



**Fairmont State University
Board of Governors**

Board Action Item Approval

Date: 05/05/2022

Action Item: Approval of M.Ed. in Digital Media, New Literacies and Learning Program Review

1. Approve above action item as presented.

2. Approve above action with the following stipulation:

3. Table the above action item until _____
(next Board of Governors' meeting)

FSU President

5/5/2022

Date

FSU Board of Governors' Chair

5/5/22

Date

ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted November 15, 2021

Degree Program Master of Education in Digital Media, New Literacies and Learning

INSTITUTIONAL RECOMMENDATION Approved by the Board of Governors (§ 5.2.8)

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- X 1. Continuation of the program at the current level of activity; with or without specific action;
- 2. Continuation of program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action
- 3. Identification of the program for further development; or
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like.
- 5. Discontinuation of the Program

Rationale for Recommendation:

Affirm the recommendation of the Graduate Program Review Council. This is a unique program with opportunities for future expansion and development. We will continue to monitor and invest as we are able.



Signature of person preparing report:

November 15, 2021

Date

Amanda Metcalf

Signature of Dean

November 15, 2021

Date

Devin Phillipin

Signature of Provost and Vice President for Academic Affairs:

3/10/22

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Degree Program:	Master of Education in Digital Media, New Literacies and Learning
College or School/Department:	College of Education, Health and Human Performance/ Education
Chair/Program Coordinator	Toni Poling/Dr. Valerie Morpew
External Reviewer:	Oliver Dreon, Ph.D.
Reviewer Email:	Oliver.Dreon@millersville.edu

A. Synopses of significant findings, including findings of external review (include the external reviewer(s) information).

Based on yearly assessment data and on the findings from this report, Digital Media, New Literacies and Learning is clearly effective at delivering a quality education to its students. Some of the findings include the following:

- Digital Media, New Literacies and Learning is a type of “bonus” program. All of the faculty who teach in this program; with the exception of an adjunct who teaches one course a year in the Digital Media, New Literacies and Learning program; teach or taught in other programs.
- The M.Ed. in Professional Studies draws heavily from Digital Media, New Literacies and Learning. Numerous Professional Studies students opt to take Digital Media, New Literacies and Learning courses as part of their customized pathway. (Please see the table later in this report that shows the number of Professional Studies students who enrolled in Digital Media, New Literacies and Learning courses.) The continuation, health, and growth of Digital Media, New Literacies and Learning is not only significant unto itself, but it is also critical to Professional Studies’ continuation, health, and growth as well, whose enrollment is trending upwards.
- Digital Media, New Literacies and Learning is an effective, unique program in the state and should be more widely marketed as such.

B. Plans for program improvement, including timeline

Based on yearly assessment data and this report, Digital Media, New Literacies and Learning is clearly delivering effective instruction to graduate students at Fairmont State University. The following two areas may increase enrollment and graduate numbers:

- Receive assistance from the Fairmont State University Office of Relations and Marketing to help get the word out about this unique and effective M.Ed. program. While print materials may be important in some recruitment venues, digital media and other outlets may be more effective at reaching a wider audience. (Implementation: Immediate)
- While the courses deliver effective instruction, required elective courses should be re-assessed to determine if changes should be made based on the *Occupational Outlook*

Handbook (<https://www.bls.gov/ooh/>). (Implementation: At the end of the 2021-2022 assessment cycle)

- C. Identify weaknesses or deficiencies from the previous review and describe how these have been addressed.

N/A (Former reporting requirements did not identify weaknesses or deficiencies.)

- D. Five-year trend data on graduates and majors enrolled (Data will be provided by the Director of Institutional Research and Effectiveness).

			HEPC Series 10		
AY	*Enrollment	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.		
2020-21	13	4	Average of Five Most Recent Years		
2019-20	14	4			
2018-19	11	5			
2017-18	17	7			
2016-17	23	8			
			Degree Level	*Enrollment	**Degree Awarded
5-YR AVG	15.6	5.6	Baccalaureate	N/A	N/A
			Masters	15.6	5.6
*Official fall end of term headcount					
**IPEDS Graduation data (July 1 - June 30)					

- E. Summary of assessment model and how results are used for program improvement (A full Assessment Report is in TaskStream and can be downloaded or viewed by academic year for summation).

Assessment data are housed in TaskStream (AMS). In each yearly reporting cycle, data are collected for select courses to demonstrate how program outcomes are addressed. Based on findings, action items are created to address any deficiencies and/or to continue current practice. In addition, a detailed curriculum map is available in TaskStream (and shown below) demonstrating the connection between outcomes and courses. A full Assessment Report is in TaskStream and can be downloaded or viewed by academic year for summation. (A larger version of the detailed curriculum map is available in TaskStream.)

Digital Media, New Literacies, and Learning Detailed Curriculum Map (updated 11/2021)
 Courses and Activities Mapped to Digital Media, New Literacies, and Learning Outcomes (2019-2026)

	Outcome 1: Design Learning Environments <small>01 Design technology-based media-rich learning environments that support the learning of students.</small>	Outcome 2: Connect Learning and Curriculum Theories <small>02 Apply learning and instructional theories to create and evaluate learning environments that support the learning of students.</small>	Outcome 3: Evaluate Media for New Literacies <small>03 Evaluate media for teaching and learning based on best practices and evidence-based theories. Evaluate evidence collected by at least 2 means in the field to make a final decision for teaching and learning based on best practices and evidence-based theories.</small>	Outcome 4: Design Solutions for Change <small>04 Design solutions for a professional teaching/learning community to improve teaching and learning practices. Design a new design and/or change for a professional teaching/learning community to address a local issue/technology in practice.</small>	Outcome 5: Use Digital Media Responsibly <small>05 Use responsible practices that address teaching and using digital media in learning environments. Use responsible practices that address teaching and using digital media in learning environments that address teaching and using digital media in learning environments.</small>
Courses and Learning Activities					
EDUC 1001 Research in Education		1			
EDUC 1005 Assessment of Tech and Media	1	1	1	1	1
EDUC 1006 Adult Research in Education		1			
EDUC 1008 Digital and Mobile Learning in the New Media Age	1	1	1	1	1
EDUC 1009 Assessment in the New Media Age		1	1		1
EDUC 1010 Teaching in the New Media Age	1	1	1	1	1
EDUC 1011 Curriculum in the New Media Age	1	1	1	1	1
EDUC 1012 Tech Tools for Learning	1	1	1	1	1
EDUC 1013 Multimedia	1	1	1	1	1
EDUC 1014 Digital Media Literacies and Digital Storytelling	1	1	1	1	1
EDUC 1015 Learning Communities in the Digital Age	1	1	1	1	1
EDUC 1016 Technology Leadership and Change	1	1	1	1	1
EDUC 1017 Blended and Online Learning	1	1	1	1	1
EDUC 1018 Data-Driven Learning	1	1	1	1	1
EDUC 1019 Programmatic Learning	1		1	1	1

F. Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees).

As noted under External Program Demand, graduate placement data and success of graduate’s data are optional and if available. Currently, a systematic method of collecting data for these two measures is not available.