty are supported through the use of Professional Learning Communities, mentoring, and in some cases, co-teaching. The Educational Leadership emphasis faculty meet each fall to review the UEL Standards, and identify how course assessments support candidate competencies. Adjunct faculty in the Higher Education Leadership also meet to discuss the coursework and any concerns with candidates, content, or assessments.

Support for teaching is provided for all faculty through the Center for Engaged Teaching and Learning and the myriad workshops offered for course design in Canvas and ePortfolios. In the past two years, numerous regular faculty have completed the eLearning Certificate program and most adjuncts participated in training for using the ePortfolio in Canvas.

Beginning in Fall 2024, adjuncts were asked to review and reflect on course evaluations. Areas of concern are addressed by the director to faculty directly. In one case during the past five years, an adjunct was not invited to continue teaching a course due to feedback on course evaluations and a number of complaints from candidates to the instructor. Specifically, comments left from the instructor on student assignments was demeaning and inconsiderate.

Evidence of tenure-track faculty is determined by their departments and by the course evaluations for graduate courses. The evaluations are reviewed by the director who then meets with faculty if there is any concern. By and large, department faculty get high marks from candidates. The most common complaint is lack of or slow feedback. In some cases, candidates bemoan the rigor or course requirements, but more often they appreciate the quality of instruction and dedication of faculty.

Course evaluations are the primary source of evidence for adjunct faculty quality. Beginning in Fall 2024, adjunct faculty were asked to review and reflect on course evaluations and submit this to the program director. Their thoughtful consideration and response indicate a dedication to quality teaching. In reviewing course evaluations, there were only a few areas of concern and, like regular faculty, these mostly centered on a lack of timely feedback and the large volume of reading and coursework. The feedback issues are very common among all faculty, and the rigor of courses taught by adjunct faculty is viewed by the director as hitting the target for graduate level work.

Standard F. Program Support

The GSE program employs Ellynn Raynor as a full-time Administrative Specialist III with a 12-month contract. Ellynn has worked as GSE Administrative Specialist since 2021 and is the only GSE-dedicated staff. She is a great asset to the program and manages her many responsibilities including scheduling into Banner, candidate admissions year-round, advising, coordination with the university offices regarding international candidates, marketing and recruitment, budget, p-card expense management and reallocations, serving as site manager for the program website, in addition to serving both faculty and candidate needs between three departments and seven emphases.

Until April 2023, the program was housed in the McKay Education Building and the classroom resources were adequate for section size, technology support, and accessibility to the GSE office. As of the writing of this report, the program and courses are in Swenson Gym, which is adequately meeting the program's needs. In 2025 when the program moves back to the renovated McKay Education Building, we anticipate substantial improvement in facilities and equipment.

The WSU Stewart Library has a digital database for a variety of journals in all education related fields. If the library does not have the journal articles or books available, they seek out inter-library loans in order for candidates and faculty to obtain the needed resource. The designated College of Education Librarian is an incredible resource to support faculty curricular and research efforts, in addition to candidate learning in the classrooms. Laptops and Wifi Hotspots can be checked through the university library.

Standard G. Relationships with External Communities

The Educational Leadership emphasis is guided by an Advisory Board comprised on the four area superintendents. The group meet twice per academic year. During these meetings, the superintendents discuss the knowledge and skills they are most looking for or that current administrators struggle with most. We share the results of our assessments and discuss the experiences during internship that would support improvements in meeting the local employment needs. The results of these meetings are then implemented in the subsequent Educational Leadership faculty Professional Learning Community (PLC) meeting. An example is the deliberate mapping of role and responsibility of school administrators to appropriately represent the school in IEP meetings for students receiving services through Special Education. We have now added elements of the IEP to multiple courses.

The Higher Education Leadership and Educational Leadership emphases both require an internship. In order to find appropriate placements, relationships are developed with departments on campus and area schools, respectively. The internships agreements specify logistical considerations as well as learning outcomes.

The two emphases housed in the Child and Family Studies Department, Family Life Education and Inclusive Early Childhood Education and Care rely on the advisory board for the department. Child and Family Studies Community Advisory Board is a programmatic board comprised of WSU educators in addition to working professionals from a variety of settings in the community. The board works to advocate for the department to the community it serves as well as to provide feedback to the department from the community. The board provides a vital link between educators, students, and practitioners in the field.

Teacher Education houses Educational Technology and Curriculum and Instruction. That department is reforming its advisory board and will use it to support the emphases.

Standard H. Progress from Previous Reviews

Since the last 5-year program review (AY 17), we have made significant changes to the program and administrative organization. At that time, we were only offering a degree in Curriculum and Instruction, but had made the curricular proposals to expand to four emphases (C&I, EL, FLE, and HEL). As of AY 24, we have seven emphases across three departments within the Moyes College of Education (MCOE). Table 9 displays the recommendations made in Fall 18, the progress as of AY 22 (last biennial report), and an update as of AY 24. The recommendations primarily focused on activities that will most like be “ongoing” as they are. Table 10 displays the goals set as part of our strategic planning. These are focused more on program processes.

Table 9. Progress Based on Recommendations

Recommendations (Fall 2018)	Progress Biennial Report AY 22	Update AY 24
Revisit the mission and vision statements in light of the revisions (first expansion).	<u>Accomplished</u>	<u>Accomplished</u>
Revise and maintain program website	<u>Ongoing</u> The website is being updated on a regular basis.	<u>Ongoing</u> The website is being updated on a regular basis.
Distribute aggregate program assessment data and engage more faculty in strategic planning based on those results	<u>Ongoing</u> This is still a work in progress. The data have not been shared on a regular basis, but areas of concern have been shared. The formation of the Graduate Studies in Education program will have advisory committees that will inform assessment and receive reports of candidate performance.	<u>Ongoing</u> Advisory committees have been formed and data are shared, but this is an effort that continues. In addition, we are working to share data more widely with faculty across all emphases.
Consider career advising strategies	<u>Accomplished</u> Advisement for the Higher Education Leadership and Family Life Education emphases has been accomplished by faculty in those programs.	<u>Ongoing</u> With the expansion of emphases and formation of a new policy committee, GSE has identified primary contact faculty for each emphasis to allow for more targeted advising and mentoring.
Write a guidance plan for addressing long-term diversity of faculty	<u>Ongoing</u> Faculty hiring is done by the departments that have emphases in the MEd. The departments have been working to diversify faculty; however, the efforts have not yet yielded significant shifts in diversity.	<u>Ongoing</u> This recommendation was made when the MEd program was embedded within Teacher Education. GSE is now an independent program under the Dean of the MCOE and as such does not hire tenure-track faculty but are striving to hire diverse adjuncts.

Investigate methods for evenly distributing project committee workload	<u>Ongoing</u> Effort is made to distribute project committee workload. We have implemented a payment system to compensate chairs. This has incentivized faculty who in the past have declined to serve.	<u>Ongoing</u> A system has been implemented to keep a more accurate record of each faculty's committee responsibilities. There is wide variation in the committee load tolerance of faculty.
Bring in more staff to support the duties of that position, possibly in the form of a work study candidate.	<u>Accomplished</u> The issues of workload for the administrative assistant have largely been resolved with a new hire and implementation of new SOP.	<u>Accomplished</u> The GSE program has a full-time administrative specialist who has established many processes to manage the workload, however the added emphases, increased enrollment and addition of budgetary responsibility is challenging.

Table 10. Strategic Goals and Strategies

<u>Strategic Goals</u>	Goal	Strategies	Timeline
Enrollment	At least 10 students in each emphasis	1) Targeted marketing (through the university Office of Graduate Studies and our own college) and recruiting through professional organizations and visits to districts	By fall 2025 -Monitor enrollment each AY disaggregated by emphasis
Retention and Completion	At least 90% completion rate within 3 years	1) Increase communication with students via scheduled emails. 2) Improve support for committee chairs a) Continue "How to be a Chair" seminar b) Monitor GSE 6970 Project incompletes to ensure students have enough support to complete project c) Monitor completion rates	1) Begin in AY 25 2) Begin Fall 24, continuing
Student Support	At least 90% completion rate within 3 years	1) Hire graduate assistants who can mentor others, especially first-gen and international students. 2) -Measure perceptions of mentors and mentees with surveys 3) -Monitor completion rates	Begin AY 25, continuing.

Standard I. Ongoing Program Demand and Career Advising

In February 2024, a review of CIP codes by Shawn Berry in the Office of Institutional Effectiveness noticed unusual CIP codes for the MEd program. As shown in the table below, there was also a mismatch between the CIP codes in Banner and in the course catalog. Going through the processes necessary, the CIP codes have now been changed for the emphases to better reflect the programs. The CIP code 131202 is for Elementary Education and Teaching, which is not accurate for our MEd. As a result, the Lightcast information is inaccurate for the overall program and the emphasis reports do not include Weber State. However, the job forecasts show that the emphases qualify graduates for jobs that are steady or growing in demand.

Table 11.

MAJOR CIPC (BANNER)	EMPHASIS(BANNER)	Emphasis CIPC (Banner)	Emphasis CIPC in Catalog	Revised Codes AY 25	Projected Number of New Job (Utah, Next Decade)
131202	Curriculum & Instruction (MEd) 5057	131202	131201	130301	1,602
131202	Educational Leadership (MEd) 5058	131202	131202	130401	1,291
131202	Educational Technology (MEd) 5063	130501	130501	130501	997
131202	Family Life Education (MEd) 5059	131202	190704	190701	455
131202	Higher Education Leadership (MEd) 5060	131202	130406	130406	621
131202	Inclusive Early Childhood Education and Care (MEd) 5064	131210	131210	131210	124
131202	Sport Coaching Leadership (MEd) 5065	310504	310504	310504	634

Note. Data source: Lightcast reports

APPENDICES

Appendix A: Student and Faculty Statistical Summary

(Note: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

Table A

Master of Education	2018-19	2019-20	2020-21	2021-22	2022-23*
Department candidate Credit Hours Total 1	10,596	10,811	12,166	11,928	10,985
Undergrad Teacher Education SCH	6,983	7,590	8,303	7,697	7,708
Master of Education SCH	3,613	3,221	3,863	4,231	3,277
Department candidate FTE Total 2	414.0	414.0	470.0	469.0	421.0
Undergrad Teacher Education FTE	233.0	253.0	277.0	257.0	257.0
Master of Education FTE	181.0	161.0	193.0	212.0	164.0
Graduate candidate Majors 3	160	154	201	260	219
Graduate Program Graduates 4					
Master's Degree	67	55	41	84	99
Graduate candidate Demographic Profile 5					
Female	127	111	136	195	169
Male	33	43	65	65	50
Department Faculty FTE Total 6	26.56	30.44	30.70	31.03	32.6
Adjunct FTE	7.03	9.69	9.13	10.75	13.3
Contract FTE	19.53	20.75	21.57	20.28	19.3
Department candidate/Faculty Ratio 7	15.59	13.60	15.31	15.11	12.93

Appendix B: Faculty

Table B. GSE Faculty

Name	Dept.	Degree	Status	Specialty	Academic Year				
					AY 20	AY 21	AY 22	AY 23	AY 24
Tenured and Tenure-track Faculty					AY 20	AY 21	AY 22	AY 23	AY 24
Bates, Vincent	TED	PhD	Professor	Arts Education	x	x	x	x	x
Crawford, Forrest	TED	EdD	Professor	Diversity	x	x			
Hubler, Dan	CHF	PhD	Professor	Family Studies	x	x	x	x	x
Moulding, Louise	TED	PhD	Professor	Research and Assessment	x	x	x	x	x
Ota, Carrie	CHF	PhD	Professor	Early Childhood Education					x
Qiu, Wei	CHF	PhD	Professor	Early Childhood Education					x
Saunders, Peggy	TED	PhD	Professor	Literacy	x	x			
Schvaneveldt, Paul	CHF	PhD	Professor	Family Studies		x		x	
Smith, Chad	HPER	PhD	Professor	Sport Coaching					x
Stewart, Penee	TED	PhD	Professor	Educational Psychology	x	x	x	x	x
Vakil, Shernavaz	TED	EdD	Professor	Special Education		x	x	x	x
Adams, Mark	CHF	PhD	Associate	Family Studies	x	x	x	x	x
Anderson, Sheila	CHF	PhD	Associate	Early Childhood Education					x
Cain, Ryan	TED	PhD	Associate	Technology Education					x
Dunn, Ryan	CHF	PhD	Associate	Family Studies	x	x	x	x	x
Gailey, Sara	TED	PhD	Associate	Psychology			x		
Kirkham, Mandy	HPER	PhD	Associate	Physical Education					x
Mower, DeeDee	TED	PhD	Associate	Reading, Social Studies Education			x		x
Osai, Keith	CHF	PhD	Associate	Family Studies		x	x	x	x
Speicher, Stephanie	TED	PhD	Associate	Curriculum and Instruction	x	x	x	x	x
Zimmerman, Ryan	HPER	PhD	Associate	Physical Education					x
Byrne, Caitlin	TED	PhD	Assistant	Assessment and Research	x	x	x		
Gonzalez, Mosiah	CHF	PhD	Assistant	Family Studies					x
Grote, Dustin	TED	PhD	Assistant	Higher Education, Research	x	x	x	x	x
Hamilton, Megan	TED	PhD	Assistant	Technology Education					x
Pantic, Katarina	TED	PhD	Assistant	Technology Education					x
Taft, Marilyn	TED	PhD	Assistant	Literacy		x	x		x
Wang, Yimin	TED	PhD	Assistant	Higher Ed Leadership	x	x	x		
Ward, Kurt	HPER	PhD	Assistant	Physical Education					x

Name	Dept.	Degree	Status	Specialty	Academic Year				
					AY 20	AY 21	AY 22	AY 23	AY 24
Adjunct Faculty					AY 20	AY 21	AY 22	AY 23	AY 24
Alder, Heidi	GSE	JD	Adjunct	Ed Leadership, School Law				x	x
Belnap, Rodney	GSE	PhD	Adjunct	Ed Leadership, CTE Director, Weber SD	x	x	x	x	x
Bennington, Jessica	GSE	MEd	Adjunct	Ed Leadership, Human Resources			x	x	x
Rasmussen, Lori	GSE	MA	Adjunct	Ed Leadership, Asst. Superintendent, Weber SD (ret)		x	x	x	x
Rasmussen, Luke	GSE	MA	Adjunct	Ed Leadership, Superintendent, Ogden SD	x	x	x	x	x
Stephens, Jeff	GSE	PhD	Adjunct	Ed Leadership, Superintendent, Weber SD (ret)	x	x	x	x	x
Swalberg, Kirt	GSE	MEd	Adjunct	Ed Leadership, Elem. Director, Weber SD			x	x	x
Whithers, McKell	GSE	EdD	Adjunct	Ed Leadership, Superintendent Salt Lake City SD (ret)				x	x
Carter, Craig	GSE	MS	Adjunct	Ed Leadership, Finance Director, Davis SD					x
Gerrard, Heather	GSE	MS	Adjunct	Ed Leadership, Student Advocacy, Ogden SD			x		
Smith, Rob	GSE	MBA	Adjunct	Ed Leadership, Finance Director, Alpine SD				x	
Jacobs, Doug	GSE	EdD	Adjunct	Ed Leadership, Superintendent, Morgan SD	x	x	x		
Bucknam, Alexis	GSE	EdD	Adjunct	Higher Ed Leadership, Dir. Comm. Engaged Learning					x
Hollist, Stephanie	GSE	JD	Adjunct	Higher Ed Leadership, General Counsel	x	x	x	x	x
Hurst, Jeff	GSE	PhD	Adjunct	Higher Ed Leadership, Dean of Students	x	x			
Kilcrease, Daniel	GSE	PhD	Adjunct	Higher Ed Leadership, Executive Director, Student Affairs Aux	x	x	x	x	x
Nguyen, Tammy	GSE	PhD	Adjunct	Higher Ed Leadership, Executive Director for Dual Enrollment				x	x
Oyler, Jessica	GSE	PhD	Adjunct	Higher Ed Leadership, VP for Student Affairs	x	x	x	x	x
Perozzi, Brett	GSE	PhD	Adjunct	Higher Ed Leadership, Former VP for Student Affairs	x	x	x	x	

Note. SD=School District

Appendix C: Staff Profile

Table C

Name	Job Title	Years of Employment
Ellynn Raynor	Administrative Specialist III	2022-present
Melinda Bowers	Administrative Specialist III	2015-2022

Appendix D: Financial Analysis Summary

(This information will be provided by the Office of Institutional Effectiveness)

Table D

Teacher Education Department					
Funding	2018-19	2019-20	2020-21	2021-22	2022-23
Appropriated Fund	2,753,196	2,804,648	3,019,514	2,843,159	2,749,770
Other: IW Funding from CE	64,930	75,200	62,190	72,970	75,561
Special Legislative Appropriation					
Grants or Contracts	197,202	59,513	80,030	0	0
Special Fees/Differential Tuition	26,717	40,746	32,167	24,918	52,591
Total	3,042,045	2,980,107	3,193,901	2,941,047	2,877,922
Student FTE Total	414.00	414.00	470.00	469.00	421.00
Cost per FTE	7,347.93	7,198.33	6,795.53	6,270.89	6,835.92
(Total cost/student FTE) = cost per FTE					

Note – with this information and the student information, we will calculate a ‘cost per fte’ as part of the financial summary

Appendix E: External Community Involvement Names and Organizations

Table E

Name	Organization
<u>Educational Leadership</u>	
Gina Buttars	Weber School District
Luke Rasmussen	Ogden School District
Andy Jensen	Morgan School District
Dan Linford	Davis School District
<u>CHF Board Member</u>	
Jeremy Botelho	Cottages of Hope
Christine Heslop (Past Chair)	Ogden School District Career & Technical Education, (MEd alum)
Ryan Calder (Past Chair)	Weber Human Services
Leslie Flynn	HAFB Child and Youth Education Services
Kenneth Donovan	Catholic Community Services
Jeffery Noland (Chair)	Second District Juvenile Court
Barbara Norris (Chair-Elect)	A Center for Grieving Children
CodiAnne Nye (Past Chair)	Ogden-Weber Community Action Partnership Head Start (GSE FLE Candidate)
Sheryl Rushton	Department of Teacher Education
Janet Seachris	HAFB Airman & Family Readiness Center
Shaylie Bowden	YCC Family Crisis Center
Julee Smith	Child and Family Studies Adjunct Instructor
Crystal Knippers	WSU Care about Childcare
Rebecca Sagers	Weber School District, (MEd alum)
Stacy Johnson	Davis School District

Appendix F: Site Visit Team

Table F

Name	Position	Affiliation
Michael Ault, Ph.D.	Director - Masters of Professional Communications	Weber State University
Mia Kang, Ph.D.	Director - Graduate Studies in Education	Utah Valley University