

Program Name	Education	Degree Level:	MAED
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1. Synopses of significant findings: Included are the conclusions and recommendations sections from the consultant's report. Please see attached document for complete consultant's report.

A. **Conclusions:** This report began with two overarching questions: To what extent is the M.A.Ed. program meeting its outcomes? Do the resources provided convert to meaningful value for students and the service area communities? The M.A.Ed. program at WLU possesses an effective curriculum that fits well amidst many institutional challenges. Additionally, WLU College of Education faculty, staff, and administration have remained true to an institutional master plan drafted *circa* 2013. This plan prepared the institution for growth, including expansion and enhancement of student activities, facilities, and technology. Distance learning was a clear priority in that document. The reader should note that these planning documents are less sensitive to fast-moving contextual shifts, and the Upper Ohio Valley appears to be ground-zero for fast-moving contexts.

Graduate distance education is of existential importance to WLU, and the M.A.Ed. program is integral to the future of distance education at the university. The special focus on understanding and using educational research provides the M.A.Ed. program with a valuable niche in a service area where there are many traditional education master's programs. A rock-solid curriculum and an engaged faculty speak well for the program's planning and implementation efforts.

From my observation, the core feature of the curriculum is the thoughtful and well-executed assessment strategy. These assessments were purposeful for professors in that they were not just used to provide feedback to students, but were used for continual program improvement. Many of these assessments were situated in or drew data from the field, which maximizes the relevancy of any preceding instructional activities. These assessment activities tended to have hands-on aspects about them, with students first observing real world activities, practicing skills, getting feedback (through formative assessments), then trying the skill again. M.A.Ed. rubrics were ubiquitous and provided students with explicit indicators of behavioral and dispositional expectations. As expected, these rubrics were most prominent in the courses where the most profession- and research-like activities occurred. In discussions with faculty and administration, there was the natural use of assessment terminology, particularly when it involved the key assessment reports. These reports were also evidence of the systematic use of assessment data by faculty.

The payoff has been in consistently improving performances by students and 100 percent pass rate on a certification exam for the WV Multi-categorical Special Education certification program. This rigorous approach to teaching, learning, and program improvement also can open new growth opportunities. As a rule, assessment drives learning (Stiggins, 2007). If students are learning, then they are getting a valuable return on their investment. This also means that WLU's investments in the program and its faculty are paying off.

Here is a list of complementary conclusions to the above:

- 1) Resources: People. A general theory here is that, where feasible, resource allocation should follow where there is growth.
 - a. Adequate financial and facilities resources may be tainted by uncompensated course overloads.
 - b. In terms of enriching a graduate culture, graduate students are an important feature. Confusion over work hours can undermine this effort.
- 2) Activities: Curriculum
 - a. This is a high-quality program that exceeds expectations. The curriculum is 21st Century in content, delivery, and assessment strategies used.
 - b. There exist a wide variety of documents, including handbooks for students and key assessment reports for internal use that indicate an extraordinarily hard-working faculty and staff.
 - c. Efforts at self-study and continual improvement are effective and impressive. A good deal of data is collected, and there appears to be little waste in its use.
 - d. The programs have rich collaborations that produce SCH. Research-based literacy program is a model.
 - e. Faculty share a desire for a vision for and improved graduate culture.

B. Recommendations: The WLU M.A.Ed. program is meeting its intended outcomes, and it is bringing value to students, faculty, and the institution. These recommendations are in line with the spirit of continual improvement, a consistent theme found in resource allocation and the curriculum and related activities at WLU.

- 1) Resources: Immediately arrest the work hours issue for graduate assistants.
- 2) Resources: Grow M.A.Ed. programs from internal pipelines.
- 3) If it is not happening already, resources should *follow the growth*. In the WLU context, the growth is in the graduate programs.
- 4) Reciprocity. One strategy for using the return on investment (ROI) in graduate programs is to use graduate funding to support undergraduate recruitment. As undergraduate enrollments rebound, recruit heavily from WLU's own undergraduate programs. Then, reinvest into the graduate programs as this type of pipeline grows. One way of jumpstarting such an approach is to allow undergraduates to take 6 hours of graduate coursework during the last semester of their senior years. This would get them an early entry into graduate programs (assuming this is possible under HLC rules).
- 5) Resources: Grow M.A.Ed. program from external pipelines
- 6) The M.A.Ed. program has had success from partnerships. Continue these.
 - a. New partnerships in high need areas may be effective; that is, target need areas. Help schools and districts that are finding it difficult to find professionals to grow their own. For example, if WLU could deliver specifically trained certified special education teachers, Pittsburgh area schools may support such an effort by paying part of the tuition costs. This could produce a win-win-win situation for all involved. For example, TTU is negotiating contracts with both Dallas and Houston Independent School Districts to meet their specific needs by enrolling cohorts of students who work in these districts. Student tuition will be partially paid for by the school districts. This may also require that professors gain additional competencies for new courses.

- b. Graduate student services could be greatly enhanced with a dedicated admissions counselor. This person could develop and implement a recruiting plan that includes meeting potential students at various venues and events and following up with admitted students who had not yet enrolled.
- c. Develop 12- to 15-hour graduate certificates (from existing courses—for the most part) that meet niche needs. For example, combinations of courses that appeal to private schools and home schoolers may be attractive (or similar niche group). Certificates can be a gateway for full degree-program entry. The zoo management program may be a familiar model for WLU to replicate.
- d. Leverage online infrastructure to deliver degree and certificate programs nationally. That is, consider more online only degrees.
- e. Capstone presentations could be an advertising opportunity. That is, find a way to make a big deal out of this effort (e.g., poster presentations in an area where potential future students are clustered).
- f. Resources: Faculty. If this is not already done, separate graduate faculty status from the promotion and tenure process. Make these statuses clear.
- g. Publish graduate faculty names, qualifications, scholarly activity.

C. Curriculum and Related Activities:

- 1) Continue the key assessment reports. Use these as a source for scholarly activity.
- 2) Extend assessments to routine surveys of alumni and alumni employers
- 3) Consider providing research-as-a-service to partners. Teams of faculty and students could turn partner data into learning opportunities. Fees could be assessed. In lieu of fees, a partner could pay tuition for an employee taking classes in the M.A.Ed. program.
- 4) Paying for overload courses appears to be a complex issue, but one approach is to incentivize the extra effort by compensating at an adjunct rate. Typically, this is a rate that is much less than tuition and state funding generated by the course. WLU could then move the excess to a special account set aside for paying future overloads. One provision would have to be that the overload course would have to have enough students in it to cover the costs of the extra pay.
- 5) Increase scholarly productivity. It is difficult (if not unethical) for professors to guide research, if they themselves are not conducting research.

- D. Curriculum Rubrics:** If it can be done without too much upheaval, consider making all rubric scales the same range (e.g., all 5s or 7s) to capture a wider range of student performance. This can be done easily by leaving even numbered descriptors blank. Then help students understand that even numbered descriptors indicate performance that is somewhere between the explicitly labeled odd descriptors. This can be helpful to students whose performance is truly “emerging” and helpful to instructors who want more growth from students, while controlling grade inflation. I recommend avoiding rubric scales that stop at three.

Weight indicators based on importance and difficulty. For example, APA style and methodology appear to contribute equally to the overall score on the capstone project. That is, not all domains of a rubric should be of equal weight. If I missed the weighting, please ignore this recommendation.

- E. Curriculum Data:** The use of data was impressive. You may need a dedicated individual that supports efforts like this one and other accrediting efforts. You need to institutionalize how people are gathering and presenting data, so that the loss of any current personnel will not negatively affect continuing data gathering efforts.
- F. Curriculum: Human Subjects.** Speed up reviews using a proactive stepwise approach, such as
- 1) Create an institutional review board that has campus-wide representation and broad representation from multiple research traditions.
 - 2) For exempt reviews, one IRB member familiar with the proposed protocol's research tradition reviews those protocols.
 - 3) For expedited reviews, two IRB members review, with only one needing to be from the research tradition.
 - 4) Develop model protocols that faculty can use when working with students. Models could be complemented with locally derived, education-specific modules, rather than full Collaborative Institutional Training Initiative (CITI) training. CITI training (and other similar training programs) is broad and may be overkill for master's education students. It tends to work best for doctoral students and faculty involved in projects with increased risk. Faculty may be able to make the best use of CITI-type training.
 - 5) Develop a human subjects recordkeeping system with periodic reviews of it, so that problematic trends in research protocols can be addressed. Examining trending problems should help the creation of better model protocols for training students. This should produce better protocols. Better protocols should convert to speedier reviews, which means fewer delays for students and faculty and less stress for human subjects professionals. This has been my experience. Examining trends in protocols and developing models based on those trends improved the experience for everyone involved, over time. This was based on an effective recordkeeping system.
 - 6) Base shifts of philosophy on human subjects reviews on a "meeting of minds" of affected faculty and human subjects professionals.
- G. Curriculum: Graduate Student Support:** Since the Highland campus has such a specific population, some dedicated academic support is needed for this campus. This person could support students with writing and style support. The idea is to place the services where the students are. This person could be virtual and even outsourced. TTU College of Education provides writing, methodological, and APA support for distance students that is paid for by a student fee.
- H.** Renew the discourse on a vision for a graduate culture, and support the vision with measurable action. While administration can prime "actions" with resources, faculty can strive to support these efforts by seeking and acquiring grant support of graduate and scholarly activity.
- 2. Program Strengths:**
- A. Program Mission** –To prepare professionals with advanced knowledge and skills in the application of research-based methods to serve as leaders in addressing educational and community needs. The M.A.Ed. program adopted this new mission during the 2016-2017 academic year as revisions were made to the curriculum and the program went through the

approval process to be reduced to 30 credit hours, which will allow students to complete the M.A.Ed. in 12 to 18 months.

- B. **Curriculum**—Six different M.A.Ed. program tracks are offered to meet the diverse needs of potential and current students. Each track requires six courses specifically designed to prepare students for their chosen profession. Also, four consistent and sequenced Education Core courses are required to provide students with experience in designing, implementing, and presenting a Capstone research project related to their chosen field. Each Education Core course includes a key assessment, which gathers data to assess student learning and program effectiveness. Additionally, to meet the needs of students who are working full-time, courses are taught in accelerated 8-week terms with some being in an online format and others face-to-face in the evenings. A regular cycle of courses has been developed, so students and faculty know which terms specific courses will be taught.
- C. **Faculty**—The M.A.Ed. Program has 3 ½ full-time faculty as well as three additional undergraduate faculty who teach M.A.Ed. courses. Committed to graduate education, each of these faculty members serves as advisors to students within their specific M.A.Ed. track.
- D. **Graduate Assistant Positions**—New during the 2016-2017 academic year, G.A. positions provide students with mentoring opportunities and outside-the-classroom professional experience in a student’s chosen profession. G.A. positions provide WLU with service to the university, assistance with research projects, and marketing of WLU to off-campus constituents.
- E. **Partnerships**—The M.A.Ed. faculty have developed numerous partnerships with off-campus groups, schools, and community agencies, which positively impact student enrollment, financial support of students, and marketing of WLU.
- F. **Highlands Facility**—Conveniently located off of I70, the WLU Highlands facility is easily accessible for residents of the Tri-State area and provides adequate technology and classroom space for face-to-face classes, student group meetings, and professional development workshops. During fall 2016, room 227 was designated as a graduate student suite with faculty offices and meeting space for students.
- G. **Enrollment/Graduates**—Since it began, the M.A.Ed. program enrollment has continued to increase. The chart below provides the 5-year enrollment numbers for each semester and graduates by academic year.

Academic Year	Fall Enrollment	Spring Enrollment	Graduates
2015-16	98	80	36
2014-15	101	85	33
2013-14	96	114	17
2012-13	63	72	20
2011-12	58	69	19

3. **Program Weaknesses:**

- A. **Marketing and Recruiting** – Marketing and recruiting for the M.A.Ed. program is done by faculty and staff who have many other roles and are not always available to travel to graduate school fairs hosted by other universities. Current WLU students (and possibly faculty) are not aware of the M.A.Ed. program. Funding is very limited for publications or other means of marketing the M.A.Ed. program. A proactive plan with designated staff support needs to be developed to market the M.A.Ed. program and recruit students from WLU and other universities in order to continue to maintain and increase enrollment.

- B. **Vision for Graduate Culture**—Even though the M.A.Ed. program has been in existence for several years, a graduate culture needs to be defined and developed. Graduate students need to be viewed as an important and growing aspect of the WLU community.
 - C. **Support and Services**—Most services for M.A.Ed. students are taken care of by two staff members at the Highlands, who have many other roles. Since many M.A.Ed. students are working when services are available on the Main Campus, students do not know who to contact or will not travel to the Main Campus. To more effectively meet the needs and schedules of M.A.Ed. students, a plan needs to be developed for academic support such as tutoring and writing support for M.A.Ed. students at the Highlands in the evenings or online.
 - D. **Policies and Procedures**—Since M.A.Ed. courses are held in 8-week terms, WLU policies and procedures do not always apply or are confusing to M.A.Ed. students. A graduate catalog is in the process of being developed along with a revision of the M.A.Ed. program handbook to clarify policies and procedures and make them more applicable.
 - E. **Human Subjects Review Process**—Since M.A.Ed. students are required to design and implement a Capstone research project during their last semester, students are expected to complete the WLU Human Subjects review process. As indicated in the consultant’s report, this process needs to be evaluated and improved. Also, faculty and students who are conducting research need to be provided with training and examples of approved research.
 - F. **Professional Development and Travel**—To keep current on research as well as present their own research, M.A.Ed. faculty need financial support to attend professional conferences. Financial support is also needed for M.A.Ed. students to attend and present with faculty at professional conferences.
4. Address weaknesses or deficiencies from previous program review and describe how they have been addressed. NA—First program review for this program
5. What is the process for assessment of student learning? Include timelines of assessment implementation and describe how the results are used for program improvement.
The following key assessments are included in each of the new MAEd Education Core courses to assess student learning of program objectives.
- A. **EDUC 502 – Professional Writing – Research Paper** - For this assessment, the student should complete a Research Paper: a modified literature review that summarizes all of the relevant publications related to a particular topic. A complete bibliography should be included and it should not count toward your minimum of ten pages. Appropriate grammar, structure, and APA citations are expected.
Assessment Administer: At the beginning of M.A.Ed. Program (first or second semester)
Aligned Objectives: The candidate will be able to:
 - 1) Synthesize writing around an academic topic
 - 2) Identify and organize a problem statement and research questions
 - 3) Design an appropriate research strategy for an exhaustive literature review
 - 4) Evaluate and analyze examples of written research
 - B. **EDUC 507 – Research Methods – Research Proposal** - This assignment is a culminating project for EDUC 507 Research Methods. Candidates will compile a hypothetical research proposal for a probable study in the social sciences. The research proposal will be a written document.
Assessment Administer: During the middle of M.A.Ed. Program
Aligned Objectives: The candidate will be able to:

- 1) Develop a research question and select an appropriate methodology
- 2) Compare and contrast research methodologies including qualitative, quantitative, mixed-methods, and action research
- 3) Examine varied theoretical perspectives and epistemological constructs in support of different methodology
- 4) Construct research methods instruments (interview protocols, survey questions)
- 5) Determine reliability, validity, and appropriate rigor in the research design and instrumentation process
- 6) Critique methods of data collection and analysis options
- 7) Identify and correctly define research methodology and method terms

- C. **EDUC 512 – Assessment and Data Literacy – Assessment Project** - This assignment will require students to complete the course objectives by applying knowledge and skills learned in this course by selecting a student or another individual who is struggling to master a specific concept or skill, providing direct instruction in that specific concept or skill, designing and administering assessments for that specific concept or skill, and gathering and analyzing data from 3-5 assessments to make decisions about future instruction for the student/individual. Your student/individual does not have to be a child; he/she may be a student in your class or on your team, a family member, a friend, etc.

Assessment Administered: During the middle of M.A.Ed. Program

Aligned Objectives: The candidate will be able to:

- 1) Identify the audience and the individuals to be assessed;
- 2) Identify content, skills, and processes to be assessed and research-based methods to be taught;
- 3) Develop methods to assess identified content, skills, and processes;
- 4) Administer assessments to gather data and monitor progress in authentic environments;
- 5) Analyze assessment data and transform data to make decisions and develop actionable items.
- 6) Demonstrate graduate-level writing skills.

- D. **EDUC 581 – Capstone – Capstone Project/Presentation** - Using knowledge obtained from the M.A.Ed. Education Core courses and the content from courses in the identified track, students will create and implement a culminating masters-level research project, research paper, and present during one of the last two classes a poster session and an oral presentation. Templates will be provided for the poster and presentation and will include a summary of the information in your research paper.

Assessment Administered: During last semester of M.A.Ed. Program

Aligned Objectives: The candidate will be able to:

- 1) Demonstrate the ability to identify a research problem;
- 2) Explain research methodology related to the research problem;
- 3) Identify and analyze current research-based methods;
- 4) Analyze data from an implemented research study and make recommendation;
- 5) Demonstrate graduate-level writing skills, graduate-level presentation skills, and knowledge of the research process.

- E. **Professional Dispositions** – Beginning summer 2017, professional dispositions will be collected and reviewed as all graduate student’s progress through the program. Dispositions are part of the essential qualities of educators: knowledge, skills, and dispositions articulated by the Interstate New Teachers Assessment and Support Consortium (INTASC). Using the Disposition Form, each student will be expected to complete a self-evaluation and have the form completed electronically by his/her advisor or a faculty member and his/her employer or practicum supervisor during these points in the M.A.Ed. Program:
- 1) Program Admission (beginning of program)
 - 2) Assessment Course EDUC 512 (middle of program)
 - 3) Capstone Course EDUC 581 (end of program)
 - 4) Practicum Course (end of program; for M.A.Ed. areas requiring practicum)
Candidates must score “Target” across all domains on the disposition form during each period of collection. If a student receives a negative disposition (“Developing” or “Unacceptable”), the student and the academic advisor and/or practicum supervisor will meet and create a plan of corrective action.
6. Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees.
(See attached spreadsheet)

1. Student Learning Outcomes

Mission of the M.A.Ed. Program:

To prepare professionals with advanced knowledge and skills in the application of research-based methods to serve as leaders in addressing educational and community needs.

The candidate will be able to:

- 1) Synthesize writing around an academic topic (EDUC 502, 581)
- 2) Design assessment instruments and analyze data (EDUC 512, 581)
- 3) Identify and analyze current research-based methods (EDUC 507, 581)
- 4) Implement action research to identify and meet individual/programmatic needs (EDUC 581)
- 5) Meet regional employment needs (CAEP Advanced Standard #4 Survey)

2. General Studies Integration

Since the General Studies program is integrated into undergraduate programs, the M.A.Ed. Program requires an Education Common Core, which has been reduced from 6 courses to 4 courses to more effectively meet the M.A.Ed. student learning outcomes. This change also reduced the M.A.Ed. Program from 36 credit hours to 30 credit hours, which makes the program more marketable and cost effective for graduate students. These program revisions will be included in the 2017-2018 WLU Catalog.

Previous Education Common Core courses being discontinued by fall 2017: EDUC 502 Professional Writing; EDUC 503 Technology Applications; EDUC 506 Motivation and the Development of Creativity; EDUC 512 Assessment and Analysis for Teaching – Learning; EDUC 553 Law and Liability OR SPED 532 Historical Perspectives and Case Law; EDUC 581 Research and Capstone

Required courses in the Education Common Core with course descriptions and student learning outcomes for each: *(These new course objectives were implemented during the 2016-2017 year.)*

- 1) **EDUC 502: Professional Writing**-This course involves critical readings and the synthesis of research in the creation of professional writing. Students will examine and critique examples of professional writing, consider professional writing strategies, and evaluate writing techniques and styles. Particular emphasis will be given to the research process, examination of seminal pieces of literature, and the creation of a research problem and research questions.

Course Objectives: The candidate will be able to:

- Synthesize writing around an academic topic;
 - Identify and organize a research problem and research questions;
 - Design an appropriate research strategy for an exhaustive literature review;
 - Compose an academic white paper and a research based document;
 - Evaluate and analyze examples of written research.
 - Demonstrate graduate-level writing skills.
- 2) **EDUC 507: Research Methods**-Is an examination of four broad research methods used in education: qualitative, quantitative, mixed-methods, and action research. Research methods include the identification of a research problem, selection of appropriate methodology, establishment of validity, reliability, and rigor, sampling, and methods and techniques of data

collection, Students will study theoretical perspectives and epistemology constructs related to research design and critique. Pre-requisites: EDUC 502

Course Objectives: The candidate will be able to:

- Develop a research question and select an appropriate methodology;
- Compare and contrast research methods including qualitative, quantitative, mixed-methods, and action research;
- Examine varied theoretical perspectives and epistemological constructs in support of different methods;
- Determine reliability, validity, and appropriate rigor in the research design and instrumentation selection;
- Critique methods of data collection and analysis options.
- Demonstrate graduate-level writing skills.

3) **EDUC 512 – Assessment and Data Literacy**

This course is an advanced study of the development and application of assessments in authentic environments and the analysis of data to make evidence-based decisions. Students will study and apply methods to collect data, analyze data, and use data to make professional decisions. Current legal and ethical issues related to the application of assessments and use of data will also be examined. Pre-requisites: EDUC 502, EDUC 507

Course Objectives: The candidate will be able to:

- Identify the audience and the individuals to be assessed;
- Identify content, skills, and processes to be assessed;
- Develop methods to assess identified content, skills, and processes;
- Administer assessments to gather data and monitor progress in authentic environments;
- Analyze assessment data and transform data to make decisions and develop actionable items.
- Demonstrate graduate-level writing skills.

4) **EDUC 581 – Capstone**

This course is designed to provide students with an experience in identifying a research problem and implementing research-based methods with the goal of addressing educational and community needs. As part of this course, students will create and implement a culminating master's level research project. Pre-requisites: EDUC 502, EDUC 507, EDUC 512

Course Objectives: The candidate will be able to:

- Demonstrate the ability to identify a research problem;
- Explain research methodology related to the research problem;
- Identify and analyze current research-based methods;
- Analyze data from an implemented research study and make recommendation;
- Demonstrate graduate-level writing skills, graduate-level presentation skills, and knowledge of the research process.

3. Assessment Method

- 1) Research-based proposal, demonstration video, and reflective report: EDUC 503 Technology Applications (Discontinued course and assessment ending spring 2017)
- 2) Research Paper: EDUC 502 Professional Writing (New assessment beginning fall 2016)
- 3) Research Proposal: EDUC 507 Research Methods (New assessment beginning spring 2017)
- 4) Assessment Project: EDUC 512 Assessment and Data Literacy (New assessment beginning fall 2016)

- 5) Capstone Project/Presentation: EDUC 581 Capstone (Revised assessment beginning fall 2016; previous data is provided for 2013-2016.)
- 6) Praxis Exam Scores: For M.A.Ed. areas of emphasis that may result in certification through the West Virginia Department of Education, which requires taking the related Praxis exam
- 7) Dispositions Form: As required by CAEP accreditation, M.A.Ed. students will submit three disposition forms (completed by themselves, advisor, current supervisor) three or four different times during their enrollment in the program. 1) Admissions application, 2) EDUC 512, 3) EDUC 581, 4) Practicum course (for certification areas only).
- 8) Graduating Student Survey: A WLU administered survey, M.A.Ed. students complete shortly before graduation.

4. Location of Measures

Please see attached detailing the following:

Research-based proposal, demonstration video, and reflective report: EDUC 503

Technology Applications (Discontinued assessment ending spring 2017)

Research Paper: EDUC 502 Professional Writing (New assessment beginning fall 2016)

Research Proposal: EDUC 507 Research Methods (New assessment beginning spring 2017)

Assessment Project: EDUC 512 Assessment and Data Literacy (New assessment beginning fall 2016)

Capstone Project/Presentation: EDUC 581 Capstone (Revised assessment beginning fall 2016; previous data is provided for 2013-2016.)

Research-based proposal, demonstration video, and reflective report: EDUC 503

Technology Applications (Discontinued assessment ending spring 2017)

Research Paper: EDUC 502 Professional Writing (New assessment beginning fall 2016)

Research Proposal: EDUC 507 Research Methods (New assessment beginning spring 2017)

Assessment Project: EDUC 512 Assessment and Data Literacy (New assessment beginning fall 2016)

Capstone Project/Presentation: EDUC 581 Capstone (Revised assessment beginning fall 2016; previous data is provided for 2013-2016.)

Note: See attached file, “Key Assessments MAED”

5. Timeline:

As CAEP accreditation requires, assessment of the M.A.Ed. program is continuous. Every semester the described key assessment methods are implemented to gather data about student progress toward student learning outcomes. During one M.A.Ed. faculty meeting per semester, all gathered data is reviewed and discussed to determine any revisions needed in the M.A.Ed. program, courses, and/or key assessments. Every semester, a Quality Assurance Team must review M.A.Ed. areas of emphasis, which lead to certification through the West Virginia Department of Education. This Team reviews key assessment data and Praxis scores and recommends revisions. Additionally, during spring 2017, an external consultant will conduct a review of the M.A.Ed. Program for the five-year HEPC review.

6. Implementation

During fall 2016, the M.A.Ed. Program mission, student learning outcomes, Education Core courses, and key assessments were reviewed and revised. Prior to Fall 2016, the only key assessment data gathered was from EDUC 581 Capstone and EDUC 503 Technology Applications (which have been included in this report). From this data, it was determined that the Capstone key assessment data did not demonstrate adequate student progress (85%) toward student learning outcomes and were not adequately prepared by the 6 Education Core courses. Additionally, the decision was made to reduce the M.A.Ed. program from 36 to 30 credit hours to

make the program more marketable and cost effective for graduate students. This resulted in the Education Core courses to be reduced to 4, eliminating 3 of the existing Core courses (EDUC 503, 506, 553), revising the other 3 existing Core courses (EDUC 502, 512, 581), and creating a new Core course (EDUC 507) to better prepare students to complete the Capstone Project/Presentation. New key assessment methods were created for each of the Core courses with direct alignment between the key assessments, course objectives, and program student learning outcomes. All of these revisions will be included in the 2017-2018 WLU Catalog, and key assessments are being gradually implemented during 2016-2017 to continue gathering data and making revisions. While these revisions are an appropriate use of data to make instructional and programmatic decisions, it is also a required aspect of CAEP accreditation.

6. Previous Review: Not applicable