As part of the West Virginia University Board of Governor's Rule 2.2 Program Review process, the WVU Provost's Office required that a single Program Review Self-Study Form be completed on behalf of all identified programs in the department or unit. This Program Review Self-Study Form was to be submitted to the Provost's Office by end of day on August 1, 2023. The Provost's Office reviewed the submitted Program Review Self-Study Forms in early August.

Self-Study content is unvetted by the Provost's Office. As such, the WVU Provost's Office cannot attest to the accuracy of any data, analyses, or statements provided within. Also, redactions were made where warranted for the protection of individual identities around sensitive information.

Q1.1.
BOG Program Review Self-Study Form

This is the self-study form that will be completed in support of the summer 2023 academic transformation program portfolio review.

Only one program review self-study is to be submitted per unit; all of the unit's *programs* will be covered by one self-study.

Q1.2. Select the appropriate academic unit under review.

College	College of Applied Human Sciences
Department or School	School of Education

Q1.3. List all of the unit's programs.

Example:

BA Biology
BS Biology
MS Biology
PhD Biology

Active Programs BA Elementary Education BS Early Childhood Special Education MA Literacy Education MA Higher Education Administration MA Special Education MA Elementary Mathematics Specialist EdD Higher Education Administration PhD Higher Education PhD Education Theory and Practice Deactivated Programs MA Elementary Education MA Secondary Education MS Instructional Design and Technology MA Education Psychology MA Program Evaluation EdD Special Education MA. Digital Technology and Connected Learning PhD Learning Sciences and Human Development Affiliated Programs BA Social Studies Secondary Education/History BA English Secondary Education/English BA Science and Mathematics Secondary Education (formerly UTEACH)

Q1.4. Name and Email of the person completing the self-study

Name	Nathan M. Sorber
Email Address	nasorber@mail.wvu.edu

Q1.5. How were faculty given the opportunity to contribute to, review and provide feedback on this self-study?

• July 12, 2023: Meeting with Program Coordinators to facilitate feedback on Self-Study Questions for all affected programs. Program Coordinators solicited feedback from program faculty and submitted self-study feedback between July 12 and July 17, 2023. • July 14, 2023: School Director Sorber and Dean Autumn Cypres hosted faculty feedback session with all School of Education faculty to discuss self-study process and field questions. • July 27, 2023: Faculty were provided a draft of School of Education self-study. • July 27-July 31, 2023: Faculty were given opportunity to provide feedback on self-study via direct email to Director and via the self-study comment link.

Q2.1. Explain how the unit and its programs contributes to WVU's mission.

This response is limited to 7500 characters, approximately 2 single spaced pages.

The School of Education plays a distinctive and critical role in pursuing WVU's mission to advance education, provide high-impact research, and serve the land-grant mission through engaging local and state partners, schools, and communities in transforming West Virginia. The challenges facing education, schools, educators, and communities in West Virginia are daunting and multifaceted. In 2021-2022, there were, on average, 1500 teaching positions in West Virginia Schools that were vacant or staffed by non-qualified instructors, suggestive of limited instructional coverage in critical areas. For example, 57% of Grade 7-12 math teachers lacked the proper teaching credential. Shortages of qualified teachers undermine student achievement and performance that have placed West Virginia at the bottom in the nation for reading and math proficiency, college attainment, and college-going rates. In the 2022 assessment of West Virginia fourth graders, only 22% were proficient in reading and 23% were proficient in Mathematics (50 out of 51 states and DC). Only 22% of West Virginia eighth graders were proficient in reading and 15% were proficient in Mathematics (49 out of 51; 50 out of 51, respectively). The School of Education generally, and the Elementary Education B.A. program specifically, plays a critical education role in preparing the largest number of qualified teachers annually in West Virginia. WVU produced about 26% of the program completers for the entire state (181 out of 754), including 21% of the elementary completers (2022, WV Title II Report). We have 50% more completers than the next highest IHE in West Virginia in terms of production. Our Literacy Education MA program is one of only 5 such certification programs in the state and produces reading intervention specialists. The WV state superintendent stated recently that it was critical to "hire, train, and deploy reading specialists across the state" in response to a crisis of only 22% of West Virginia eighth graders being proficient in reading (https://www.wvlegislature.gov/Bill_Status/bills_text.cfm?billdoc=hb3035%20sub%20enr.htm&yr=2023&sesstype=RS&i=3035). Further, the Literacy Education MA program, both through research, policy engagement, and reading specialist training and professional development, has been in engaged in developing a statewide comprehensive literacy approach in response to the WV House Bill 3035-The Third Grade Success Act to ensure "that all students read and perform mathematics proficiently by the end of third grade" (https://www.wvlegislature.gov/Bill_Status/bills_text.cfm?billdoc=hb3035%20sub%20enr.htm&yr=2023&sesstype=RS&i=3035). The Higher Education Administration MA and EdD programs and Higher Education PhD programs contribute to WVU's land-grant mission in their commitment to diversity and inclusion that advances education for all, their preparation of future scholars, and focus on the transformation of higher education systems. Further, the programs align with the institution's vision in their commitment to address real-world education problems. The programs also provide a valuable pipeline for supporting student success at WVU. Graduates move into critical student success roles in providing advising, tutoring, retention, and program support - all designed to improve overall student success at WVU. The MA in Special Education is designed to prepare professional educators to work with children and adolescents with mild/moderate disabilities including learning disabilities, emotional/behavior disorders, autism, and intellectual disabilities. This program produces critical special education professionals to support students in West Virginia. The School of Education faculty engage in high-impact research that contributes to the R1 mission of the university, while engaging real-world education problems for West Virginia. Over the last fiscal year, the School of Education had over $1 million in funded research expenditures addressing issues in education, improving student learning, STEM education, public health, higher education access and opportunity, and teacher preparation. Examples include the Jacob K. Javits Appalachian Coders (Brigandi, Yuan), National Science Foundation's Robert Noyce Teacher Scholarship - M3T program (Campbell, M.), National Science Foundation's K-5 Coding (Kale & Wang), WV Teacher Shortage (McHenry-Sorber, Campbell, M), Health Equity and Access in WV Program Evaluation - West Virginia Clinical and Translational Science Institute (Curtis); Higher Education Access and Equity - Gates Foundation (Hughes & Campbell, J.); and Primary Reading Specialists- Benedum (Shimek, Morewood, & Dagen).

Q3.1.
Resources, Revenue, and Expenses

The purpose of this section is to ensure the accessibility and adequacy of the unit's infrastructure and resources and its financial viability.

Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

Q3.2. Has the unit experienced significant issues with any of the following during the past five years?

By "significant," we mean issues that interfere with either the unit's ability to deliver its programs to its students or the students' ability to complete those programs in a timely manner.

	Yes	No
Ability to schedule required classrooms	○	◉
Access to adequate technological infrastructure	○	◉

Access to adequate technological support	○	◉
Access to adequate physical infrastructure (labs, performance spaces, etc.)	○	◉

Q3.3. Describe the issues the program has faced in the area(s) identified above.

This question was not displayed to the respondent.

Q3.4. Data have been provided on the unit's last three years of tuition revenue, expenses, and net revenue. Address any negative net revenue or any significant changes (positive or negative) to unit's net position.

Revenue by department is the actual tuition revenue, net of any discounting, paid by students taking courses in course subject codes affiliated with the department.

Expense by department is the actual unrestricted, operating expenditures by department within the functions of instruction and academic support.

Net revenue is the revenue minus the expense.

Net Revenue by Department Between 2020 and 2022, there was a significant negative change in revenue of -$1,731,445 tied to a decrease in student credit hour (SCH) production of -4,766 over this period. This decrease in SCH production is largely explained through two forces: the termination of the 5YR (Benedum) Teacher Education Program and the closure of deactivated graduate programs that led to a 3YR graduate SCH decline of -4517. • Benedum 5YR Program: EDUC (prefix housing the 5YR program) Production declined -4241 during the period which represents the loss of the 5th year of SCH generation over the 3YR cycle. 2020 was the last year of the 5YR program, and in 2021-2022, secondary education teacher preparation moved fully into Eberly College. Since the 5th year of the 5YR program was counted as graduate SCH, this change represents most of the unit's decline in graduate SCH production. • Additional Deactivated Graduate Program Issues: The following programs were deactivated through the last two years of academic transformation: MA Elementary Education, MA Secondary Education, MS Instructional Design and Technology, MA Education Psychology, MA Program Evaluation, EdD Special Education, MA Digital Technology and Connected Learning, and PhD in Learning Sciences and Human Development. The termination of admission into these enrollment declining programs led to an inevitable SCH decline in the deactivated part of the portfolio. For example, LSHD SCH production declined -622 during the 3YR period. While there have been significant declines in Graduate SCH production described above with resultant revenue loss, the trends in Undergraduate SCH in the School of Education, specifically the Elementary Education BA program, have been much more positive. The SCH Lower Division 3YR trend as of 2022-2023 is 20.6% and the SCH Upper Division 3YR Trend is 5.8%. This increase in Undergraduate SCH is tied to successful growth in our Elementary Education BA program. • The Elementary Education BA program grew to 271 (103% over the median) in Fall 2022. In Fall 2023, enrollment shows continued growth projection to 304 majors. This growth is bucking a national teacher education enrollment trend of -35% over the last decade. The SCH generation in the remaining graduate programs in Higher Education, Literacy Education, and Special Education have been stable or growing according to enrollment over the last three years. The suite of Higher Education Administration programs (Higher Education Administration MA; Higher Education PhD, and Higher Education Administration EdD) are all instructed together and had a combined Fall 2022 enrollment of 72. The three-year enrollment trends for these three programs were (Higher Education Ph.D. at +14.5%, Higher Education Administration EdD at 15.5%, and Higher Education MA at -1.2% (see appendix 4). The challenge regarding the Higher Education suite of programs from a net revenue perspective is the share of enrollment supported by tuition waivers. Due to the nature of the program (preparing future HIED leaders), a share of enrollees receive graduate assistantships at WVU in student success, student life, advising, residential life, etc. Further, these programs tend to attract current employees seeking to improve their skills as well as those seeking to become part of the HIED community. During the past five years, the HIED programs have served 215 students, with 131 of these students receiving some type of waiver (graduate assistantship, merit, fellowship or employee). It should be noted that of the 67 students that have utilized employee waivers, 56 (84%) remained employed at the institution in April 2023. The Literacy Education MA Program had a Fall 2022 enrollment of 56 which is 23% above the median of 46. The program has a 3YR enrollment trend of 22.9% (see appendix 4). The only revenue challenge is the share of enrollment supported by tuition waivers, specifically the waivers used to support a program for 50 West Virginia teachers as a one-time Benedum grant. Expenses by Department The former Department of Curriculum & Instruction became the School of Education in July 1, 2023 with the addition of nine faculty members from the former Department of Counseling & Learning Sciences. According to the Public Mapping of Department/Unit Variable document, the expenditure data for the School of Education was gathered from the combination of three former College of Education and Human Services department accounts - D00037102-Curriculum & Instruction Literacy, D00037204-CLS Learning Sciences, and D00037305-Special Education. The overall expenditures across these three accounts were relatively flat (increase of $24,590) over the 3YR period. However, at a 3YR expense average of $8,291,336, there is a negative Revenue Net Expenses trend with a 3YR average net deficit of -$3,523,465. It is important to note that the expense data on the Program Review Data Table are not an accurate reflection of the School of Education's position. The issue in question is the D00037204 - CLS Learning Sciences fund. This was the department budget line for the Learning Sciences and Human Development department that was, in part, folded into the School of Education in FY23 (as part of the CAHS merger). While it is clear that the Provost's Office intended to include the expense of the "Learning Sciences, Education Psychology, and Instructional Design & Technology" faculty that moved into the School of Education this year, the D00037204 - CLS Learning Sciences fund also includes faculty, classified staff, and all related expenses for the faculty and programs that remained in the School of Counseling and Wellness. In other words, the Program Review Data Table is applying a significant share of the current School of Counseling and Wellbeing expenses to the School of Education. For example, the FY 2022 D00037204 - CLS Learning Sciences represented $2.6 million ($3.9 million after the 50% overhead is applied) of the SOE expenses. While it is difficult to parse out exactly the division of the D00037204 - CLS Learning Sciences expenses, a hypothetical but reasonable 50/50 split would result in $1.3 million in expenses ($1.95 million after the 50% overhead is applied) being moved from School of Education to School of Counseling and Well-being in the Program Review Data Table. It is also important to recognize that the School of Education also includes expenditures for administering and staffing teacher education across the university, including accreditation, certification, school placement services, and the operation of the WVU Nursery School. While the School of Education receives annual funding of approximately $200,000 from the state to support student teaching and tuition from the WVU Nursery School, this revenue is not reflected in the Program Review Data Table (see Data Definitions – Revenue). Revenue Net Expenses With an even-split adjustment to the expenses mapping (with CWB) issue, the School of Education would still have a negative and growing Revenue Net Expenses position with a three-year average net of -$1.6 million (perhaps -$1.35 million after considering Nursery School tuition and state teacher education revenue). The size and trend of the Revenue Net Expense in the School of Education requires focused efforts to reduce expenditures and increase revenue. The School's plans for expense reduction and revenue generation are discussed in Q6.2.

Q4.1.

Faculty Composition and Productivity

Responses should be concise but also specific and supported by evidence. Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

Specific data definitions for these metrics are available on the Academic Transformation webpage.

Q4.2. Data have been provided on the unit's faculty full-time equivalency (FTE) to the median of all majors for fall 18 to fall 22.

Address any differences in the unit's student to FTE ratio and the institution's student-to-faculty ratio of 18-to-1 per IPEDS reporting for academic year 2021-2022.

According to the Faculty/Student Metrics on the Program Review Data Table, the School of Education has a 13:1 ratio of faculty to unit majors, which is below the 15:1 Median for non-HSC and the overall institutional ratio of 18-to-1 per IPEDS. The 13:1 ratio is calculated by adding the median of 274 distinct majors from programs under review and the median of 80 students from exempt and deactivated programs and then dividing by the 27 FTE faculty in unit for Fall 2023. As discussed in previous sections, it is important to note that the total median enrollment count in the School of Education is skewed due to the transition of the School from providing teacher education through the 5YR Teacher Education program to stand-alone 4YR BA degrees. The median for Elementary Education on Program Review Data Table is 134, which obscures the true size of this major program and the relationship between department's faculty and the number of students enrolled in majors in the department. The most recent three cycles of Elementary Education data are as follows: Fall 21: 230, Fall 22: 271, Fall 23: 304. The lower enrollment numbers for this program in the first three years of 2018-2022 range misses the context that there was a concurrent, sun-setting 5YR elementary education enrollment running alongside the 4YR program. It is our contention that with this context, if you move the 2018-2022 analysis into Fall 2023, you see a truer reflection of the trend line, and a reasonable median for Elementary Education of 230. With this adjustment, the unit's distinct majors would be 450 with an adjusted faculty to major ratio of 16.7:1. As discussed in Q6.2, the School of Education includes several deactivated majors that are no longer admitting students and have and will result in a decreasing headcount of majors. A reduction in the School of Education Faculty FTE footprint of 4.0 within the deactivated program portfolio would result (using the updated Elem Education BA # of 230) in a faculty to major ratio of 19.5:1. Such an adjustment in Faculty FTE illustrates the impact of deactivated programs on the unit and creates a truer reflection of the relationship between unit faculty and active majors. The full personnel reduction (reduction of 6.0 FTE faculty) plans are articulated in Q6.2 and outline how this faculty footprint change would result in a major to Faculty FTE ratio of approximately 20:1 and our doctoral student to tenured and tenure-track ratio of 2.5:1.

Q4.3. This question is optional and required only if a unit's doctoral programs are under review.

Data have been provided on the unit's tenure-track / tenured FTE to doctoral student headcount ratio across all of the unit's doctoral programs.

Address any differences in the unit's doctoral student to tenure-track and tenured faculty FTE ratio to the institutional expectation of 2-to-1.

The School of Education has two PhD programs: the Higher Education PhD and the Education Theory & Practice PhD. The latter is not under review due to an exception that it does not have three cycles of data. According to the Program Review Data Table, the School of Education has met the institutional expectation of 2:1 median Tenured and Tenure-Track faculty to median PhD students. As noted in Q4.5, the School of Education exceeded the $1 million threshold in research expenditures and totaled $1,042,931.91 (see appendix 5), which is a further indication of the health of the PhD programs and their contributions to the R1 mission according to the Program Review Data Table metrics.

Q4.4. Data have been provided that show the changes to the unit's total number of faculty over the review period. Data have also been provided that show the total student headcount enrolled in all of the unit's programs over the same period of time as well as a three-year trend in student credit hour (SCH) production.

Explain the relationship between the change in the number of faculty in the unit and the change in the units total headcount enrollment and SCH production trends.

As stated above, the former Department of Curriculum & Instruction became the School of Education in July 1, 2022 with the addition of nine faculty members from the former Department of Counseling & Learning Sciences. Due to the factors articulated in Q3.4, the School of Education has a decrease in SCH production of -4,766. While the unit's FTE Faculty decreased by 7 between 2018-2022 according to the Program Review Data Table, this number (-7), however, also includes the +9 FTE Faculty that were moved into the unit in July 1, 2023. In other words, the unit had aggressively reduced faculty FTE between 2018-2023, including 4 reductions for Fall 2023, in response to SCH decreases, however organizational changes initiated in 2022 have inflated those numbers, largely with deactivated programs. The proposed 6.0 FTE faculty reductions outlined in Q6.2 would bring overall FTE faculty to 21 in the unit with a reduction trend of -13.0 over the last three years. Such personnel restructuring would move our major to Faculty FTE ration to approximately 20:1 and our doctoral student to tenured and tenure-track ratio to 2.5:1.

Q4.5. Data have been provided that shows the unit's research expenditures per the Higher Education Research and Development Survey (HERD).

Does this data capture all of the unit's research expenditures? If not, explain the difference here and provide evidence of additional research expenditures below.

The Program Review Data Table shows that External Research Expenditures in the School of Education were $956,891 for 2022. This is nearly accurate with a modest correction needed. The overall total from HERD appears to slightly undercount overall expenditures and missed one foundation award (Primary Reading Specialists- Benedum) with annual expenditures of $49,347. According to research expenditure records provided by the CAHS research office, the School of Education exceeded the $1 million threshold and totaled $1,042,931.91 (see appendix 5). As such, the School of Education contributed above a significant threshold for Research 1 contributions and should likely have its PhD programs exempt from review during this process.

Q4.6. Upload evidence of research expenditures here.

Appendix 5.xlsx
11.4KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q5.1.
Student Enrollment and Graduation History

Responses in this section are limited to 7500 characters (approximately 1.5 single spaced pages). Responses should be concise but also specific and supported by evidence.

Specific data definitions for these metrics are available on the Academic Transformation webpage.

Q5.2. Data have been provided on all of the unit's program's student enrollment trends.

That data includes:

4-year median fall enrollment (fall 18 through fall 21);
Fall 2022 change from 4-year median (in headcount and in percentage).

Units should address any programs with enrollment below the median for the program level or which has experienced a negative change in enrollment.

In an effort to more deeply understand our enrollment trends, strengths, and needs, we augmented our interpretation of these provided median enrollment data with additional analyses facilitated by APS. These analyses included the following metrics for both current programs included in this formal review and prior and inactive programs: number of distinct students from AY19-20 to AY22-23, annual percent change in enrollment across the same timeframe, 3-yr enrollment trends, program completions, and fall-to-fall retention metrics (see appendix 3 & 4). We used these data to guide our interpretation of the provided data and to help us understand what our challenges are and have been and specific ways in which we can improve our programming. Analysis of trends in enrollment over time and by program indicated the following conclusions: 1) positive 3-yr enrollment trends were observed in four of the five programs under review for which these trend data were available, including Elementary Education (BA), Literacy Education (MA), Higher Education (PhD), and Higher Ed Administration (EdD); 2) fall enrollments increased over the last two years (2021, 2022) for the same four programs with available data; 3) retention rates ranged from 65.0% to 88.5%; and 4) annual percent change in enrollment was positive overall for the programs under review as of AY22-23. In addition, enrollment metrics, based on the number of distinct students and fall enrollments, are comparable at AY19-20 (i.e., when SCH was 17,804) and at AY22-23 (i.e., when SCH was 12,543) for the five programs currently under review. We also examined enrollment and related trends among deactivated programs in the School of Education. These trends highlight and partially explain decreased SCH associated with programs with decreased or reallocated enrollments that have been deactivated, including, as examples, elementary education (MA, advanced and MDS) and secondary education (MA), education psychology (MA), and Learning Sciences PhD beginning in AY19-20 and further decreasing by AY20-21. Of the programs under review, the Higher Education Administration (MA) program demonstrated enrollment below the median and the median enrollment data aligned with the additional analyses we conducted, indicating lower recent enrollment in AY22-23 and a negative 3-yr enrollment trend (-1.20%). More specifically, enrollment in the Higher Education Administration (MA) program has been variable across the previous 5-year timeframe, at times exceeded the provided median enrollment of 33 (i.e., in the case of fall 2021 when the fall enrollment was 35) and at times falling below the median (i.e., in the fall of 2020). As stated previously, however, the suite of Higher Education Administration programs (Higher education Administration MA; Higher Education PhD, and Higher Education Administration EdD) are all instructed together and had a combined Fall 2022 enrollment of 72. The three-year enrollment trends for these three programs were (Higher Education Ph.D. at +14.5%, Higher Education Administration EdD at 15.5%, and Higher Education MA at -1.2%. As discussed previously, we intend to revise the Higher Education Administration MA and Higher Education Administration EdD programs to achieve greater scalability and increase enrollment. We also intend to revise the Higher Education Administration MA to full asynchronous delivery with 8-week classes and stackable certificates.

Q5.3. Data have been provided on the unit's three-year trend in student credit hour (SCH) production.

Units should address any programs with a negative trend in SCH production.

We have experienced some unique challenges as a unit that have directly impacted the amount of and trends in SCH production that we are demonstrating. In an effort to further explain these challenges and more deeply understand the opportunities we have for addressing these challenges, we further examined trends in attempted SCH by department (i.e., as listed in APS under “Department Name”) and by course division. These data are available in appendices 3 & 4. We first present these additional analyses and then discuss specific ways in which we are prepared to respond to and address the conclusions these analyses support. We also discuss ways we have already responded to these challenges, initial evidence of their effect, and next steps to ensure we continue to strongly position our students and programs. From AY19-20 to AY20-21, overall attempted SCH decreased by 4019. This decrease was primarily driven by a decrease in SCH from Education (a difference of 4060 from AY19-20 to AY20-21). Total attempted SCH from Curriculum and Instruction/Literacy Studies increased from 2058 to 2317 in the same timeframe. The percent of SCH taught to our own majors also increased overall (38.80% to 42.0%) from AY19-20 to AY20-21 and across Curriculum and Instruction/Literacy Studies and Education. More broadly, the percent of SCH taught to our own majors increased each year from AY19-20 to AY22-23 (52.70% in AY22-23). Correspondingly, following the decrease observed in total attempted SCH from AY19-20 to AY20-21, the total attempted SCH taught to our own majors increased consistently across AY20-21, 21-22, and 22-23. Across the AY21-22 (12,652) to AY22-23 (12,543) timeframe, total attempted SCH was consistent, but attempted SCH for Education increased (from 9668 to 10758). Analysis of attempted SCH by course division across AY19-20 to AY22-23 indicated the following conclusions: 1) the majority of attempted SCH in our School was associated with upper division and graduate course divisions; 2) attempted SCH coming from upper division coursework was more stable over time, while attempted SCH coming from graduate coursework was more variable over this timeframe; 3) consistent negative 3-yr trends were observed in attempted SCH within the graduate course division; and 4) in the most recent AY22-23, positive 3-yr trends were observed in attempted SCH across lower and upper divisions. We consider these conclusions against some broad contextual factors, namely that 1) the majority of SCH taught in prior years at the graduate and, more specifically, doctoral levels has been taught to service majors and 2) the amount of SCH taught to our own majors in lower and upper division coursework has increased over time. These trends are co-explained by several factors. First, more proximally, these trends in SCH are driven by variability in our graduate program enrollment. Second, the more pronounced decrease in SCH production from AY19-20 to AY20-21 is partly associated with the termination of the 5YR (Benedum) Teacher Education Program and the end of fifth year enrollment SCH generation. We intend to address these SCH production challenges in several related ways across the School of Education (see Q6.2). Some of these efforts are in progress and ongoing based on our prior analyses of broader trends in both enrollment and SCH. First, as noted earlier, we believe the significant enrollment growth in the Elementary Education B.A. (including into Fall 2023) in combination with our efforts to improve curricular efficiency and the phasing out in the data of deactivated program effects will lead to a recovery of SCH to positive trends in AY2023-2024. Second, the creation of new School of Education majors in growth areas supported by educational and occupational analyses – including an online, scalable Education M.A. and an Instructional Design & Technology B.S. – promises SCH generation for the unit aligned with growing student markets. Third, the revision of the Higher Education program suite to an MA with asynchronous delivery via 8-week classes and stackable certificates and an intra-collegiate EdD will further support SCH generation. Fourth, secondary teacher education revisions to consolidate secondary teacher preparation would allow for single stream student recruitment and student retention efforts to increase enrollment and SCH in the School of Education. Fifth, the initiation of the innovative WV+ program will create a cohort of senior year teacher education courses (during the year-long student teaching residency year) to full online delivery. Students would be able to spend their entire senior year at career-ready placements, which for a growing segment, would decrease the overall cost of attendance and increase program demand. This distinctive and differentiating concept is made possible by the WV’s year-long residency policy would allow us to increase enrollment demand from out-of-state students (our fastest growing enrollment groups that make up 64% of teacher education students at WVU).

Q6.1.
Assessment of Learning and Program Improvement

The Provost's Office will review the self-studies from the most recent Board of Governor's five-year program reviews for this section.

Units may provide updated information below if they so choose.

Q6.2. Provide the unit's plans or ideas to make significant changes to its operations, structure, offerings, or personnel in order to reduce its costs or improve its efficiency.

Provide any significant changes to the department's program curricula, its assessment of learning practices, or any other improvements that have been made since the department's programs completed their most recent Board of Governor's five-year review.

Efforts to reduce costs and increase revenue are central to the School of Education plans moving forward. The following sections highlight efforts to reduce costs, decrease the personnel footprint, achieve curricular efficiencies, and engage in program development in growth markets to achieve revenue growth: Cost Reductions and Efficiencies There have been initial steps in reducing expenses in the School of Education for 2023, with the reduction of four faculty (one appropriated to replace Nursery School director position) and two classified staff reductions to be reflected in the next fiscal year expense data. As discussed previously, the School of Education has the following deactivated programs that were either closed prior to the creation of, and moved into, the School of Education or were deactivated in the previous phase of academic transformation between 2021-2023: MA Elementary Education, MA Secondary Education, MS Instructional Design and Technology, MA Education Psychology, MA Program Evaluation, Ed.D.in Special Education, M.A. Digital Technology and Connected Learning, and the PhD Learning Sciences and Human Development. With the absence of active enrollments in these previously deactivated programs, the School of Education can reduce overall level of operations and costs with a reduction of 4.0 Faculty FTE while maintaining active programs. The School of Education is undergoing efforts to more efficiently deliver our curriculum via course enrollment management. For 2023-2024, we have increased course sizes and enrollment maximums across 200, 300, 400, and graduate sections in the unit (see appendix 1). This change will result in 22 sections being eliminated over the academic year. In our Elementary Education BA program, we are proposing curricular reforms to decrease our course requirements (see appendix 2) that will result in the elimination of 14 additional sections. Through increased course sizes, course/section reduction, and greater use of online delivery, we will nearly eliminate our adjunct instructor costs and allow us to deliver our teacher education program portfolio with an additional 1.0 reduction in Faculty FTE. The School of Education is also revising the Higher Education MA and Higher Education EDD programs to full asynchronous delivery with 8-week classes and stackable certificates to increase the number of full-tuition paying students. The restructuring of the Higher Education Administration EdD program (described below) to a collaborative, integrated college-wide program can produce a 1.0 reduction in Faculty FTE. These above changes would result in a reduction of our expenses aligned with 6.0 reduction in Faculty FTE (1.0-Teacher Education, 1.0-Higher Education, 4.0-Deactivated Programs) which would be combined with the 4.0 Faculty FTE reduction that are already slated for Fall 2023. In sum, this would result in a 10.0 FTE reduction (combined with two previous classified staff reductions), bringing total Faculty FTE to 21 for 2024-2025. When the Program Review Data Table is corrected to accurately appropriate nearly $2 million in expense from the School of Education to the School of Wellness and Counseling, this personnel restructuring would likely result in eliminating the School of Education's Revenue Net Expenses deficit. Further, such personnel restructuring would move our major student to Faculty FTE ratio to approximately 20:1 and our doctoral student to tenured and tenure-track ratio to 2.5:1. Revenue Response and Program Development While we believe that with continued growth in our undergraduate program (+36.4% 3YR growth) and the conclusion of deactivated-program effects on our enrollment trends, the School of Education is situated for positive revenue trends over the next three years. As stated previously, we also propose the following steps in program revision and development to achieve greater SCH production and revenue growth in the School of Education moving forward. These steps would be as follows: • Creation of Online, Scalable Education MA Program: In 2023-2024, create scalable asynchronous online degree program that is built off the 6 credit alternative education courses currently offered in SOE (transfer to teaching) with stackable micro-credentials. This program has the largest market upside and potential for partnership with Outside Program Manager (OPM). The total number of completers in the market is 13456 with an estimated enrollment per institution of 147. • Creation of an Instructional Design & Technology B.S. program. In 2023-2024, create an undergraduate program (in cooperation with design and technology units across campus) focused beyond the education landscape in area preparing students for corporate training, employee training specialists, instructional design, and Integrated Artificial Intelligence Design. According to the U.S Bureau of Labor Statistics, the job growth in instructional design ranges between 7% and 9% by 2029, which is higher than average, and it is considered the hottest job by Inside Higher Ed. Most of the current entry-level openings require an undergraduate degree in this field. • Revision of the Higher Education MA and Higher Education EDD programs: Change the mature online Higher Education Administration MA to full asynchronous delivery with 8-week classes and stackable certificates to increase the number of full-tuition paying students (limiting waiver usage). . We will also transform the Higher Education Administration EdD into a College-wide Online Doctorate of Education - Applied Human Sciences/Leadership Program to include curricular threads/certifications across the following: CAHS in K-12 Administration/Education Leadership, Higher Education, Sports Leadership, and Health & Wellness Leadership. • Creation of Consolidated Secondary Education BA Degree. This move would consolidate secondary teacher preparation into one degree (BA in Secondary Education) designed to incorporate the preparation of middle and high school mathematics, science, social studies, and English teachers. A BA in Secondary Education would maximize efforts and goals around single stream student recruitment, student retention and success, and administrative and budgetary efficiencies. In unifying secondary education into a single degree in the School of Education, we can increase enrollment through focused recruitment and streamlined curriculum, while decreasing the costs of delivery through curricular efficiencies across specialization content areas and across elementary and secondary education domains. • Implementation of an innovative Teaching WV+ program: Create a cohort of senior year teacher education courses (during the year-long student teaching residency year) to full online delivery. This distinctive and differentiating concept is made possible by the WV's year-long residency policy would allow us to increase enrollment demand from out-of-state students (our fastest growing enrollment groups that make up 64% of teacher education students at WVU). Students would be able to spend their entire senior year at career-ready placements, which would decrease the overall cost of attendance and increase program demand.

Q6.3. The program may provide additional evidence of program improvement here.

Assessment Document.docx
12.4KB
application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q7.1. The unit may provide any additional context or information about the unit's programs here.

Q7.2. You may use this section to provide any additional evidence referenced in the program review.

Appendix 1(1).docx
77.9KB
application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q7.3. You may use this section to provide any additional evidence referenced in the program review.

Appendix 2.docx
91.5KB
application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q7.4. You may use this section to provide any additional evidence referenced in the program review.

Appendix 3.xlsx
18.2KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q8.1.
Thank you for completing your self-study for the West Virginia University Board of Governors program review. You may now submit the survey and your self-study will be passed on to the Provost's Office for review.

Location Data

Location: [redacted])

Source: GeoIP Estimation