WSU Five-Year Graduate Program Review
Self-Study

Cover Page

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Semester Submitted:	Fall 2018
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A. Brief Introductory Statement

The Master of Education (M.Ed.) Program is the oldest master's program on the WSU campus. It began in 1978 as collaboration between WSU and Utah State University; although all the courses were taught by WSU Teacher Education faculty. In 1988, it became the first stand-alone master's degree on campus, three years before Weber became a university. The program caters to practicing teachers, on-campus personnel wishing to pursue a master's degree, and to people in business and medical fields who teach as part of their jobs.

B. Mission Statement

a. Description of Program Mission
The mission of the Master of Education in Curriculum and Instruction program is to extend the professional knowledge, skills, and attitudes of educators in schools, business, industry, and higher education through advancing the theoretical and practical applications of curriculum and instruction.

b. Brief discussion of the alignment of the program mission with the mission, core themes, and strategic plans of Weber State University (see http://weber.edu/universityplanning/Mission_and_core_themes.html)

Access. The Access theme includes the objective of "offering responsive associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields." The M.Ed. degree in Curriculum and Instruction is available to teachers in schools, business, industry, and higher education in the region. A second ACCESS objective is to "provide access to higher educational opportunity." Not only do students in the M.Ed. have access to master's degrees at WSU, students who complete those degrees have access to further study in doctoral programs at other institutions across the country.

Learning. The Learning theme includes the objective "…students learn to succeed as educated persons and professionals." The M.Ed. offers post-baccalaureate professional development for educators by "extending their professional knowledge, skills, and attitudes." There are specific opportunities in public education for those holding master's degrees, including a pay increase, greater responsibilities, and relicensure credit for greater stability in their profession.

Community. "The COMMUNITY theme directs WSU to support and improve the local community…" An objective associated with the community theme is to "contribute to pre-K through 12 education [both districts and programs] in the region." Teachers who participate in

master's level courses become more qualified to contribute to education in the region by "advance[ing] the theoretical and practical applications of curriculum and instruction for all learners."

C. Program and Curriculum
   a. Program Description
      i. Include all admission, retention, and degree requirements. Include GPA, standardized test scores, English language proficiency requirements, etc.

(Alternatively, include a link to the online catalog or website that provides this information)

The Master of Education degree is a 36-credit hour degree. Currently, 22 credit hours are "core" courses and 14 credit hours are elective courses. To complete the program, the candidate must complete a project/thesis under the direction of a committee of at least two professors and one other person who has a master's degree (commonly, this person might be a principal or a teacher-leader at the candidate's school). The project can be either curricular in nature with supporting research or can be original research in the form of a thesis.

Admission Requirements

The M.Ed. program is selective with a limited number of openings available for qualified students. Admission deadlines are January 15 for Summer Semester, May 15 for Fall Semester, and September 15 for Spring Semester. The following items are required for admission:

1. Admission to Weber State University and application for the M.Ed. Program.
2. Payment of the M.Ed. program application fee.
3. Verification of a bachelor's degree from an accredited institution.
4. Official transcripts from all institutions attended.
5. Completed M.Ed. recommendation forms (3).
6. Minimum GPA of 3.25 either cumulative or on the last 60 semester hours (90 quarter hours) of approved undergraduate/graduate course work.

or

Minimum GPA of 3.00 to 3.24 on the last 60 semester hours (90 quarter hours) and a minimum score of either 400 on the Miller's Analogies Test (MAT) or 152 on the Verbal Reasoning and 145 on the Quantitative Reasoning portions of the Graduate Record Examination (GRE). Students with GPAs below 3.00 will not be considered for the program.

7. Writing proficiency assessment (4/6 minimum).
8. Interview with Teacher Education faculty members (4/6 minimum).

Additional Requirements for International Students

1. TOEFL score of 223 (computer-based) or 85 (internet-based) or IELTS 6.5.
2. Oral language proficiency assessment.
3. Weber State University-accepted bachelor's degree.
4. If the overall GPA is lower than 3.25 but better than a 3.0, or if the evaluated transcript cannot be calculated for the last 60 semester hours (90 quarter hours) of course work, the Graduate Record Examination must be taken with a minimum score of 145 on the Quantitative Reasoning, 152 on the Verbal Reasoning, and 4 on the Analytical Writing portions. Students with GPAs below 3.00 will not be considered for the program.

Ongoing GPA Requirements for all M.Ed. Students

Following admission to the M.Ed. program, students must maintain a 3.0 cumulative grade point average. Students must earn at least a B- in all core classes. Coursework in which Ds, Es, or UWs are earned is unacceptable and could result in removal from the program if the problem persists.

Additional information concerning program requirements can be viewed at https://catalog.weber.edu/preview_program.php?catoid=15&poid=7228&returnto=4607

ii. List the program level learning outcomes

At the end of their study at WSU, students in the Master of Education program will demonstrate the ability to

1. use writing to meet scholarly and professional goals.
2. use highly developed verbal communication in presentations, questioning, and discussions.
3. analyze, critique, and summarize educational research.
4. find and report on a significant educational question that has usefulness and applicability in educational settings.
5. critically and reflectively synthesize personal and professional experiences.

iii. Include a list of course titles and numbers (combine ii and iii in a curriculum-grid like chart, see example – Curriculum map on next page)

- Core Courses
  MED 6000—Fundamentals of Graduate Studies (2)
  MED 6010—Advanced Historical Foundations (2)
  MED 6020—Diversity in Education (2)
  MED 6030—Advanced Educational Psychology (2)
  MED 6050—Curriculum Design, Evaluation, & Assessment (3)
  MED 6060—Instructional Strategies (2)
  MED 6080—Conducting Educational Research (3)
  MED 6085—Developing a Project Proposal (2)
  MED 6090—Master's Project (3)
  MED 6091—Graduate Synthesis (1)
- Electives

Students self-select 14 credits with advising help from the program director or committee chair. Many courses and graduate-level workshops are available through the M.Ed. or other master's programs on campus.

iv. Web address for WSU catalog page AND any program webpages which provide a description of the program's curriculum, degree requirements, and course descriptions.

Catalog Description:
https://catalog.weber.edu/preview_program.php?catoid=15&poid=7228&returnto=4607
Program Webpage:
https://www.weber.edu/med/default.html

Curriculum Map

Core Courses in Master of Education Program	Program Learning Outcomes				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
6000 – Fundamentals of Graduate Study	F	F	F	F	F
6010 – Advanced Historical Foundations	F		F		F
6020 – Diversity in Education	F	F			F
6030 – Advanced Educational Psychology	F	F	F		F
6050 – Curriculum Design, Evaluation, & Assessment	F		F	F	
6060 – Instructional Strategies	F	F		F	
6080 – Conducting Educational Research	F	F	F	F	
6085 – Developing the Project Proposal	F		F	F	F
6090 – Master's Project	S	S	S	S	S
6091 – Graduate Synthesis Seminar	S	S	S	S	S

Note: F=Formative assessment, S=Summative assessment

b. Evidence of ongoing demand for the program

Please provide data on the last five academic years on admissions, enrollments, and degrees awarded:

In order to provide consistent data that conforms to the format for reporting to the Utah Board of Regents, some data will be provided by the Office of Institutional Effectiveness. Contact that office at extension 8586 for assistance.

NOTE: the IR data above is collected in a manner which may not match departmental data on enrollment.

i.

Academic Year	New applications	Admitted Applicants	Selectivity (%)	Applicants Enrolled	Yield (%)	Matriculated Students [IR]	Matriculated International Students [IR]	Number of Graduates (Sum, Fall, Spr) [IR]
2016-17	65	32	50	29	91			
2015-16*	116	61	53	58	95			
2014-15	107	50	47	44	88			
2013-14	55	52	48	51	98			
2012-13	88	69	78	36	52			

ii.

iii. Enrollment History:

Academic Year	Number of Majors	Faculty/Student ratios across program curr.	Average class size
2016-17	84	n/a	Not collected
2015-16	112	16.60	Not collected
2014-15	127	18.20	Not collected
2013-14	159	18.34	Not collected
2012-13	161	17.77	Not collected

Average time to degree completion (months): 35 months

Although the GradMap for the M.Ed. demonstrates that the program can be completed in 24 months, it is rare that students complete this quickly. This is partially due to the fact that most students are working public school teachers and do not take 7-8 credits per semester as shown on the map. If a student takes six credits each semester, the time to graduate would be 36 months.

Enrollment projections – briefly describe enrollment patterns and factors influencing demand for the degree. (Note: programs are not expected to project an exact number of expected students, but rather a qualitative assessment of potential opportunities and/or threats to enrollment as well as any strategies for maximizing opportunities and managing threats.).

As noted in this report, enrollment in the M.Ed. program has been declining in recent years. Some of that decline can be traced to the post-baccalaureate licensure (GC in Teaching) students who were previously counted among M.Ed. students. However, we do see that approximately two-thirds of the current M.Ed. students have previously completed in the GC in Teaching program, but they do not count as M.Ed. students under the completion of the GCT program.

To address these declining enrollments and the needs of our surrounding school districts and university community, we are reorganizing the M.Ed. program with foundational courses and four defined emphases: Curriculum and Instruction, Educational Leadership, Higher Education Leadership, and Family Life Education. Our current M.Ed. students would fall in the curriculum and instruction emphasis, although some may choose to do the educational leadership emphasis. We anticipate a decrease in students in the curriculum and instruction emphasis, but additional students in educational leadership who may not have considered our M.Ed. program in the past. The Higher Education Leadership and Family Life Education emphasis will be students who likely would have chosen a degree at another institution. These new emphases will use faculty resources more efficiently by grouping students for foundation courses and offering emphasis specific courses once a year.

The following table is projected enrollment by emphasis for the next five years.

Emphases	Students admitted 2018	Newly admitted students				
		2019	2020	2021	2022	2023
Curriculum and Instruction	45*	10	12	15	15	15
Educational Leadership	0	10	12	15	15	15
Higher Education Leadership	0	10	12	15	15	15
Family Life Education	0	10	12	15	15	15
Total	45	40	48	60	60	60

* This is a higher number than is typical given a cohort of Graduate Certificate in Teaching entering the M.Ed. program

c. Student profile *Please provide information on the entering class for each of the past 5 years:*

Entering Class	Ave. GRE/MAT*	Ave. GPA (undergrad)	Ave. Age (years)#
2016-17		3.62	
2015-16		3.56	
2014-15			
2013-14			
2012-13			

**GRE is required only if students do not have an undergraduate GPA of 3.25 or higher. This applies to very few students, too few to report without potential identification. The Miller's Analogy Test is an option and the say "too few to report" applies*

i. *Success rate of your students' post-graduation regarding employment and/or further graduate education. Add narrative if desired.*

The majority of students in the M.Ed. are employed in teaching or instructional positions. The students who have continued from the Graduate Certificate in Teaching are generally hired or in the process of seeking positions in teaching. We do not systematically collect data on employment nor additional graduate studies.

Graduating Class	# of Graduates (A)	# of Graduates Employed in Field (B)	# of Graduates in Add'l Graduate Program (C)	# of Graduates with unknown status	Placement Rate (B+C)/A
2016-17	42				
2015-16	30				
2014-15	62				
2013-14	32				
2012-13	38				

List the most common career fields represented among your students (optional):

Public school teacher
University instructor/advisor (e.g., dental hygiene clinical instructors, general studies advisors)
Other

ii. Does your program provide career placement services: Describe:

No, any career placement required is done through Career Services.

D. Student Learning Outcomes and Assessment

Measurable Learning Outcomes

At the end of their study at WSU, students in this graduate program will

1. use writing to meet scholarly and professional goals.
2. use highly developed verbal communication in presentations, questioning, and discussions.
3. analyze, critique, and summarize educational research.
4. find and report on a significant educational question that has usefulness and applicability in educational settings.
5. critically and reflectively synthesize personal and professional experiences.

Assessment of Graduating Students

Please provide a brief narrative describing the assessment processes for graduating students.

The M.Ed. uses two sources of data to assess graduating students: project quality and portfolio reflections. These two artifacts are the final tasks in the program. The project quality is evaluated by the three-member committee as part of the final defense. This is done at the conclusion of the defense while the student is not present, however, the results of the rubric are shared with the student when they are also told the grade for the project. There are subscores within the rubric which are used to report on different outcomes. The artifact (the project) is available through the WSU Stewart Library. As of Fall 2018, they will

no longer be bound for archive, but rather indexed electronically, consistent with other master's programs that require a thesis at WSU.

The Portfolio is completed as the final assignment in MED 6091 Graduate Synthesis Seminar. The portfolio is developed by the student to represent areas of growth during the program as evidenced by assignments from each course taken in the program. The rubric evaluates the students' ability to critically and reflectively synthesize their learning and growth.

Evidence of Learning: Program Outcomes

Evidence of Learning: Courses within the Degree					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes (N=32)	Interpretation of Findings	Action Plan/Use of Results
Outcome 1	Project Rubric Writing Quality	90% of students will score 13 out of 15 points possible	Mean:14.1 % above threshold: 91	The writing quality is good. We have placed a greater emphasis on writing quality throughout the program. However, the rubric currently does not distinguish mechanics from conceptual quality.	Although the results this year do not reflect improvement over last year, it is anticipated that the emphasis will cause improvement in the future.
Outcome 2	Project Rubric Oral Defense	90% of students will score 18 or above out of 20 points possible	Mean:19.7 % above threshold: 94	Students effectively present and defend their project.	This outcome is likely to remain and no additional action is needed as students are successful.

Outcome 3	Project Rubric Alignment of Sections	90% of students will score at 18 or above out of 20 points possible	Mean: 19.7 % above threshold: 97	Students generally can identify relevant issues in the literature and align them throughout the project.	A greater focus on alignment based on previous year's data has resulted in more students successfully aligning literature with project objectives, research methods, and application.
Outcome 4	Project Rubric Results & Discussion	90% of students will score at 36 or above out of 40 points possible	Mean: 38.7 % above threshold: 91	Students are doing well in interpreting research, their own findings, and connecting these.	The percent of students meeting this goal has slipped slightly. It isn't clear if this is a true change (the mean has remained the same, but percent meeting threshold is lower) or an issue with a handful of students falling just below the threshold compared to prior years.
Outcome 5:	Portfolio Rubric	90% of students will score at 22 or above out of 25 points possible	Mean: 24.9 % above threshold: 97	Students complete the portfolio with good reflection on their learning.	This line of evidence will be altered as we move toward new areas of emphasis.

Summary Information (as needed)

The M.Ed. program is in the process of proposing new areas of emphasis that will significantly change our assessment plan. These changes will result in the identification of key assignments throughout the program that are evaluated on the same rubric as the summative, culminating tasks. The explicit alignment of formative tasks and summative outcomes will provide much richer data for program evaluation.

Evidence of Learning: High Impact or Service Learning (if applicable)

The final Master's Project is a high impact educational experience. Students conduct a background review of the literature to identify an educational problem or need which is personally interesting to them. They then design an original research study or curriculum project to address this problem or need. With the guidance of a project committee chair, the student writes and defends the results or outcomes. This project moves the student from the role of a consumer of educational research to a producer of new knowledge. This is a powerful and transformative process in the professional lives of our graduates which places them in a position to have a broader impact.

The Master's Project is one of the areas where a final summative collection of evidence of the stated outcomes is gathered. The evidence of this high impact experience is, therefore, included in the Table in Section D above.

E. Academic Advising

Advising Strategy and Process

Most students interested in the program first make contact via the Graduate Admissions webpage: https://www.weber.edu/graduateprograms/right.html. The administrative assistant, Melinda Bowers, responds with a general email about the program admission requirements and provides further information about when courses are offered, how many credits to take each semester, and elective courses offered. This often results in a face-to-face advising session with the program director if they need further direction. Both the director and assistant help advise individual

students on which courses to take each semester, as needed. If students have questions concerning the use of non-M.Ed. courses or variance for electives, the director handles those questions. CatTracks is used to document all advising.

Once students begin the Master's Project process, they select a Master's Project chair and committee members. The Project Chair then takes over many advising duties as the student nears completion.

Effectiveness of Advising

Advising has been effective to this point, with most issues resolved in a short period of time. We have made use of a six-semester projected course schedule to help students map out a course of study. In addition, we notify students of any changes to that schedule.

Past Changes and Future Recommendations

In Summer 2017 there was a change in director and advising changed a bit. Louise Moulding began using email, phone, and video calls to provide advising rather than face-to-face. This has been efficient and students are able to get advising without coming to campus. As the M.Ed. expands to multiple areas of emphasis, this may no longer be effective. We are planning to provide information sessions for general advising, with individual appointments set for more complex questions/situations. The administrative assistant, who also serves as the primary advisor to the Graduate Certificate in Teaching program, has had great success with this model over the past semester.

F. Faculty and Teaching

a. Describe the minimum qualifications required of graduate faculty (e.g., degree, professional experience):

Tenure track faculty in the Department of Teacher Education must hold a terminal degree (doctorate) and have at least three years of public school experience. These requirements have created a well-qualified and credible faculty.

b. Faculty Demographic Information – list all faculty who teach in the program:

Name	**Home Dept**	**Title/Qual**	**Type (tenure, tenure track,**	**Gender**	**Ethnicity**

			contract or adjunct)		
Melina Alexander	Teacher Ed	Professor/Ph.D	Tenured	F	White
Vincent Bates	Teacher Ed	Assoc Professor/Ph.D.	Tenured	M	White
David R. Byrd	Teacher Ed	Assoc Professor/Ph.D.	Tenured	M	White
Caitlin Byrne	Teacher Ed	Asst Professor/Ph.D	Tenure Track	F	White
Ryan Cain	Teacher Ed	Instructor/Ph.D. ABD	Contract	M	White
Michael E. Cena	Teacher Ed	Professor/Ph.D	Tenured	M	White
Forrest Crawford	Teacher Ed	Professor/Ed.D	Tenured	M	African American
Shirley Dawson	Teacher Ed	Asst Professor/Ph.D	Tenure Track	F	White
Ann Ellis	Teacher Ed	Assoc Professor/Ph.D.	Tenured	F	White
Jennifer Green	Teacher Ed	Asst Professor/Ed.D	Tenure Track	F	White
Kristin Hadley	Teacher Ed	Professor/Ph.D	Tenured	F	White
Jack Mayhew	Teacher Ed	Professor/Ph.D	Tenured	M	White
Louise Moulding	Teacher Ed	Professor/Ph.D	Tenured	F	White
DeeDee Mower	Teacher Ed	Asst Professor/Ph.D	Tenure Track	F	White
Dan Pyle	Teacher Ed	Asst Professor/Ph.D	Tenure Track	M	White
Clay L. Rasmussen	Teacher Ed	Assoc Professor/Ph.D.	Tenured	M	White
Sheryl Rushton	Teacher Ed	Asst Professor/Ph.D	Tenure Track	F	White
Peggy J. Saunders	Teacher Ed	Professor/Ph.D	Tenured	F	White
Stephanie Speicher	Teacher Ed	Asst Professor/Ph.D	Tenure Track	F	White
Penée W. Stewart	Teacher Ed	Professor/Ph.D	Tenured	F	White
Natalie A. Williams	Teacher Ed	Professor/Ph.D	Tenured	F	White
Nadia Wrosch	Teacher Ed	Asst Professor/Ed.D	Tenure Track	F	Hispanic

i. Percentage of graduate courses and/or credits taught:

The M.Ed. program runs a full semester every summer. Every class taught in the summer is in overload and paid by Continuing Education. This table has been edited to highlight differences in overload percentages for Fall/Spring compared to the full F/S/Su school year.

	Total credits F/S	Total credits F/S/Su	Overload credits F/S	Overload credits F/S/Su	% overload F/S	% overload F/S/Su
2017-18	100	146	10	56	10%	38%
2016-17	101	144	21	64	21%	44%
2015-16	97	140	16	59	16%	42%
2014-15	100	145	10	55	10%	38%
2013-14	105	151	20	66	19%	44%

ii. *Describe the faculty compensation model for thesis advising, directed study, supervision of student consulting projects / internships, etc.*

Faculty are awarded .5 credit for chairing and .3 credit for serving on committee. These credits are "banked" and can be used at the choice of the faculty with the permission of the chair. This is sometimes problematic because faculty do not use the credits and they build to unreasonable levels. In the past, the Dean has "bought out" credits for faculty who have an excessive amount.

c. Programmatic/Departmental Teaching Standards

Faculty Qualifications

All M.Ed. faculty teach both undergraduate and graduate courses. No faculty are recruited or hired as M.Ed. only. Thus the Teacher Education processes for determining faculty qualifications are met.

As part of our previous TEAC accreditation, we completed as audit of our procedures for hiring faculty and assigning them to classes. The committee audited a sample of faculty using the following checklist:

Faculty Audit Checklist

Yes	No	Criterion
		Met minimum and preferred criteria for position hired
		Course taught match degree/experience
		Current (as of last review) professional file
		Evaluated at appropriate career stage
		2 yr review by chair
		3 yr informal review
		6 yr tenure/promotion review
		Post-tenure/promotion review
		Letters from peer review/ chair /R & T committees/ dean present i
		Documentation that decision follows channels described in PPM

The sample consisted of two of five full professors, three of nine associate professors, and two of five assistant professors.

Findings

Hiring Procedures and Requirements

Weber State University's Policy and Procedure Manual (www.weber.edu/ppm/Policies/8-6_FacAppt.html) details the requirements for hiring faculty. When starting a new faculty search, the director of Weber's Human Resource department meets with the search committee and explains the procedures to be followed (http://www.weber.edu/wsuimages/HumanResources/Faculty%20Hiring%20Checklist%202012.pdf) .

Upon review of the posted job descriptions since 2005, it was noted that the minimum requirements for faculty positions were: 3 years of teaching experience, a PhD in education or related field and content knowledge in the identified area. The preferred requirements varied depending on the position.

The requirements for the rank and tenure review process and post tenure review are outlined in the PPM 8-12 http://www.weber.edu/ppm/Policies/8-12_DatedGuideRankTenureReview.html

The results of faculty audit found that faculty met the minimum and preferred criteria of the job description when hired and were also teaching in areas for which they were qualified to teach. The professional files were up to date as of their last review and included the required review letters. All other criteria identified in the checklist were met. It was noted that for faculty hired under the old policy a 2-year review was an informal review and was not documented. One faculty was hired the first year as a temporary position until the Ph.D. was completed and then a tenure track position was offered and another had the appointment delayed a few months until the Ph.D. was completed. Prior to the last review in 2005, the audit revealed one faculty whose hiring did not follow this procedure. However, this hire did follow procedures for accommodating necessary highly skilled individuals in critical shortage areas.

Assignment Strategies for Faculty to Teach Courses

Teacher Education faculty are typically recruited to fill a specific program need (e.g., literacy). Some are recruited as generalists to address several program areas (e.g., EDUC 1010 Exploring Teaching). The department chair, in consultation with program directors, assigns faculty to teach courses based on the faculty member's expertise in that particular area. Factors that are considered include (a) terminal degrees, (b) experience teaching similar courses at other institutions, and (c) practical experience in that area (e.g., taught reading in an elementary school). The chair may also consider past course evaluations, recent professional development activities, and faculty requests. When a qualified faculty member is not available to teach a course, the chair will occasionally seek a qualified adjunct. However, the department strives to staff courses with qualified tenure-track faculty, and utilizes adjunct professors on a limited basis (excluding supervision).

Weber State University Teacher Education department has made a concerted effort to follow university and departmental policy in the past and intends to continue this approach in the future. The PPM and the HR Department have specific hiring procedures with checks and balances to ensure all procedures are carefully followed. The audit revealed policy is being followed.

Evidence of Effective Instruction

i. Regular Faculty

Course evaluations for the department are collected and presented in aggregate without names at a department meeting. Department means and medians are calculated. When a faculty member consistently scores below the median in all courses, the department chair will consult with the faculty member to establish a plan to improve instruction. Additionally, faculty members analyze their progress in the teaching section of the faculty annual review. Tenure track faculty meet with the department chair to review teaching data on an annual basis.

ii. Adjunct Faculty

No adjuncts consistently teach M.Ed. courses. When an adjunct does teach a course, the course evaluations are carefully analyzed prior to hiring the person to teach another course.

Mentoring Activities

Each new Teacher Education faculty is assigned a mentor to aid in on-boarding activities and to serve as a touchpoint for questions and connections. The mentor serves until a successful 3rd year review.

Diversity of Faculty

Currently, two out of 22 of our faculty come from diverse racial backgrounds. This is an area where we are making concerted efforts to hire faculty who better reflect the diversity of our Ogden community

Ongoing Review and Professional Development

G. Support Staff, Administration, Facilities, Equipment, and Library

<u>Adequacy of Staff</u>

i. Ongoing Staff Development

The seven support and professional staff have access to substantive professional development through the university. Additionally, the Teacher Education department funds professional conferences and other needed

training offered outside the university. Although many of these staff do not work with M.Ed. students directly, they provide support for faculty as they work with the students.

Adequacy of Administrative Support

The administrative assistant, Melinda Bowers, does an outstanding job of managing both the M.Ed. and GCT program

Adequacy of Facilities and Equipment

The Teacher Education department (TED) has eight classrooms, two conference rooms, and a computer lab within the David O. McKay Education building. All eight classrooms have two computers in the teaching station. There is also a mounted projector, visualizer, whiteboards. This is the university standard (personal communication, Russell Paige, Academic Technology Training and Planning) which indicates that all classrooms meet or exceed the university standard for technology in the classroom. Six of the eight classrooms have mounted Smartboards. These six classrooms are where the majority of instruction takes place. Room 219 and 319 are used on a limited basis so a decision was made to not put a Smartboard in those classrooms. Each classroom seats at least 30, which is adequate as most classes are capped at 25. There are a variety of table types and faculty can often request a certain room based on the type of arrangement they prefer.

The two conference rooms have adequate facilities for the needs of small conferences. The computer lab has adequate computers for the class sizes and the drop-in needs of students. Classroom and conference room information is summarized in Table G1.

Table G1. ***TED Classrooms and Conference Rooms***

Room	Purpose	Comp.	Proj	Visual	Smart-board	White board	Seats	Table Type
006	Classroom	Dual platform Mac	X	X	X	2	40	Round

015	Classroom	Dual platform Mac	X	X	X	3	47	Trapezoid and Rectangular
219	Classroom	Dual platform Mac	X	X		3	30	Rectangular
227	Classroom	Dual platform Mac	X	X	X	4	45	Round
238	Conference	PC				1	11	Rectangular
303	Computer lab	Mac	X	X	X	1 portable	30	Computers
317	Classroom	Dual platform Mac	X	X	X	2 1 portable	35	Trapezoid
319	Classroom	Dual platform Mac	X	X		2	34	Trapezoid
320	Conference	PC	X		X	1	10	Oval
325	Classroom	Mac PC	X	X	X	1 1 portable	40	Trapezoid
330	Classroom	Mac PC	X	X	X	4	42	Trapezoid

Offices, staff, and other meeting rooms were checked for adequate space and materials. There are 24 faculty offices and 6 staff offices for TED in the David O. McKay Education building. Each office has an up to date computer, adequate office furniture, and adequate space. The Advisement Center has three computers, two of which are for student use, and adequate space and furniture in a waiting area. The Media Lab has four computers for student use along with an area for preparing teaching materials with a copier, paper, die cuts, electronic cutter, and two laminators. Both faculty and students may use these

materials. The materials in the Media lab are adequate. The Moench room has a computer and lectern available for checkout and adequate furniture.

Adequacy of Library Resources

Library resources are available and meet the needs of the program. During the Fundamentals of Graduate Study course (MED 6000) students learn how to use the library resources to find references. This skill is needed throughout the program. Shaun Adamson, the Library instructor for our college, is very responsive to the needs of our faculty and students.

H. Relationships with External Communities

The M.Ed. program has an established role with our external communities, primarily school district administrators. Each M.Ed. student selects a project committee and for currently employed teachers, one of the members is typically a school district representative.

We involved school district representatives in our M.Ed. program redesign from the outset. They were involved in committee work to identify and define coursework and to create syllabi for new courses in the Educational Leadership emphasis. We also plan to use experienced district administrators as adjunct instructors of some of these courses.

Our program redesign involved collaboration with departments and professional staff across campus. For the Higher Education Leadership emphasis, Drs. Brett Perozzi and Jessica Oyler were involved in course outlines and syllabus creation. The Family Life Education emphasis was developed by our colleagues in the Department of Child and Family Studies.

Although the M.Ed. program does not currently have an advisory committee, we continually seek input from these community and university partners. We plan to establish a formal advisory committee (see Issue 4) as we implement the program changes.

I. Results of Previous Program Reviews

Date of Program Review: April, 2014	Progress Description
Program Concern 1: Program outcomes are appropriate and stated for a graduate M.Ed. program. However, there is not enough distinction between outcomes for the post-bacc licensure track when compared to the M.Ed. program mission. Learning outcomes should be defined for each measure/standard which has created some confusion with the dual track program.	1. Graduate Certificates in Teaching (GCT) were created by the department and approved as new programs by the Utah Board of Regents. 2. The GCT programs include licensing for elementary, secondary, and special education. 3. Data collected for the GCT are reported with the undergraduate teacher licensing programs because of the similarity of the artifacts and assessments collected. 4. The GCT will be accredited with the undergraduate program because the outcomes are identical for initial teacher licensure.
Program Concern 2: With a dual track, students need a clear process for advising. A single office advisor may not be sufficient for this need.	1. The administrative assistant does the initial advising of students considering the GCT. She holds regular information sessions during which the program is described and questions can be addressed. 2. A new director of the GCT programs was appointed in August, 2016. She also advising of students and manages the program as a whole. 3. The MED director focuses her efforts on the students who are in the master's program only or those, who after completing the GCT, have moved into the master's program.

Summary Information (as needed)

J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1 Need better tracking system for students from initial inquiry through the application, admission, and program completion process.	Current 5 Year Program Review: Initial conversation with Graduate Council, Ben Berraza, and Scott Teichert to begin the process of develop of product
	Year 1 Action to Be Taken: Use the system, or continue as a stakeholder in the development process
	Year 2 Action to Be Taken: Use the system to improve recruitment, communicate with students, and track progress through program.
	Year 3 Action to Be Taken: Use the system to improve recruitment, communicate with students, and track progress through program.
	Year 4 Action to Be Taken: Use the system to improve recruitment, communicate with students, and track progress through program.
Issue 2 Program outcomes need to be connected more explicitly to formative tasks throughout the program.	Current 5 Year Program Review: Identify program outcomes related to all areas of emphasis.
	Year 1 Action to Be Taken: Identify key assignments to act as formative assessments. Add rubrics to Canvas for use by all instructors as needed.
	Year 2 Action to Be Taken: Implement summative assessments with initial cohort upon completion.
	Year 3 Action to Be Taken: Evaluate the data to determine if formative evaluation was predictive of summative evaluation. Adjust key assignments, rubrics as needed.
	Year 4 Action to Be Taken:
Issue 3 Decreasing enrollment for M. Ed. Curriculum and Instruction	Current 5 Year Program Review: Continue to recruit Grad Certificate in Teaching students to the M.Ed. Begin recruiting for other areas of emphasis to increase overall numbers in M.Ed.
	Year 1 Action to Be Taken: Use recruiting program (see Issue 1) to improve contact and information provided to students making inquiries. Participate in recruiting fairs and multi-institution information sessions.
	Year 2 Action to Be Taken: Participate in recruiting fairs and multi-institution information sessions.
	Year 3 Action to Be Taken: Participate in recruiting fairs and multi-institution information sessions.
	Year 4 Action to Be Taken: Participate in recruiting fairs and multi-institution information sessions.

Issue 4 Lack of consistent external/community involvement.	Current 5 Year Program Review: Establish an advisory board that has representation for each area of emphasis.
	Year 1 Action to Be Taken: Meet twice per academic year to share data, receive feedback, and communicate for recruitment.
	Year 2 Action to Be Taken: Continue meeting regularly
	Year 3 Action to Be Taken: Continue meeting regularly
	Year 4 Action to Be Taken: Continue meeting regularly

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1 As we introduce new emphases, there may be need for additional staff support.	Current 5 Year Program Review: Streamline processes within M.Ed. office for greater efficiency.
	Year 1 Action to Be Taken: Document time spent on each type of task (communication, advising, information management, etc) to determine where efficiency can be improved.
	Year 2 Action to Be Taken: Evaluate job description of administrative assistant given recorded task times.
	Year 3 Action to Be Taken: Evaluate job description of administrative assistant given recorded task times.
	Year 4 Action to Be Taken: Evaluate job description of administrative assistant given recorded task times.

Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
Final Project Rubric	During the defense meeting, the committee completes the rubric and evaluates the student on each criterion. The results of the rubric are shared with the student in that meeting.	● The rubric for the project is placed in the student's file. These data are saved in a secure location in the Education Building and shredded at the end of 5 years. ● Two hard-bound books of the project are submitted to the Stewart Library; a third copy is placed in the Master's Library (rm. 238) in the McKay Education Building. ● Some copies are stored at the Stewart Library electronically.
Final Portfolio Rubric	The portfolio is assessed in MED 6091 – Graduate Synthesis Seminar. The professor who teaches the course does the final grading of the portfolio in a one-on-one meeting with the student who explains the nuances of his/her portfolio with the instructor.	The rubric is saved on the Canvas course website under each student's name. If the student chose to do an electronic portfolio (about ½ choose this option), it is sometimes available through the Canvas site or a link to Box or Google docs. We do not archive all of the portfolios especially those that are hard copies.

Summary Information (as needed)

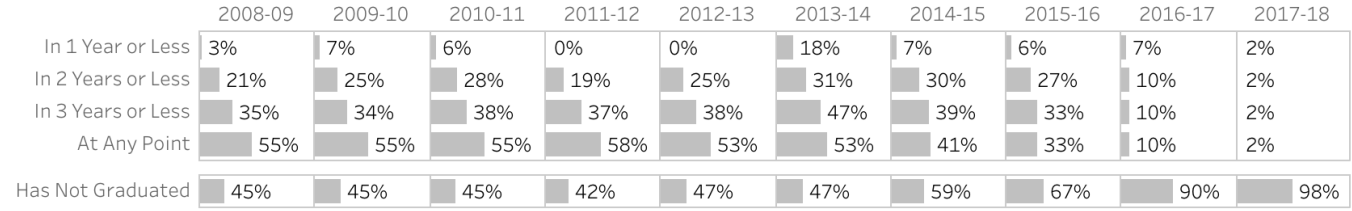
APPENDICES

Appendix A: Student and Faculty Statistical Summary
Note: Data provided by the Office of Institutional Effectiveness

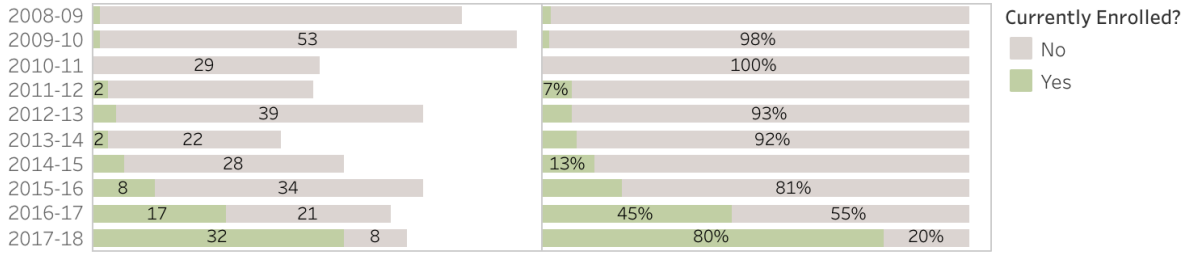
Master of Education	2013-14	2014-15	2015-16	2016-17	2017-18
Student Credit Hours Total [1]	**2,851**	**2,425**	**2,987**	**3,672**	**3,889**
Student FTE Total [2]	**142.55**	**121.25**	**149.35**	**183.60**	194.45
Student Majors [3]	161	159	127	112	84
Program Graduates [4]	32	60	30	42	32
Student Demographic Profile [5]					
Female	121	108	87	84	64
Male	40	51	40	28	20
Faculty FTE Total [6]					
Adjunct FTE	5.46	4.32	3.54	**5.58**	n/a
Contract FTE	23.13	21.87	21.29	20.98	n/a
Student/Faculty Ratio [7]	**17.77**	**18.34**	**18.20**	**16.60**	n/a

Additive Program Unit Percentages

Data for the most recent three years reflect in-progress students and may change over time



Has Not Graduated by Currently Enrolled



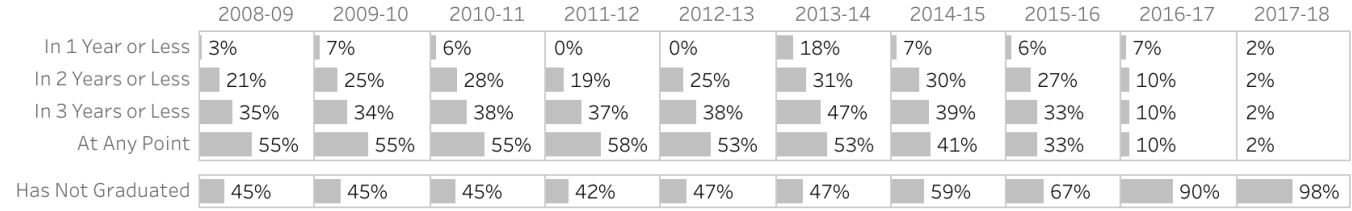
Overall Numbers and Percentages

		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Not Yet Graduated*	University	96 (29%)	98 (26%)	73 (19%)	75 (20%)	85 (25%)	75 (24%)	94 (27%)	132 (34%)	190 (48%)	407 (93%)
	College	50 (44%)	55 (42%)	33 (42%)	29 (36%)	43 (40%)	26 (39%)	35 (47%)	44 (54%)	42 (67%)	60 (98%)
	Program	47 (45%)	54 (45%)	29 (45%)	28 (42%)	42 (47%)	24 (47%)	32 (59%)	42 (67%)	38 (90%)	40 (98%)
1 Year or Less	University	101 (31%)	130 (34%)	156 (40%)	122 (33%)	83 (24%)	109 (34%)	87 (25%)	126 (32%)	117 (30%)	28 (6%)
	College	3 (3%)	7 (5%)	5 (6%)	0 (0%)	0 (0%)	6 (9%)	3 (4%)	4 (5%)	20 (32%)	1 (2%)
	Program	3 (3%)	7 (6%)	4 (6%)	0 (0%)	0 (0%)	6 (12%)	3 (6%)	4 (6%)	3 (7%)	1 (2%)
2 Years	University	77 (23%)	84 (22%)	101 (26%)	114 (31%)	120 (35%)	100 (31%)	112 (32%)	115 (29%)	81 (21%)	
	College	26 (23%)	31 (24%)	22 (28%)	26 (32%)	39 (36%)	21 (31%)	28 (38%)	29 (36%)	1 (2%)	
	Program	19 (18%)	22 (18%)	14 (22%)	13 (19%)	22 (25%)	7 (14%)	12 (22%)	13 (21%)	1 (2%)	
3 Years	University	28 (9%)	35 (9%)	32 (8%)	34 (9%)	28 (8%)	23 (7%)	50 (14%)	15 (4%)		
	College	14 (12%)	12 (9%)	7 (9%)	12 (15%)	12 (11%)	8 (12%)	6 (8%)	4 (5%)		
	Program	14 (13%)	11 (9%)	7 (11%)	12 (18%)	12 (13%)	8 (16%)	5 (9%)	4 (6%)		
Over 3 Years	University	27 (8%)	35 (9%)	24 (6%)	24 (6%)	20 (6%)	7 (2%)	5 (1%)			
	College	21 (18%)	24 (18%)	11 (14%)	14 (17%)	13 (12%)	3 (4%)	1 (1%)			
	Program	21 (20%)	24 (20%)	11 (17%)	14 (21%)	13 (15%)	3 (6%)	1 (2%)			

**Students who have not yet graduated may or may not be enrolled.*

Additive Program Unit Percentages

Data for the most recent three years reflect in-progress students and may change over time



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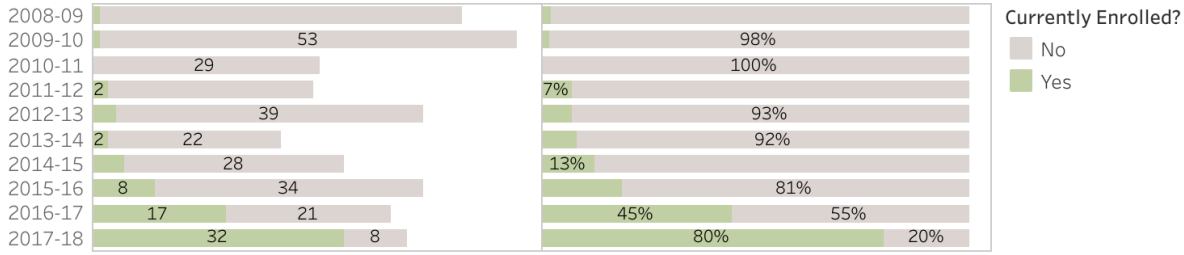

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	Program	21 (20%)	24 (20%)	11 (17%)	14 (21%)	13 (15%)	3 (6%)	1 (2%)			

**Students who have not yet graduated may or may not be enrolled.*

Appendix B: Contract/Adjunct Faculty Profile

Not applicable

Summary Information (as needed)
The M.Ed. program does not use adjunct faculty on a consistent basis. Occasionally, an adjunct is needed to teach a course when regular faculty are not available.

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Melinda Bowers	F	W	Administrative Asst.	4 years 2 mo. in M.Ed. 9 yrs at WSU	

Summary Information (as needed)

Appendix D: Financial Analysis Summary

Funding	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
Appropriated Fund	2,308,885	2,559,207	2,470,569	2,502,681	2,676,339
Other:	92,180	190	291	677	195
Special Legislative Appropriation					
Grants or Contracts	61,189	55,554	48,299	60,022	60,896
Special Fees/Differential Tuition	22,755	32,017	32,823	35,531	20,125
Total	2,485,009	2,646,968	2,551,982	2,598,911	2,757,555
Student FTE	142.55	121.25	149.35	183.6	194.45
Cost per FTE	$17,433	$21,831	$17,087	$14,155	$14,181

Note: Data provided by Provost's Office

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Jane Ann Kammeyer	Weber School District (ret.), Curriculum Director
Jeanne Cameron	Ogden School District, Mentor Coordinator
Larry Hadley	Weber School District, Human Resources Director
Jessica Bennington	Ogden School District, Human Resources Director
Allison Riddle	Davis School District, Mentor Coordinator and Alum