

## Master of Education Program Faculty Response to Program Review Report

### 1. Commendations

- a. The Master of Education (MEd) program faculty appreciate and acknowledge the time of the review team. We agree with the areas that they identified as strong, namely the strength of our mission and curriculum. We also feel that the review supported the many changes we are implementing as part of the new emphases beginning in Fall 2019.

### 2. Recommendations

- a. Revisit the mission and vision statements in light of the revisions.
  - i. All program faculty agree with this recommendation.
  - ii. As part of the new emphases, we have revised our mission statement to read: *We support educators in education, business, industry, and higher education through advancing the theoretical and practical applications of teaching and leadership.* This mission statement was not part of the program review due to the fact that the new emphases were not operational in the span of the review.
  - iii. In light of the new emphases, a new assessment plan is being implemented. The new assessments will provide evidence of fulfilling the vision statement.
- b. As the program revises the associated websites, we recommend a double check of new resources as they are created.
  - i. All program faculty agree that the website needs revision and some changes have begun. However, we need to ensure that information is more easily found, especially information about the requirements of each emphasis and clarity in admission requirements.
  - ii. We will continue to work with Jaime Winston (or other personnel) to update the website as needed. He has been extremely responsive to our needs since approval of the new emphases, so we are confident that we can easily meet this recommendation. We will track student concerns in the office and make adjustments as needed.
  - iii. A review of the website will be made each year to ensure that information is accurate and easily accessible.
- c. Increase efforts to distribute aggregate program assessment data and engage more faculty in strategic planning based on those results.
  - i. Among the program faculty there were differing opinions about this recommendation, with 83% agreeing and the remaining faculty disagreeing. Those in support of this recommendation felt that regularly scheduled reports to faculty were warranted and could be part of each semester department meeting. Others felt it could be an annual report. However, there was general consensus that the data we collect needs to be revised as we implement the new areas of emphasis. Those who disagreed with this recommendation felt that program

- faculty are already aware of the performance of students, but recognized that the new emphases would require that data be shared with partner departments such as Child and Family Studies and Student Affairs.
- ii. Based on our new assessment plan, faculty will identify key formative assessments throughout the program for each emphasis, and culminating (summative) assessments that can be used as evidence for each program outcome. These data will be aggregated into an annual report and distributed to our department and all partners, including other departments and school districts.
  - iii. The report summary will be submitted to interested parties to demonstrate achievement of outcomes and success of the program.
- d. The program should consider career advising strategies should the non-teacher population increase.
- i. Just over 70% of faculty agree with this recommendation. Those who agreed felt that more advising may be necessary given the new emphases, while those who did not agree felt that most students in the program are working professionals.
  - ii. The program staff, partners in other departments or divisions (CHF, Career Center, and Student Affairs) and faculty will work to provide career advising. In addition, the website lists some potential career opportunities.
  - iii. Success will be assessed by reporting the number of candidates who have secured employment in field of interest.
- e. Write a guidance plan for addressing long-term diversity of faculty.
- i. Over 80% of faculty agree with this recommendation. Of those who disagree, there were concerns about the team's narrow view of diversity (race/ethnicity only) rather than a broader view of issues such as an upbringing in extreme poverty or first-gen college graduates.
  - ii. As a department, not just the MEd program, we are actively working to diversify our faculty by providing the extra points available through the human resources rating program.
  - iii. The diversity of faculty is a departmental goal and will be demonstrated by faculty qualification and demographic data.
- f. Aggressively investigate methods for evenly distributing project committee workload.
- i. Over 90% of faculty agree that a method of more even distribution of project committee workload is needed. We have a method in place for this, but need to follow the process more completely. We also will reduce some of the project load as we anticipate involving more faculty from other departments in the committee work.
  - ii. A full audit of the current faculty committee workload and faculty preference will be completed. Based on this, the program director will be more able to make recommendations for program chair/committee member.
  - iii. Match of faculty preference and workload will be evidence that this recommendation has been met.
- g. Bring in more staff to support the duties of that position, possibly in the form of a work study student.
- i. All faculty agree to this recommendation.
  - ii. The incoming dean has taken steps for a work study student beginning Fall 2019. This will support the administrative assistant and program director in meeting the needs of students in the expanded program options.

- h. The program maintains strong relationships with the school districts, state education organizations, other higher education institution, professional organizations, and other departments and colleges within WSU. However, it is time to formalize those relationships.
    - i. While this was not stated as formal recommendation, the faculty whole-heartedly agree that strong, more formal partnerships are needed.
    - ii. The department is working to development formal partnerships with key personnel from local school districts, in addition to supporting the relationships of other departments who now influence the new emphases. The partnerships will receive the report of student achievement as described in the new assessment plan and help in program development.
3. Plans beyond the Program Review Recommendations
- a. None at this time.