



**Fairmont State University
Board of Governors**

Board Action Item Approval

Date: 05/05/2022

Action Item: Approval of M.Ed. in Professional Studies 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

Date

FSU Board of Governors' Chair

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 Professional Studies

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 with 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 program is unique for a regional university in the state. It is serving a need as enrollment and graduation rates have remained steady. We will continue to monitor and invest as opportunities become available.

	<u>November 15, 2021</u>
Signature of person preparing report:	Date
	<u>November 15, 2021</u>
Signature of Dean	Date
	<u>3/10/22</u>
Signature of Provost and Vice President for Academic Affairs:	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 Professional Studies
College or School/Department:	College of Education, Health and Human Performance/ Education
Chair/Program Coordinator	Toni Poling/Dr. Valerie Morphew
External Reviewer:	Dr. M. Elizabeth Azukas
Reviewer Email:	mazukas@esu.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, Professional Studies is clearly effective at delivering a quality education to its students. Some of the significant findings include the following:

1. One finding highlights how the health and growth of Professional Studies is largely dependent on other program concentrations and vice versa. 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. The table shown under Program Review Reflection shows the number of Professional Studies students who enrolled in Digital Media, New Literacies and Learning courses. Note that all of the courses shown are offered either only once a year or only every other year, which makes the enrollment of Professional Studies students in Digital Media, New Literacies and Learning courses even more notable. Therefore, 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. In summary, any decisions regarding Digital Media, New Literacies and Learning, which is also submitting its 5-year academic program review report this year, will likely impact enrollment in Professional Studies, which is trending upward in enrollment.

It is worth knowing that students also enroll in courses in Education, Special Education, Reading, Science, and Business, which allows sharing of faculty and courses in the College of Education, Health and Human Performance and beyond into the larger university community. Professional Studies, therefore, holds faculty, courses, and materials in common across the university community and highlights Professional Studies' university reach.

2. M.Ed. core courses, which are the only common courses that all Professional Studies students take, are overwhelmingly successful in terms of students attaining A, B, C, or P. (Please see table in Appendix A.)
3. The M.Ed. in Professional Studies is largely unique in West Virginia in terms of a program offering by an institution of similar size to Fairmont State University. Although a similar program exists at Marshall University (Master of Arts in Education with an Individualized Plan of Study), an R2 institution, the M.Ed. in Professional Studies is the only one of its kind here in the state offered by a similar-sized institution, and it offers excellent opportunities for students to continue

their education in a customized way. Greater marketing is needed to reach a wider audience of potential students.

B. Plans for program improvement, including timeline

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

1. Receive assistance from the Fairmont State University Office of Relations and Marketing to help get the word out about this 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)
2. New master’s degrees have been added to Fairmont State University’s program offerings since Professional Studies was first developed. Collaboration with these new programs to determine the feasibility of offering additional pathways for customized program completion should be conducted. (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	31	10	Average of Five Most Recent Years		
2019-20	32	9			
2018-19	23	7			
2017-18	26	9			
2016-17	21	6			
5-YR AVG	26.6	8.2	Degree Level	*Enrollment	**Degree Awarded
			Baccalaureate	N/A	N/A
			Masters	26.6	8.2
*Official fall end of term headcount					
**IPEDS Graduation data (July 1 - June 30)					

**Note: Data here and elsewhere are provided by Institutional Effectiveness and Strategic Operations*

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 concentration outcomes are addressed. Based on findings, action items are created to address any deficiencies and/or to continue current practices. In addition, a detailed curriculum map is available in TaskStream (and shown below) demonstrating the connection

between outcomes and courses common to all Professional Studies students. 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.)

Professional Studies Detailed Curriculum Map (updated 11/2021)

Courses and Activities Mapped to Professional Studies (M.Ed.) Outcome Set

	Learning Outcomes				
	Reflective Practice and Continuous Self-Improvement <small>Students will reflect on their professional practice and demonstrate continuous professional self-improvement/growth.</small>	Integration of Technology and Digital Media <small>Students will integrate technology and digital media into their professional practice.</small>	Culturally Responsive Engagement <small>Students will engage in culturally responsive practices.</small>	Communication Using Various Means <small>Students will use various means to communicate in their profession.</small>	Research <small>Students will apply research techniques.</small>
Required Courses Common to all Professional Studies Students					
EDUC 6301 Research in Education	I	I	I	I	IRM
EDUC 6305 Advanced Educational Technology and Media	IRM	IRM	RM	IRM	
EDUC 6385 Action Research	RM	RM	RM	M	RM

Legend:	I Introduced	R Reinforced	M Mastered	IRM Intro Reinforced, Mastered	RM Reinforce and Mastered	IR Introduced and Reinforced
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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.