



Academic Program Review
Master of Arts in Education
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I. PROGRAM OVERVIEW

A. DESCRIPTION OF PROGRAM

Introduce your program. Include its College, Concentrations, and Modalities in which the program is offered; Relationships to other USU programs if applicable. How and when accreditor approval for the program was obtained.

The Master's of Education (MAEd) program in the College of Education prepares students with authentic-based learning with an emphasis on diversity, project-based learning, and 21st century skills. Our robust program is 100% online, teacher-practitioner oriented, and develops scholars to improve education outcomes for students in K-12 and higher education.

The MAEd curriculum consists of a total of 36 units: 24 units of core requirements, and 12 additional units in one of the eight concentrations: K-12 Administration and Leadership; Early Childhood Education Education; Higher Education Administration; Special Education; Effective K-6 STEM Education; Effective 7-12 STEM Education- Computer Science and Technology; Effective 7-12 STEM Education- Math and Engineering; or Effective 7-12 STEM Education- Natural Science.

The MAEd program allow students from the College of Education's Teacher Credentialing Preparation Program (TCPP) to transfer in 6 credits.

The MAEd program was approved by WSCUC in 2011 for on-site delivery and for online instruction in 2013.

B. PROGRAM MISSION AND LEARNING OUTCOMES

List the program learning outcomes and describe how they were developed; include any alignment with related educational organizations (e.g., programmatic accreditors, other national/international organizations related to the course content area). Describe relation to Institutional Mission, Vision, Values, and Outcomes. (How does this program mission align and further the mission of USU? How do Program Learning Outcomes align with USU's Institutional Learning Outcomes?). If an undergraduate program, how do the program's learning outcomes align with the core competencies required by WSCUC?

The MAED Program Learning Outcomes (PLOs) were developed by the College of Education Curriculum Committee, consisting of the core faculty from the MAEd and TCPP programs with support from the Provost's Office. During several course revisions in 2017, the committee determined that the PLOs were not pertinent to the 21st century educator. After several weekly meetings and discussions, committee members revised the PLOs so that they were relevant, authentic, and focused on developing teacher leaders. MAEd students are assessed with rigorous project-based and research-based assignments that enhance their skills and content

knowledge. The program develops the 21st century educator, who must be able to communicate effectively, and improve their classroom instruction and learning for all students. Additionally, students refine their professional practices and are prepared to make career changes that reflect their new knowledge and skills.

Institutional Learning Outcomes (ILOs)	Program Learning Outcomes (PLOs)
1. Communicate clearly and effectively through writing, speaking and using technology.	1. Communicate effectively with education constituents.
2. Apply quantitative reasoning to address complex challenges.	2. Interpret quantitative data relating to challenges and barriers in education.
3. Effectively gather, analyze and integrate information from a variety of sources.	3. Integrate educational research to guide practice and inform policy.
4. Analyze and evaluate information and arguments, interpretations, or hypotheses in order to solve problems and form well-reasoned positions.	4. Deconstruct societal influences on education practice and policy.
5. Demonstrate ethical reasoning and actions to provide leadership as a socially responsible citizen.	5. Analyze ethical issues that arise in education practices and institutions.
6. Work effectively across race, ethnicity, culture, religion, gender, and sexual orientation.	6. Frame professional practice through the lens of diversity and inequity.
7. Work collaboratively as members and leaders of diverse teams.	7. Collaborate in a community of educational practice.
8. Exhibit mastery of knowledge and skills within a discipline.	8. Connect theory and practice to engage 21st-century learners and professionals.

The MAED PLOs align with the Institutional Learning Outcomes (ILOs). Each MAEd Program Learning Outcome complements one of the Institutional Learning Outcomes. PLO 1 aligns with ILO 1, where the focus is to use educational research to impact practice and policy. PLO2 aligns with ILO 2, in which professional practice is framed in the context of diversity and inequity. PLO 3 aligns with ILO 3, whereby educators apply what they have learned in their professional practice. PLO 4 and 5 and ILO 4 and 5 are almost identical, in that writing and speaking effectively are necessary skills in any profession. PLO 6 and ILO 6 emphasize the need to consider diversity in our professional practice. PLO 7 and ILO 7 focus on collaboration and working in teams. PLO 8 and ILO 8 encourages students to demonstrate the skills and knowledge acquired from their coursework into their professional practice.

The MAEd program currently does not have a program mission. However, the coursework provided and reflected in the new PLOs improve the professional and educational opportunities for working professionals and teachers. This aligns with USU’s mission of “providing professional

and personal educational opportunities.” The PLOs are intended to help students succeed in their work, be equipped with the knowledge and skills that will make a difference in the lives of those they interact with, and engage in lifelong learning. Lifelong learning is one of the values of United States University, and is one that is fully promoted by the MAEd program.

Additionally, the PLOs correspond with the university’s values of quality, diversity, and affordability. The MAEd program has a diverse group of 21 faculty with a wide range of professional knowledge and experiences. Many courses, written by the faculty, have been revised to offer a practical educational experience that is current and relevant to the 20th century learner. Lastly, the MAEd program is very affordable with a tuition of \$11,700. Students have the option of enrolling in an interest-free, monthly payment plan.

The university's vision is “Our students will achieve their fullest potential to live, work and lead within the global community.” The MAEd Program Learning Outcomes fully support this vision. The courses are designed to enable our students to be agents of change in our diverse society, and to pursue leadership positions in and out of the classroom (see <https://www.usuniversity.edu/about/> for vision and mission statements).

C. PROGRAM HISTORY AND DESCRIPTION OF CHANGES SINCE LAST REVIEW

Present a brief history of the program and describe any changes since the last program review (if relevant). Document the approval of these changes.

The Masters of Education (MAEd) is one of nine degree programs that was approved by WSCUC in 2011. This report represents the first program review cycle for MAEd. There have been quite a few changes to the program. First, the program was initially 100% on-ground, but is now 100% online. Second, eight concentrations were added that were designed to meet the needs of the diverse student population. Third, the initial Program Learning Outcomes emphasized textbooks and research-based assignments. The new PLOs are authentic, and emphasize real-world application.

The PLOs were revised in Summer 2017, and there is documentation of meeting minutes from the Curriculum Committee. After the PLO revisions, courses were redeveloped due to a migration that supported the focus of the new PLOs.

In 2017, a partnership began with Arizona Legacy Traditional Schools, and a large number of students enrolled to complete a principal practicum. These students enrolled in the K-12 Administration and Leadership concentration which offered a pathway to Arizona state principal licensure. A significant cadre of new adjunct faculty were hired to support the increase in student enrollment. The partnership with Legacy Charter Schools ended in Summer 2018.

II. PROGRAM ACADEMIC QUALITY

A. STUDENTS

Discuss student demographics. What is the demographic composition (gender, ethnicity, age) of students enrolled in this program in the fall of the review year? How do these demographic characteristics align with the mission and values of USU? Discuss other indicators related to mission/vision/values.

The student population in the MAED program in the fall of the review year consisted of 24 females and 5 males. In 2017, in terms of ethnicity, there were 13 White, 8 Black/African American, 2 Asian, 1 Hispanic/Latino, 4 two or more ethnicities, and 1 unknown. From 2015-2017, the number of Hispanic/Latino enrolled decreased from 4 to 1. However, the number of White enrolled increased from 2 to 13. This increase can be attributed to the influx of Arizona charter schools teachers. The number of Black/African American increased from 1 to 8, the number of two or more ethnicities increased from 1 to 4, and the number of Asian enrolled increased from 1 to 2. There is more diversity in the group as a whole.

There is no data regarding age.

These demographic indicators reflect USU's core values of diversity and inclusiveness, as well as the university's mission to outreach to underserved groups. USU ensures a commitment to offering access to affordable higher education to all individuals of diverse backgrounds. The demographic characteristics align with the mission and values of USU, with the number of Black/African American and two or more ethnicities increasing significantly from 2015-2017. The student demographics indicate that we are supporting the university's mission of "providing professional and personal educational opportunities, with a special outreach to underserved groups." Specifically, many of the students were working professionals, seeking a promotion, a career change, a principal track, or professional growth.

B. CURRICULUM AND LEARNING ENVIRONMENT

1. CURRICULUM MAP

Describe the curriculum map (include map as an appendix) and how the curriculum addresses the learning outcomes; Describe the levels of achievement expected at different levels of student progress through the program.

The MAEd curriculum map was created in 2015 by the Curriculum Committee. The curriculum map shows how the program learning outcomes are addressed across the curriculum. There are three ways a course is related to an outcome: Introduced (I), Developed (D), and Mastered (M).

The “I” signifies that the learning outcome is introduced during that particular course. The “D” signifies that the learning outcome is practiced and students receive feedback. The “M” signifies that students can demonstrate mastery of the outcome appropriate for their Capstone and and specializations. The MAEd program has assessment rubrics that measure Developed and Mastered.

Throughout the curriculum students are significantly exposed to some PLOs more than others. For example, PLOs 2, 3, 8, and 9 are covered extensively in some courses more than others.

However, the PLOs of Quantitative Reasoning, Diversity, and Collaboration are covered in half of the courses. In the future, core courses will be reviewed to determine how and where these PLOs can be better infused into the curriculum.

By the time students reach the MAE 599 Capstone course, near graduation, they are expected to demonstrate mastery of all PLOs. In the Capstone, students submit carefully chosen assignments (artifacts) from their course of study that they feel best displays their mastery of the PLOs.

[Exhibit 1: MAEd Curriculum Map](#)

2. COMPARISON TO SIMILAR PROGRAMS AND/OR ASPIRANT PROGRAMS

As appropriate, discuss your curriculum in comparison to curriculum of selected other institutions and/or disciplinary/professional standards.

In comparison National University’s Master’s of Education program, the MAEd program has 9 Program Learning Outcomes, whereas National University MAE program has 4:

1. Analyze diversity issues in education to support equity in educational contexts and learning practices.
2. Integrate foundational theory and skills to make subject matter comprehensible to all learners.
3. Analyze the application of educational research, evidence-based practices, and academic writing.
4. Apply theoretical foundations of education to examine personal, societal, and organizational practices.

The MAEd has similar PLOs, with the exception of National University's PLO 4. National University's program is 45 quarter units (10 courses) and core requirements are 25 quarter units (6 courses). The core requisites are different in title but similar in description (i.e. Psychological Foundations of Education; Equity and Diversity; and Curriculum, Instruction, and Assessment). National University offers a core course titled “Exceptionalities.” This course examines four types of learners: English learners, gifted and talented students, and students at risk. The MAEd program does not offer a similar course in the core program and could benefit from doing so.

Classrooms across the nation are becoming more diverse, and a course designed to offer instruction and strategies for different kinds of learners would enhance the MAEd program.

The main difference between USU's MAEd program and National University's MAE program are the specializations offered. There are 6 specializations at National University, of which one is similar to a specialization at USU, the specialization in Teacher Leadership. This is similar to the MAEd specialization of K-12 Administration and Leadership. The other 5 specializations are: e-Teaching and Learning, Educational Technology, Teacher Leadership, Teaching Mathematics, and U.S. Education in a Global Context. A specialization in Educational Technology would benefit the MAEd program. The Common Core State Standards focus on preparing students to be college and career ready, with an emphasis on technology proficiency. Thus, teachers must be skillful in using technology and must know how to meaningfully integrate various technological tools in and out of their classrooms.

3. SCAFFOLDING

Describe how the program assures that student progress is sequential and cumulative. How does the program facilitate students enrolling in courses in which initial achievement in an outcome is expected prior to enrolling in courses in which higher levels of achievement are expected.

The MAEd program assures that student progress is sequential and cumulative with the use of the Curriculum Map. The Curriculum Map ensures that the Program Learning Outcomes are distributed throughout the curriculum, and that students have multiple opportunities to be introduced (I) to content, develop (D) their understanding of the content, and master (M) the content.

A program of study is developed at the Registrar's office for each individual student. The student's information is inputted in the record system. Students can only enroll in courses sequentially. The Curriculum Map identifies the learning opportunities (e.g., discussion threads, assignments, and activities) that align with the PLOs. Therefore, students will be introduced to content in the beginning of their course sequence, then develop their understanding and skills of the content in the middle of their course of study, and finally, demonstrate mastery of the PLOs at the end of their studies.

4. INTEGRATION

Describe how the courses in your program provide students with the opportunity to integrate knowledge and skills, and how achievement of integration is evaluated.

The courses in the MAEd program provide students with the opportunity to integrate knowledge and skills through authentic, project-based learning, and weekly discussions regarding current issues using journal articles, videos, and the course textbook(s) in a discussion forum. In

addition, PLO 3 is: Integrate educational research to guide practice and inform policy, which is introduced in the first course, MAE 502 Concepts in Educational Inquiry.

The achievement of integration is evaluated with discussion posts rubric and rubrics for written assignments and presentations (such as a Powerpoint or a video). The Capstone course is where students produce their culminating project, an educational portfolio, which demonstrates their mastery of the PLOs. The portfolio includes student selected work (a research paper, a Powerpoint, a discussion post, etc.) from their course of study.

[Exhibit 2: Sample 1- MAE 599 Capstone Portfolio](#)

[Exhibit 3: Sample 2: MAE 599 Capstone Portfolio](#)

5. LEARNING MODALITIES AND PREFERENCES

Describe the pedagogical approach to addressing various learning modalities and learning preferences.

There are various choices for assignment delivery across all the courses. Many assignments in the core courses are project-based learning, offering students a variety of assignments ranging from creating a PowerPoint, recording a speech, writing a research paper, and/or writing a proposal.

A comprehensive approach to learning is embedded within the courses to accommodate learning preferences. Content is delivered through written lectures, web-based videos, textbooks, and journal articles. Some instructors use meeting software in D2L (the learning management system) to meet synchronously with their students, while other instructors have used Zoom to meet face-to face-with their students. Furthermore, D2L has the option for instructors to record their feedback to students instead of using a written rubric.

6. STUDENT COURSE EVALUATIONS

Describe how student evaluations of courses are used in assessing academic quality. What are the results of the most recent course evaluations in your program? (Use at least the previous term's data, but you may include additional information from prior terms.) Describe any changes made in your program as the result of these evaluations.

The End-of-Course Survey is used in assessing academic quality. These student evaluations are at the end of each course, and students respond to survey questions in the following categories: course content, student experience, instructor evaluation, Brainfuse, and online experience.

Survey Questions	INSTITUTION			MAEd			BMark
	Su 1	Su 2	Fa 2	Su 1	Su 2	Fa 2	
1 Course Content							
1.1 LOs/Syllabus	4.68	4.66	4.66	4.79	4.82	4.78	4.75
1.2 Book/Materials	4.68	4.74	4.74	4.67	4.5	4.58	4.75
1.3 Alignment to LOs	4.74	4.7	4.7	4.83	4.79	4.69	4.75
1.4 Grading Criteria	4.61	4.65	4.65	4.54	4.67	4.42	4.75
2 Student Experience							
2.1 Thinking Critically	4.59	4.63	4.63	4.54	4.64	4.67	4.5
2.2 Confidence	4.64	4.6	4.6	4.63	4.74	4.56	4.5
2.3 Continual Learning	4.69	4.65	4.65	4.67	4.67	4.6	4.5
3 Instructor Evaluation							
3.1 Prepared, etc.	4.59	4.71	4.71	4.13	4.48	4.75	4.6
3.2 Expertise	4.71	4.75	4.75	4.46	4.64	4.89	4.6
3.3 Engaging	4.59	4.67	4.67	4.25	4.5	4.67	4.6
3.4 Encourage POV	4.62	4.69	4.69	4.17	4.6	4.81	4.6
3.5 Available/Timely	4.61	4.73	4.73	3.79	4.36	4.67	4.6
4 Brainfuse							
4.1 Usefulness	2.82	2.5	2.5	2	2.17	2.5	3
4- No Use	64.78%	57.80%	57.80%	91.30%	78.57%	83%	50%
Online Experience							
6 Mode	2.64	2.51	2.51	2.83	2.57	2.94	NA
7 Acces/Navigate	3.78	3.7	3.7	3.74	2	3.83	3.75
8 Assistance	3.66	3.62	3.62	3.76	1.47	3.69	3.8
9 Understanding	3.57	3.56	3.56	3.63	3.14	3.46	3.75
10 Online Discussions	3.36	3.37	3.37	3.35	2.93	3.33	3.75
Overall Means							
Course Content	4.68	4.69	4.69	4.71	4.69	4.62	4.75
Instructor Evaluation	4.62	4.71	4.71	4.16	4.51	4.76	4.75
Student Experience	4.64	4.63	4.63	4.61	4.68	4.61	4.75

Summer and Fall 2017 data shows that books/materials and grading criteria did not meet the benchmark. The benchmark is 4.75 on a scale of 5. This can be explained by several factors:

outdated materials and books; inconsistent grading among instructors; student inexperience with formatting/APA, and instructors not assigning articles when indicated in the course. As a result of these evaluations, the College of Education Curriculum Committee set up a faculty training for using rubrics, revised the rubrics so that APA formatting was not weighed heavily in rubrics, and reviewed course guides for outdated articles and books and replaced them with current ones.

In Summer 1 and 2, students evaluated instructors below the benchmark of 4.6 in the areas of preparedness, engagement, and availability/timeliness. This may due to the fact that USU changed to a new learning management system (LMS), called Desire2Learn (D2L). This LMS is quite different from what instructors were accustomed to, and there was a learning curve. To prevent future problems, a faculty guideline handout was created by the Provost. The faculty guidelines were also placed in the Instructor Only Resources area of D2L. Furthermore, faculty were enrolled into a newly revised orientation course in D2L designed to ensure student interaction within the course, including best teaching practices and expectations. Lastly, the Program Lead met with several instructors in-person and via online meetings to discuss and practice the features of D2L.

The new LMS also affected the online experience for students. Students evaluated the online experience below the benchmark of 3.75 in the areas of mode, assistance, understanding, and online discussions. Since the LMS was new to these students, it is understandable that their evaluations reflected their experience. As a result, the New Student Advisor (NSA) completed a one-on-one orientation with incoming students. The NSA provides additional check-ins and attention to new students to ensure that they are comfortable navigating and managing the course in D2L.

Update: 2018 Summer Results

COE End-of-Course Survey Data 2018 Summer									
	INSTITUTION				MAEd				BMark
Survey Questions	Su 1	Su 1D	Su2	Su2D	Su 1	Su 1D	Su2	Su2D	
1 Course Content									
1.1 LOs/Assignments	4.52	4.38	4.37	4.32	4.89	5	4.79	5	4.75
1.2 Design/Instructions	4.36	4	4.3	4.36	4.89	5	4.68	5	4.75
1.3 Textbook/Materials	4.43	4	4.33	4.59	4.81	5	4.68	5	4.75
1.4 Access/Navigation	4.44	4	4.39	4.61	4.8	5	4.78	5	4.75
2 Student Experience									
2.1 Interesting/Engaging	4.39	3.88	4.35	4.32	4.85	5	4.68	5	4.5

2.2 Expand Skills/Understanding	4.51	4.13	4.44	4.52	4.89	5	4.79	5	4.5
2.3 Thinking Critically	4.48	4.13	4.44	4.5	4.89	5	4.79	5	4.5
2.4 Recommend Course	4.4	4.14	4.35	4.38	4.81	5	4.79	5	4.5
3 Instructor Evaluation									
3.1 Discussion Engagement	4.51	4.38	4.43	4.55	4.89	5	4.79	5	4.6
3.2 Useful Feedback	4.51	4.38	4.41	4.5	4.89	5	4.78	5	4.6
3.3 Timely Feedback	4.45	4.13	4.42	4.5	4.85	5	4.78	5	4.6
3.4 Availability	4.54	4.38	4.46	4.55	4.89	5	4.78	5	4.6
3.5 Recommend Instructor	4.5	4.13	4.44	4.55	4.89	5	4.72	5	4.6
4 Support Services									
4.1 Academic Advising	4.01	3.8	3.77	3.4	4.44	5	4.5	1	TBD
4.2 Helpdesk/IT	3.82	2.67	3.71	3.75	4.5	5	4.5	0	TBD
4.3 Brainfuse Tutoring	3.61	2.67	3.57	3.57	4	4	4.5	0	TBD
4.4 Library/Librarian	4.01	3.6	3.97	3.67	4.4	4	4.6	0	TBD

End-of-Course (EOC) Survey data from Summer 2018 shows significant improvement from Fall and Summer 2017 survey data. The MAEd program met or exceeded the benchmark of 4.75 for all survey questions regarding course content, student experience, and instructor evaluations. Survey data for Support Services is to be determined. The improved results may be explained by several things. First, the MAEd program has had steady faculty who have taught using D2L and now have more experience using it. In addition, the Academic Services Coordinator completely revised the faculty orientation, which thoroughly shows and explains what the faculty need to do to in order to be effective online instructors. Lastly, many courses were rewritten with new course learning outcomes that were less research-based and more oriented towards practical work experiences (i.e creating a professional development for staff or preparing a persuasive speech to a concerned parent).

Students' written feedback from surveys is also reviewed to make decisions regarding instructor support or curricular changes. For example, a student wrote on a Spring I 2018 survey that a minimum of 250 words for a discussion post was not rigorous enough. Consequently, the Curriculum Committee decided that the MAEd program will use two discussion questions every week for each course. Some of this work has already been completed in the core courses (500, 502, 504, 512, 514) and will continue until all courses have two discussion questions per week.

7. CO-CURRICULAR LEARNING EXPERIENCES

At the beginning of the review year, a principal practicum was developed in partnership with the Arizona Legacy Traditional Schools. The practicum was specially designed for prospective principals to obtain state administrative licensure. In the future, a principal practicum will be developed for another track.

C. STUDENT LEARNING AND SUCCESS

1. LEARNING OUTCOMES ASSESSMENT

Discuss learning outcomes assessment for your program. Include annual results of direct and indirect assessment (include annual assessment reports in appendix). Describe the assessment process: how are program learning outcomes assessed? (Include a schedule showing which PLOs are scheduled for assessment in which year, which indicates review of all PLOs within a five-year cycle). Describe ongoing efforts by the department to respond to assessment results; what changes were made in the assessment process or in courses to improve results? (If results of any learning outcome assessment are completed prior to the final draft of this self-study, adjust this section to include those results as well.)

MAEd learning outcomes are assessed on an annual basis using the PLO assessment schedule. The results, as well as carefully examining student work, has been a driving force in making curricular improvements. Early improvements focused on localized adjustments relating to the PLO/core competencies. However, it became evident that the programs as a whole should be restructured to better support the achievement of all PLOs, with scaffolding of the learning from beginning to end. This change in focus appears in the 2016-17 plans in the table below, where the PLOs themselves come under review.

An Assessment Task Force, composed of Program Lead faculty, the Provost, and Associate Provost meet as needed to respond to assessment results. For example, PLO 9 Evaluate societal influences on education practice and policy (Critical Thinking) was last assessed in the 2013-2014 cycle. The task force discussed that the Institutional Learning Outcome was too narrow, or not applicable to the MAEd program. Therefore a recommendation was made to revise the ILO or the PLO. Efforts were also made to ensure that PLOs were authentic and related to real-world experiences. For instance, PLO 1 Integrate educational research to guide practice and inform policy (Information & Media Literacy) was last assessed at the Introductory level in 2014-2015. The Task Force discussed that APA must be in all rubrics, including discussions by the end of 2016 and that there needs to be more focus on APA modeling in the curriculum.

For the 2017-18 assessment, faculty have written PLO rubrics (based upon an initial core competency rubric for one of the sets of PLOs measured) and adjusted the graduate benchmarks to make the rubrics more functional for that degree level. Annual Institution Assessment Reports compile the yearly programmatic work.

MAEd PLO Assessment Results & Plans Summary

PLO	Results			Plans	Updates
<p>1 Integrate educational research to guide practice and inform policy. (Information & Media Literacy)</p> <p>Last Assessed: 2014-15 (under old PLO) Rubric: Link</p> <p>Next Assessed: 2019-20</p>	All criteria met (only assessed at I-level)			<p>Ensure APA is included in all rubrics, including discussions (by end of 2016)</p> <p>Review PLO for revision to ensure authenticity and applicability to real-world experiences (by Fall 2017)</p>	<p>Complete with Migration to D2L (2017-18)</p> <p>Complete (Summer 2017)</p>
	Master Level (n = 0)		3 (80%)		
	Not Assessed (low enrollment/course availability)				
	Introduce Level (n = 5)	1+ (80%)			
	Select Information	100%			
	Communicate Information	100%			
	Cite Information	100%			
PLO	Results			Plans	Updates
<p>2 Frame professional practice through the lens of diversity and inequity. (Cultural Literacy)</p> <p>Last Assessed: 2016-17 (under old PLO) Rubric: Link</p> <p>Next Assessed: 2022-23</p>	Criterion met (only assessed at D-level)			<p>Review curriculum map for more opportunities to scaffold this skill. Add it to at least 50% of the program courses. (by Fall 2018)</p> <p>Update the assignments in the identified diversity-supporting courses to ensure that assignments reflect increasing diversity expectations. (by Fall 2018)</p>	
	Develop Level (n = 14)		2+ (80%)		
	Diversity		37%		
<p>3 Connect theory and practice to engage 21st-century learners and professionals. (Discipline Literacy)</p> <p>Last Assessed: 2017-18 (under old PLO) Rubric: Link</p> <p>Next Assessed:</p>	Pending				

2021-22					
PLO	Results			Plans	Updates
<p>4 Write effectively for education constituents. (Written Communication)</p> <p>Last Assessed: 2015-16 (under old PLO) Rubric: Link</p> <p>Next Assessed: 2021-22</p>	M-Level: Not Met for all criteria			Review and revise the PLO for authenticity (by Summer 2017)	Complete
	Master Level (n = 3)		3 (80%)		
	Central Message		33%	Review and revise written assignments, including discussion questions to support new PLO (Summer 2017)	
	Organization		50%		
	Supporting Content		33%		
	Delivery: Written		33%		
Context & Genre		33%			
PLO	Results			Plans	Updates
<p>5 Speak effectively with education constituents. (Oral Communication)</p> <p>Last Assessed: Delayed (from 2015-16) Rubric: Link</p> <p>Next Assessed: 2020-21</p>	M-Level: Not Met for all criteria			Review and revise the PLO for authenticity and modern delivery methods (Summer 2017)	Complete
	Master Level (n = 4)		3 (80%)		
	Central Message		0%	Scaffold oral communication skills into the curriculum (Summer 2018)	
	Organization		0%		
	Supporting Content		25%		
	Delivery: Oral		37%		
Context & Genre		75%			
PLO	Results			Plans	Updates
<p>6 Work effectively in a community of educational practice. (Collaboration)</p> <p>Last Assessed: Delayed (from 2016-17) Rubric: Link</p> <p>Next Assessed: 2020-21</p>	This assessment has been deferred to 2017-2018 due to low enrollment and the courses corresponding on the curriculum map not being offered during the current assessment cycle.			Deferred	
PLO	Results			Plans	Updates

7 Interpret quantitative data relating to challenges and barriers in education.(Quantitative Reasoning) (Updated 8/18) Last Assessed: 2014-15 (under old PLO) Rubric: Link Next Assessed: 2019-20	Assessment Deferred: No evidence from this cycle. Only 2 students began the pilot collaboration, but one had to take a leave of absence.			Review and revise the PLO (by Summer 2017)	Complete (Summer 2017)
PLO	Results			Plans	Updates
8 Analyze ethical issues that arise in education practices and institutions. (Ethical Reasoning) Last Assessed: 2017-18 (under old PLO) Rubric: Link Next Assessed: 2022-23	Pending				
PLO	Results			Plans	Updates
9 Evaluate societal influences on education practice and policy. (Critical Thinking) Last Assessed: 2013-14 (under old PLO) Rubric: Link Next Assessed: 2018-19	D-Level: Not Met for 2 criteria; Met for 1 criterion; not assessed for 1 criterion (assignment construction)			Revise ILO	Complete: April, 2017 - ILO revised. Complete: PLO revised August, 2017 and 18.
	Develop Level (n = 2)		2+ (80%)	Revise PLO (potentially)	
	Use of Evidence		0%		
	Analysis: Evidence		0%		
	Analysis: Point of View		NA		
	Student Position		100%		

2. STUDENT RETENTION AND GRADUATION RATE TRENDS

Discuss retention and graduation rate trends (disaggregated). What are the implications of these trends? What measures have been implemented to address concerns (if any)?

MAEd KPIs (2013-2017)					
	Persistence Rates				
Summer to Fall Persistence (%)	2013	2014	2015	2016	2017
	100	83	100	67	91
	Retention Rates				
Fall to Fall Retention (%)	2013	2014	2015	2016	2017
	100	63	100	50	33

Persistence rates were steady at 100% in 2013, dropped to 83% in 2014, returned to 100% in 2015, and dropped significantly in 2016 to 67%. In 2016, the USU campus moved from Chula Vista, CA to Mission Valley, CA. At this time, the final project in the course MAE 599 Capstone was a lengthy (45-50 pages) literature review that students were expected to complete in one session. The demands of this final assignment may have affected persistence rates in 2016. The persistence rate in 2017 increased to 91%. In 2017, the overall quality of student learning in courses due to revised Program Learning Outcomes may have attributed to this change. In addition, a large number of students from Legacy Traditional Schools enrolled in 2017, and were under district constraints to complete their degree by a specific date.

Fall retention rates have fluctuated from 2013 to 2017. Retention rates were 100% in 2013 and 2015. From 2014 to 2016-2017, the retention rates have continually decreased from 63%, 50%, and 33%, respectively. In Fall 2016, two students filed for an Incomplete grade, with both citing that the Capstone course was too rigorous and that they needed more time to complete the literature review that was required for the course. In Fall 2017, the rates fell by 17% because one student dropped out of the program due to personal reasons.

3. STUDENT SATISFACTION

Provide information here on the results of the most recent student satisfaction survey from students in your program. How have these affected program activity? Discuss the results of graduating student satisfaction surveys and/or alumni satisfaction surveys as available.

At the time of the program review, three students completed the Student Satisfaction Survey in Fall 2017. Sixty-three percent of students stated that they recommend the MAEd program, and this percentage increased in 2018 to 100%. The increase in student satisfaction could be explained by several reasons. For one, in 2018 the MAEd program had consistent faculty who had experience using D2L and understood the USU Faculty Guidelines that were created by the Provost. Moreover, the MAE 599 Capstone course was completely rewritten and changed from a research-based project (a literature review) to a reflective,

educational portfolio that is based on the MAEd Program Learning Outcomes. Student feedback from End-of-Course surveys praised the reflective aspect of reviewing their coursework and selecting assignments to demonstrate mastery of the Program Learning Outcomes.

In 2017, 50% of students would not re-enroll/don't know, and in 2018, this percentage decreased to 33%. This data may be explained by a few factors. First, the MAEd program is 100% online, and does not offer a student experience that an on-ground program could. Second, the data may be related to student dissatisfaction at 38%, with online course delivery. In summer 2017, the learning management system changed from Blackboard to D2L. Students were unfamiliar with D2L and needed more than one session to understand and use the different tools within it. Consequently, 37% of students rated faculty with no opinion/somewhat dissatisfied on the survey statement: "provided timely feedback about student progress in a course." Faculty, including the Program Lead, were still learning how to use D2L. During this time, the Provost developed USU Faculty Guidelines that clearly stated that grading must be posted within 72 hours of an assignment due date and must include substantive feedback. The faculty guidelines have helped instructors by providing expectations and resources available to them. Furthermore, to ensure that faculty are timely with grading, are engaging in the discussion forum, and are active in their classrooms, James Mathews, the Director of Faculty Support, supports faculty with respect to D2L and the classroom. He sends notifications directly to all Program Leads and faculty. His overall goal is to ensure that students get the best educational experience possible. Third, the tuition decreased in summer 2017, and the MAEd became one of the most affordable online programs compared to other universities.

38% of students had no opinion whether faculty were fair and unbiased in their treatment of individual students. The faculty guidelines addresses this statement, and instructs faculty to use rubrics "to streamline grading and in the most unbiased method possible."

In Fall 2017, 24% of students were dissatisfied with instruction in their program. As a result, many of the MAEd program courses were reviewed by the Curriculum Committee and it was determined by the Curriculum Committee that there needed to be less research-based assignments and more practical application of course content in key assignments and discussions. Thus, many assignments and discussion questions were completely rewritten to include various modalities (i.e. elevator speech, PowerPoint, and/or video) and to demonstrate learning of new CLOs.

Also in Fall 2017, thirty-seven percent of students expressed that the library resources and services are adequate. This number decreased slightly to 33% in Fall 2018. At the time of this review, the librarian has created many resources, including a Library Corner, in D2L. Students may find video tutorials, webinars, and databases, and research guides in the Library Corner.

Table 3: Re-Enroll/Recommend Questions from Annual Student Satisfaction Survey

Fall 2017 Re-enroll and Recommendation Decisions (MAEd Responses) (n=8)					
	Definitely Not	Probably Not	Don't Know	Probably Yes	Definitely Yes
Re-enroll	0%	25%	25%	0%	50%
Recommend USU	0%	25%	12%	25%	38%

Table 4: Additional Satisfaction Questions Added on the 2016 Questionnaire

Fall 2017 Satisfaction Questions (MAEd Responses) (n=8)						
Category	Question	Very Dissatisfied	Somewhat Dissatisfied	No Opinion	Somewhat Satisfied	Very Satisfied
Services (Overall)	Library	0%	12%	12%	25%	50%
	Online Course Delivery	0%	38%	0%	25%	38%
	Overall Experience with USU Faculty	12%	12%	0%	25%	50%
	Overall Educational Experience	0%	25%	0%	12%	63%
Student Services	There is a commitment to academic excellence at USU.	0%	12%	25%	25%	38%
	Tutoring services are readily available.	0%	0%	75%	12%	12%
Student Experience	I am able to experience intellectual growth at USU.	12%	0%	0%	38%	50%

	The course content within my program is valuable.	0%	12%	12%	12%	63%
	The instruction in my program is excellent.	12%	12%	0%	25%	50%
Library	Library resources and services are adequate.	0%	12%	25%	25%	38%
Faculty	Faculty are fair and unbiased in their treatment of individual students.	0%	0%	38%	12%	50%
	Faculty care about me as an individual.	0%	0%	25%	25%	50%
	Faculty provided timely feedback about student progress in a course.	0%	12%	25%	25%	50%

Table 3: Re-Enroll/Recommend Questions from Annual Student Satisfaction Survey

Fall 2018 Re-enroll and Recommendation Decisions (MAEd Responses) (n=3)					
	Definitely Not	Probably Not	Don't Know	Probably Yes	Definitely Yes
Re-enroll	0%	0%	33%	33%	33%
Recommend USU	0%	0%	0%	67%	33%

Table 4: Satisfaction Questions from Annual Student Satisfaction Survey

Fall 2018 Satisfaction Questions (MAEd Responses) (n=3)					
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Category	Question	Very Dissatisfied	Somewhat Dissatisfied	No Opinion	Somewhat Satisfied	Very Satisfied
Services (Overall)	Library	0%	33%	67%	0%	0%
	Online Course Delivery	0%	0%	0%	33%	67%
	Overall Experience with USU Faculty	0%	0%	0%	33%	67%
	Overall Educational Experience	0%	0%	0%	67%	33%
Student Services	There is a commitment to academic excellence at USU.	0%	0%	0%	67%	33%
	Tutoring services are readily available.	0%	0%	100%	0%	0%
Student Experience	I am able to experience intellectual growth at USU.	0%	0%	0%	33%	67%
	The course content within my program is valuable.	0%	0%	0%	67%	33%
	The instruction in my program is excellent.	0%	0%	0%	0%	100%
Library	Library resources and services are adequate.	0%	33%	0%	0%	67%
Faculty	Faculty are fair and unbiased in their	0%	0%	0%	0%	100%

treatment of individual students.						
Faculty care about me as an individual.	0%	0%	0%	0%	100%	
Faculty provided timely feedback about student progress in a course.	0%	0%	0%	33%	67%	

4. JOB PLACEMENTS AND STUDENT ACHIEVEMENTS

Job Status	
Which of the following best descr..	
Employed	6
Not employed, looking for work	2

At the time of this program review, six students were employed in the field of education. One student from Legacy Traditional Schools, was a classroom teacher and received a promotion before her final session of study. She accepted a position as a Community Site Coordinator for a preschool. This student credited the MAEd program for the supportive faculty and the relevant coursework. Another student from Legacy Traditional Schools was promoted to assistant principal while enrolled in the principal practicum. This student also praised the courses and instructors of the MAEd program, and attended the most recent USU graduation ceremony in September 2018. Finally, a student was enrolled concurrently in the MAEd program and a doctoral program from another online university. This student commended the faculty and and stated that the assignments helped him prepare for his doctoral thesis.

D. FACULTY

1. FACULTY QUALIFICATIONS AND EXPERTISE

Describe faculty qualifications and expertise. Include terminal degree proportion, list of faculty specialties within the discipline (and alignment to program curriculum), and any other academic quality indicators (e.g., external funding awarded to faculty, record of professional practice, service awards and recognition, etc.). (Include current vitae of core faculty in an appendix.)

There are 21 adjunct faculty, and 18 (86%) have a doctoral degree and 3 (15%) have a master's degree. Faculty are assigned to courses according to the educational background and expertise. For example, instructors with a doctoral degree in educational leadership teach courses in the K-12 Administration and Leadership specialization. Likewise, instructors with a special education degree teach courses in the the special education specialization.

Many faculty are current practitioners, with experiences ranging from principal, assistant principal, classroom teacher, and instructional specialist, just to name a few. Two faculty, Dr. Joy Abuyen and Dr. Yazmin Pineda, have National Board Teacher Certification, the highest level of certification a teacher can achieve in the United States. Furthermore, two faculty, Stacy Brannon and Dr. Yazmin Pineda, had their books published in the field of special education. Most recently, Dr. Joy Abuyen was voted as Site Teacher of the Year; Dr. Jamar Marks was chosen as 2018 -2019 Education Support Professional of The Year II; Dr. Shawna Codrington was promoted to school principal, and Dr. Paty Fernandez was promoted to Coordinator Pupil Services, Student Support in her district.

Name	Full/Part time	Degrees/Field (list all Degrees received)	Degrees/Institution	Field of Specialization	Credentials/Education experience	Year(s) at USU
Abuyen, Joy	Lead Faculty of MAEd program, (part-time core)	Doctor in Education, Educational Leadership Master of Arts, Educational Administration Master of Arts, Education Bachelor of Arts, Anthropology	EdD: San Diego State University MA in Ed Admin. California State University Dominguez Hills MA: Pepperdine University BA: University of California Los Angeles	Educational Administration Early Childhood Education Educational Technology	Multiple Subject credential with CLAD Administrative Services credential National Board Certification, Generalist/middle childhood certification Teacher, Avondale Elementary School	3 years
Ashley, John	Part-time (adjunct)	Doctor of Education Master of Arts, Education Bachelor of Science, Human Development	EdD: San Diego State University MAE: Chapman University BS: Warner Pacific College	Educational Administration	Administrative Services Credential Multiple Subject Teaching Credential Principal, Avondale Elementary School (current) Principal, Glenn E. Murdock Elementary School Principal, Hughson Elementary School Vice Principal, Summer School Principal, Teacher First Grade, Richard M. Moon Elementary School	1 year

Boyle, Sarah	Part-time (adjunct)	Edd: Educational Leadership MA Special Education BA Business Administration	Edd: Grand Canyon University MA: National University BA: University of Phoenix	Special Education Educational Leadership	Academic Coach Special Education teacher Mild/Moderate Special Education Teaching Credential	7 months
Brannon, Stacey	Part-time (adjunct)	Masters of Arts, Curriculum and Instruction Studies Bachelor of Arts, English	MA: University of Hawaii at Manoa BA: University of California Los Angeles	Special Education	Multiple Subject credential with CLAD Special Education Transition teacher	1 year
Breier, Eve	Part-time (adjunct)	Doctor of Education Master of Arts, Literacy Education Bachelor of Science, Elementary Education	Edd: Nova Southeastern University MA: Nova Southeastern University BS: University of South Florida	Educational Administration	Principal (Imagine Schools) Campus College Chair (University of Phoenix) National Director (Read MTI)	1 year
Chamberlin, Shannon	Part-time (adjunct)	Doctor of Education, Teaching and Learning Master of Arts, Teaching and Learning Master of Science, Health Bachelor of Science, Biology	Edd: University of California, San Diego MA: University of California, San Diego MS: Western Kentucky University BS: University of California, Riverside	Education Special Education	CA Clear Single Subject credential with CLAD (UCSD) Professional Experience Science teacher (Castle Park Middle School) Curriculum specialist-science STEAM coach (Stephen Hawking Charter Schools) Academic Support teacher Rape prevention services (UC San Diego)	2 years
Codrington, Shawna	Part-time (adjunct)	Doctor of Education, Educational Leadership (PreK-12 School Leadership) Master of Arts, Literacy Education Bachelor of Arts, Liberal Studies	Edd: San Diego State University MA: San Diego State University BA: CSU Northridge	Cultural Diversity; Educational Administration	Principal, Veterans Elementary School Associate Principal, Heritage Elementary School Lead Teacher, Feaster Charter School	1 year
Miles Cooke, Lauralyn	Part-time (adjunct)	Doctor of Philosophy, Clinical Psychology Bachelor of Arts, Psychology	PhD: San Diego State University/University of California, San Diego BA: University of California Los Angeles	Educational Psychology	Behavioral medicine specialist (Kaiser Permanente) HIV/Behavioral medicine specialist (Harbor-UCLA Medical Center) faculty diversity internship program (Los Rios Community College) One-to-One mentor program (Walden Family Services)	4 years
Desbrow, Darlene	Part-time (adjunct)	Doctor of Philosophy, Education Master of Arts, Special Education Bachelor of Arts, Psychology	PhD: Walden University MA: National University BA: California State University Long Beach	Special Education	Multiple Subject Teaching Credential K-12 Learning Handicapped Credential (mild/moderate) Autism Spectrum Disorder Credential	5 years

Eira de Aquino, Carlos	Part-time (adjunct)	Post-doctorate, Entrepreneurship Doctor of Philosophy, Engineering Master of Science, Engineering Bachelor of Science, Structural Engineering	BS: University of Campinas MS: The George Washington University PhD: University of Sao Paulo Post-doc: University of Campinas	Economics Management	2007: Certified PhD Adviser and Certified M.Sc. Adviser - CNPq (National Council on Research and Development) - Brazilian Ministry of Education	5 months
Fernandez, Patricia	Part-time (adjunct)	Doctor of Education, Educational Leadership Master of Arts, Educational Leadership Bachelor of Arts, Liberal Studies Associate of Arts, Liberal Arts	Edd: San Diego State University MA: San Diego State University BA: San Diego State University AA: Mount St. Mary's University	Educational Administration Early Childhood Education	Multiple Subject credential Administrative Services Credential BCLAD certification	1 year
Josafat, Jason	Part-time (adjunct)	Doctor of Education, Educational Leadership Master of Arts in Teaching Bachelor of Arts, English	Edd: San Diego State University MA: Alliant International University BA: National University	Educational Administration	Administrative Services Credential Single Subject credential, English	3 years
Maas, Ruth	Part-time (adjunct)	Master of Arts, Educational Technology Bachelor of Arts, Design/Illustration	MA: San Diego State University BA: Brigham Young University	STEM Education Educational Technology	California Multiple Subject Teaching Credential with CLAD, Expires 2022 California Supplemental Authorization Teaching Credentials in Art and Mathematics, Expires 2022 Google Educator Level 1 Certification, 2016 Leading Edge Online and Blended Learning Certified, 2008	1 year
Mack, Jason	Part-time (adjunct)	Doctor of Philosophy, Psychology Master of Arts, Teaching & Learning with Technology Bachelor of Arts, English Language & Literature	PhD: University of the Rockies MA: Ashford University BA: University of Wisconsin	Higher Education Educational Leadership		3 years
Marks, Jamar	Part-time (adjunct)	Doctor of Education, Curriculum & Instruction Master of Arts, Curriculum & Instruction Bachelor of Arts, Early Childhood Education	EdD: Liberty University MA: Central Michigan University BS: Tennessee State University	STEM Education Higher Education	Instructional Support Specialist, Dekalb County School District	2 months
Meyerott, Theresa	Part-time (adjunct)	Doctor of Education, Educational Leadership Master of Science, Psychophysiology and Biofeedback	Edd: UCSD/CSU San Marcos MS: Aliant University BS: UCSD	Higher Education Educational Leadership	Single Subject credential, Biology Administrative Services Credential	7 months

		Bachelor of Science,; Biochemistry and Cell Biology				
Pineda, Yazmin	Part-time (adjunct)	Doctor of Education, Educational Leadership Master of Arts, Special Education Bachelor of Arts, English Literature and Language	Edd: San Diego State University MA: California State University, Fresno BA: California State Polytechnic University, Pomona	Educational Psychology Educational Administration Special Education	Multiple-subject credential Multiple Subject/Mild-Moderate Education Specialist Administrative Services Credential National Board Certification, Exceptional Needs Specialist/Early Childhood Through Young Adulthood	1 year
Ratliff, Holli	Part-time (adjunct)	Doctor of Education, Instructional Leadership and Conflict Resolution	Edd: Nova Southeastern University	Educational Leadership	Nevada State Licensure Nevada Teaching License K-8	5 months
Stewart, Wendy	Part-time (adjunct)	Doctor of Education, Educational Leadership Master of Science in Counseling Bachelor of Arts, Literature	Edd: University of Southern California MS: San Diego State University BA: University of California, San Diego	Educational Leadership	University of California, San Diego Extension ADJUNCT FACULTY – EDUCATION DEPARTMENT, COLLEGE COUNSELING CERTIFICATE PROGRAM National University ADJUNCT FACULTY – SCHOOL COUNSELING AND PSYCHOLOGY, COUNSELOR EDUCATION PROGRAM MiraCosta College (8/11 – present) DEAN OF COUNSELING & STUDENT DEVELOPMENT MiraCosta College (6/14 – 12/14)	3 years
Villa, Megan	Part-time (adjunct)	Bachelor of Arts, Liberal Studies Master of Arts, Education and Cross-cultural Teaching	BA: SDSU MA: National University	Curriculum & Instruction	Multiple Subject credential with CLAD	7 months
West, Stephanie	Part-time (adjunct)	Doctor of Education, Educational Leadership Master of Arts, Curriculum & Instruction	Edd: Grand Canyon University MA: Grand Canyon University	Educational Leadership Curriculum & Instruction	Certified Teacher – K-8 Elementary Education Certified Administrator – K-12 Principal Certified Administrator - Superintendent Endorsement, K-12 Reading Specialist	5 months

[Exhibit 4: Faculty Resumes](#)

1. DIVERSITY OF FACULTY

Include information on gender and ethnicity of faculty teaching in your program. Do the demographic characteristics of your core and adjunct faculty align with USU's commitment to diversity and the demographic characteristics of the students in your program?

The MAEd faculty is predominantly female, 16/21 or 76% The demographic characteristics of the core and faculty are ethnically diverse. The majority of the adjunct faculty are White (52%) and African American (19%), while the remaining faculty are Asian, Portuguese, Latino, or two or more ethnicities. The diversity of faculty reflects USU's commitment to teaching underserved groups, and also mirrors the demographic characteristics of the students in our program.

Gender	
Female	16 or 76%
Male	5 or 24%
Total	21

Ethnicity	
African American	4 or 19%
Asian	2 or 10%
Latino	2 or 10%
Two or more ethnicities	1 or 5%
Portuguese	1 or 5%
White	11 or 52%

2. PROSPECTIVE FACULTY EVALUATION

What is the process of evaluating prospective core and adjunct faculty? How does the program assure that faculty assigned to courses are qualified by education and experience to provide quality instruction?

Prospective adjunct faculty are evaluated through a process created by the Academic Services Coordinator and in conjunction with the Program Lead Faculty. All prospective core faculty must send a letter of interest, resume and/or curriculum vitae to the Program Lead Faculty. The Program Lead Faculty reviews the paperwork, and issues a new hire process email to the Academic Services Coordinator, who sends the new hire paperwork. The Academic Services Coordinator collects processes, and files this paperwork and sends an

email to the Program Lead the process is completed and that the new hire may begin teaching courses. In addition, adjunct faculty are evaluated by the students in their courses with the End-of-Course survey.

Core faculty are evaluated by their portfolio which includes their curriculum vitae, samples of student course feedback, syllabi of courses taught, participation in USU governance, etc.

Since the MAEd program is 100% online, faculty are required to participate in a web-based D2L orientation. To ensure that courses are taught by experienced and qualified faculty, the Program Lead Faculty regularly reviews their curriculum vitae. In addition, faculty are offered the opportunity to decide which courses they would like to teach and have expertise in, and these courses are assigned to them in D2L.

[Exhibit 5: Core Faculty Portfolio](#)

III. PROGRAM VIABILITY

A. DEMAND FOR THE PROGRAM

1. ENROLLMENT TRENDS

What are the total Fall I enrollment trends for the previous 5 years (including the present year)? Is enrollment increasing, decreasing, or holding steady? What are the Fall I NEW enrollment trends for the previous 5 years (including the present year)? Is new enrollment increasing, decreasing, or holding steady? How does the enrollment information provided impact the program's ability to become/remain fiscally sustainable? What changes would be needed to improve the program's fiscal sustainability? What resources might be required to accomplish this?

Enrollment in the MAEd program has fluctuated during the past 5 years. Enrollment has been low (between 6-13 students) from 2013-2016. Enrollment was at its lowest in 2016, with six students enrolled. In 2016, United States University moved their campus from Chula Vista, CA to Mission Valley, CA.

The MAEd had its highest enrollment in 2017 at 28 students. The increase enrollment may be explained by the tuition decrease, and the partnership with the Legacy Traditional Schools. During this time, many teachers from Legacy enrolled to complete the principal practicum that was created specifically for them. Current enrollment is holding steady at 24 students.

The enrollment information impacts the program's sustainability. The MAEd needs to offer more popular specializations, such as educational technology or dual language. The resources needed for new specializations are faculty subject matter experts to develop

these courses, and funding to pay them. In addition, the concentration in K-12 Administration and Leadership is the most popular among students. A principal track should be offered again, for California students and other states. Lastly, to become fiscally sustainable, the program needs marketing.

MAEd KPIs (2013-2017)					
	Program Enrollment Headcount				
Fall Headcounts	2013	2014	2015	2016	2017
	11	13	10	6	28

2. RETENTION AND GRADUATION RATES

What are the current five-year retention rates for the prior year? How does this compare to benchmark institutions' persistence rates? Are there major demographic differences between students who continue and those who do not? What data are available for graduation rates? Do the graduate demographics align with program demographics? How does the retention/graduation data provided impact the program's academic quality, particularly in relation to student demographics? If applicable, what changes would be needed to improve the retention and graduation rates? What resources might be required to accomplish this?

Table 53: Time-to-Degree

The following table is only for students that have graduated from the degree program for the defined year period. The defined year period is from July 1 to June 30 to align with external reporting. E.g., 2015-2016 covers July 1, 2015 to June 30, 2016. Time to degree is the elapsed time from the student's expected start date and graduated date.

Program	Values	July 1 - June 30			
		2013-2014	2014-2015	2015-2016	2016-2017
Master of Arts in Education	Count	3	10	4	5
	Average Time to Degree (Months)	15	16	20	25

Table 53 illustrates graduation rates from 2013-2017. From 2013-2014, three students graduated and completed their degree in 15 months. From 2014-2015, ten students graduated and completed their degree in 16 months. From 2015-2016, four students graduated and completed their degree in 20 months, and from 2016-2017, five students graduated and completed their degree in 25 months. The MAEd program can be completed in as little as 12 months, and the data shows that students are progressively taking more time to complete their degree. The majority of students are full-time professionals, and evidently did not enroll full-time in every session.

MAEd KPIs (2013-2017)

	Persistence Rates				
Summer to Fall Persistence (%)	2013	2014	2015	2016	2017
	100	83	100	67	91
	Retention Rates				
Fall to Fall Retention (%)	2013	2014	2015	2016	2017
	100	63	100	50	33

The retention rates from 2013-2017 shifted up and down throughout this time period, with the lowest rate being 33% in 2017. Retention rates were worse than the persistence rates. The data may be a result of the impact of all the changes the MAEd program was undergoing as explained in the previous sections of this report. On the positive side, the persistence rates have markedly improved, especially from 2016-2017, and it is expected that retention rates will follow this trend. For further information, please see section 2C Student Retention and Graduation Rates.

3. DEVELOPMENTS IN THE MARKETPLACE

Describe and discuss developments in the profession/community/society. How does the program maintain/improve its position in the current educational and societal environment? What changes might be necessary in order to improve the program's position in the educational marketplace? What resources might be required to accomplish this?

The MAEd program is the only online degree program that offers an interest-free monthly payment plan of \$325 for 38 months. It is the most affordable online degree program at \$11,700 for 36 credits, when compared to other universities such as:

- Argosy University: \$16,920 for 30 credits
- University of Phoenix: \$18,900 for 35 credits
- National University: \$19,350 for 45 quarter units
- Southern New Hampshire University: \$22,572 for 36 credits

The program can improve its position in the educational marketplace by reducing the number of specializations/certificates (there are 8), and offering more desirable specializations such as curriculum and instruction, educational technology, and/or dual language. The resources required to accomplish this are faculty who have subject matter expertise in these specializations, as well as funding to pay them for course development. Another change that might be necessary is to combine the MAEd program with the teacher credential program. The four universities mentioned above have the option to complete a Master of Arts degree with a teaching credential. In order to stay competitive, the MAEd program should consider offering this dual program as well.

B. ALLOCATION OF RESOURCES

1. FACULTY OVERVIEW

Discuss the core faculty, include the number employed by the program (giving rank and full-part time level of employment), their responsibilities, and the process by which additional core faculty may be added. Describe the faculty workload, including sufficient time for course development, administrative duties, etc. Discuss the adjunct faculty, including how many currently teach in the program, their responsibilities, and how they are incorporated into the program development and learning outcomes assessment process. Include core-adjunct and student-faculty ratios.

There is one part-time core faculty. The core faculty is responsible for participating in all College of Education meetings, reviewing course syllabi and ensuring that CLOs are aligned to assignments, creating new course syllabi for D2L, supporting faculty with academic and/or D2L issues, writing program reports, advising students who may have a personal or academic issue, updating Faculty portfolio annually, monitoring faculty engagement on D2L, analyzing end of course evaluations, attending Senate meetings, and other duties as directed.

There are 21 adjunct faculty employed in the MAEd program. Adjunct faculty are expected to complete the program orientation on D2L, read the Faculty Guidelines and their course syllabus. Adjunct faculty are expected to participate in Senate meetings and complete a self-appraisal evaluation. They are also expected to attend any MAEd meetings that occur throughout the year.

The MAEd Curriculum Committee involves the adjunct faculty in the program development and learning outcomes assessment process. Faculty are sought as subject matter experts, and are often asked to make minor revisions to courses (i.e. revise an assignment or add another discussion question). Many faculty have created new course documents for the MAEd program, particularly in the STEM, Early Childhood Education, and Special Education specializations.

2. FACULTY EVALUATION AND DEVELOPMENT

Describe the faculty review and evaluation process: How are core/adjunct faculty evaluated? What are the results of the most recent evaluation process? Describe the mentoring process for new and/or continuing faculty. Describe the resources provided for faculty (core/adjunct) professional and pedagogical development.

Core faculty are evaluated with a Core Faculty Portfolio, which is reviewed with the Provost and updated annually. The contents of the portfolio cover five domains: Teaching and Advising (60%); Governance (20%); Creative Contributions, Professional Service, and Community Service (20%). The Provost evaluates the Core faculty by examining the portfolio

and completing a rubric. The Core faculty is then assigned a meeting time with the Provost to discuss his/her portfolio and the Provost's evaluation of the portfolio using the rubric. The most recent evaluation process, in Winter 2017, resulted in the Core faculty satisfying the expectations of the five domains.

Adjunct faculty are evaluated in three ways. First, The Director of Faculty Support, James Matthews, evaluates instructors' classroom engagement on D2L. Second, they are evaluated by students who complete the End-of-Course surveys. Faculty have access to these surveys on D2L. In addition, adjunct faculty must complete a self-appraisal form that is sent to them by the Program Lead. They are required to reflect and respond to questions regarding:

1. A review of the instructor's adherence to the syllabi and course materials (e.g., teaching to learning outcomes, course topics).
2. A review of the instructor's classroom management and student engagement performance (accessibility, timeliness, quality of feedback, interaction with students)
3. A review of the end of course evaluations.
4. Other evidence of contributions to the program, college, and university (e.g., attending meetings, participation assessment activities).
5. Responsiveness to administrative requirements (documentation requests, submission of grades, responding to communications).

These self-appraisals are submitted by a given date to the Program Lead, who uses them and the End-of-Course surveys to complete an adjunct evaluation form. Then the all the adjunct evaluation forms are sent to the Provost, who makes comments and/or actions. The adjunct faculty member is given the opportunity to respond to the evaluation within 30 days. The response (if submitted) is attached to the appraisal submitted by the Program Lead. The adjunct submits their appeal to the Provost's Office.

The most recent evaluation process resulted in the adjunct faculty continuing to teach in the MAEd program with the recommendation of attending College of Education meetings, Faculty Senate meetings, and assessment meetings.

There are several resources provided for faculty. First, there is a web-based faculty orientation on D2L, which the Academic Services Coordinator completely revised into a comprehensive guide for online instruction at United States University. The Program Lead has assisted faculty with orienting to D2L by providing webinars and Zoom meetings. In addition, throughout the year, the Program Lead holds informal meetings with adjuncts on campus (and Zoom for out of state instructors) to discuss program changes, program learning outcomes, and faculty expectations. Moreover, the Provosts offer support to faculty in regards to being present at College of Education meetings and being accessible in person and online. Lastly, the librarian has been a valuable resource to the MAEd program. Formal plans are being developed to streamline the support process.

3. STUDENT SUPPORT

Describe the academic and career advising programs and resources available to your students, including tutoring, supplemental instruction, basic skill remediation (if applicable), and orientation. Discuss student financial support (scholarships, etc.), support for engagement in the campus community, and for research or engagement in the community beyond campus (fieldwork, internships, etc.), if applicable.

The academic and career advising programs were developed over the course of the review year. There are several enrollment advisors that assist students with developing and accomplishing academic goals, utilizing and accessing student success resources, assisting with Faculty outreach, registration questions, and tutoring services.

For one year, 2017-2018, there were academic advisors who assisted teachers from Legacy Traditional Schools that were enrolled in the principal practicum.

In addition to a full-time librarian, another resource is Brainfuse HelpNow, an online tutoring service that delivers academic support with technology. Services include live online tutoring, an online writing lab, study guides and various web tools.

4. INFORMATION AND TECHNOLOGY RESOURCES

Describe the library, information, and technology resources available to your students, including any technology resources available to support both the pedagogy in the program and/or students' needs.

The library is located at the USU campus and is open to students Monday through Friday from 9am to 5pm. It is staffed by a full-time librarian. The library has several databases such as EBSCO and ProQuest to assist students in their educational research. The librarian developed course research guides to help students use the right terms, search the databases and limit their results. The terms selected were based from information in the course syllabus and from the weekly assignments explained in the eight weekly modules.

There are several technology resources available to students. There is a computer lab with five desktops and a copier machine that students may access during working hours. First, all students are provided with Microsoft 365 for free. In D2L, students have access to TurnItIn, a software that detects plagiarism and allows students to look critically at their work. D2L also includes YouSeeU, a student video platform that allows students to submit asynchronous presentations, lead video conferences, and engage real-time with each other.

5. FACILITIES

Describe the classroom space (including any labs) and student study spaces available to your program students.

The MAEd program is 100% online delivery, and does not use classroom space on the campus. However, there is a student study space located on the campus that has five desktop computers, a copier machine, and telephone. There are also meeting rooms available on campus. In addition, students may use the library for a study space.

6. FINANCIAL RESOURCES

Discuss the program's operational budget (revenues and expenditures) and trends over a 3-5 year period.

Since 2015, the MAEd program made some revenue, which as of October 2018, is not enough to continue running the program at its current cost. In 2015 and 2016, there was a trend of being negative in revenue, due to the fact the program had a full-time Dean, whose contract ended in January 2017. Also affecting revenue was low student enrolment. In addition, there was one part-time core faculty whose salary was approximately \$34,000. The combined salaries of the two faculty members consumed the majority of the revenue in 2015 and 2016.

In 2017, the position of Dean was discontinued, and the sole part-time core faculty member left the position for another educational opportunity. In February 2017, a part-time Program Lead was hired, whose salary is one-third of a Dean's salary. Hence, the revenue for this year was \$81,339, and higher than the previous years of 2014, 2015, and 2016. Also affecting the revenue in 2017 was the large influx of students from Legacy Traditional Schools, who enrolled in the MAEd program to complete the principal practicum.

In 2018, the MAEd program had revenue of \$82,045. The slight increase in revenue is attributed to the marketing that occurred for the program in May 2017. Students were introduced to an interest-free monthly payment plan of \$325/month for 38 months.

	2014	2015	2016	2017	2018			2014	2015	2016	2017	2018
Tuition (COE)	-	-	-	5,850	1,838	7,688		0%	0%	0%	2%	1%
Tuition (TC)	262,250	117,212	120,053	134,262	104,176	737,953		70%	55%	67%	44%	39%
Tuition (MAED)	111,490	95,010	59,257	166,149	158,022	589,929		30%	45%	33%	54%	60%
Gross Tuition	373,740	212,222	179,310	306,261	264,036	1,335,569						
Tech Fees (COE)	-	-	-	-	-	-						
Tech Fees (TC)	-	6,750	1,500	350	(275)	8,325						
Tech Fees (MAED)	-	6,550	1,375	20,484	26,154	54,563						
Gross Fees	-	13,300	2,875	20,834	25,879	62,888						
Scholarship	-	-	-	-	325	325						
Misc. Revenue	-	1,920	1,505	1,285	-	4,710						
Net Tuition and Fees	373,740	227,442	183,690	328,381	290,239	1,403,492						
Salaries and Wages	-	89,507	103,982	10,388	-	203,877						
FT Faculty	-	-	14,850	30,154	64,913	109,917						
PT Faculty	-	66,960	69,099	63,787	30,508	230,354						
Adjunct Faculty	-	78,923	39,186	67,855	78,350	264,314						
Total Salaries and Wages	-	235,390	227,117	172,184	173,771	808,462						
Employee Tuition Remission	-	-	-	-	-	-						
Professional Development	-	-	168	243	-	411						
OPS	-	1,950	5,700	1,060	1,570	10,280						
Travel & Entertainment	-	66	4,196	2,370	-	6,633						
Office Supplies	-	-	130	-	-	130						
Marketing	-	-	2,405	56,385	24,930	83,720						
Academic OH	-	2,479	3,201	83	1,800	7,563						
Bad Debt	-	-	1,610	(573)	300	1,337						
Total Expenses	-	239,885	268,438	233,983	211,886	954,193						
Net Income (Loss)	373,740	(12,443)	(84,747)	94,397	78,353	449,299						

IV. SUMMARY REFLECTION

1. PROGRAM STRENGTHS

Considering both the program's quality and its sustainability, what are this program's strengths? How can these be used to improve the program's position academically and fiscally?

The MAEd program strengths. First, the majority of adjunct faculty are current educational practitioners and hold a terminal degree. Sixteen of 22 faculty members have a doctoral degree, plus years of experience in the education sector. Their knowledge and experience offers a wealth of support and knowledge to our students. In addition, the Program Lead is also a current practitioner with 18 years of elementary teaching experience, holds National Board Teaching Certification and has a doctoral degree in Educational Leadership.

Next, the program is 100% online, and tailored and written for the working education professional. The program may be completed in as little as 12 months (if enrolled full-time each session). There are small class sizes, and each student may receive differentiated instruction and support from their instructors and enrollment advisers.

Furthermore, the majority of the core courses in the program were revised to include thorough lectures, relevant discussions, and authentic assignments. These course revisions will help our students who are seeking administrative positions, out of classroom positions, manage a career change, and more.

There are many student supports such as enrollment advisers, two Provosts, a librarian, and Academic Services Coordinator, enrollment and academic advisers and a Program Lead Faculty. With the abundance of such supports, students can be successful.

2. PROGRAM WEAKNESSES

Considering both the program's quality and its sustainability, what are this program's weaknesses? How might these be converted to strengths?

Since the program review over the last academic year, there were weaknesses identified by the Curriculum Committee that have since been addressed:

- Course learning outcomes that were not being assessed by key assignments and/or discussions.
- Outdated textbooks, journal articles, videos, and websites in the course syllabi.
- Low student enrollment.
- Faculty and student in need of online learning and orientation.
- Specializations/certificates that are not in high demand (i.e. STEM)

First, several adjunct instructors were chosen as subject matter experts (SMEs) to revise the course learning outcomes of core courses and some specialization courses. They developed lectures, authentic key assignments, and discussion questions to be used to address these new CLOs. The Curriculum Committee oversaw these changes and met monthly to discuss the new CLOs and align them with the University's program learning outcomes.

The SMEs took the opportunity to replace outdated textbooks, journals, and videos, and websites with relevant, and current material. The updated course materials supported the new key assignments and discussion questions.

Low student enrollment can be converted into a strength by using students' feedback from end-of-course surveys to make improvements in instructors' online learning pedagogy. Additionally, feedback has been used to rewrite key assignments and to make discussion questions more comprehensible and aligned to the CLOs.

The learning management system (LMS) was a new platform for several students and faculty. For faculty, the Academic Services coordinator created an online faculty orientation to help faculty understand the different components of the the LMS. The Program Lead also assisted faculty with using the LMS. Since the MAEd program is entirely online, the need for online learning pedagogy is evident. In the future, the Program Lead will work with the online provost to create a professional development for all faculty on instructor engagement in online discussions. Additional topics include assessments and using rubrics to evaluate student work.

There are 4 STEM specializations that have continuously have had no enrollment or 1 student enrolled in a course. The Curriculum Committee has discussed the possibility of replacing these specializations with ones that are in high demand (based on research of other universities).

3. PROGRAM OPPORTUNITIES

Considering both the program's quality and its sustainability, what are the program's opportunities? How can these be made realities?

The MAEd program has opportunity to develop an administrative track for prospective public school principals and charter school principals in California and perhaps, in other states. This can be made into a reality with planning with the Curriculum Committee and adjunct faculty, by identifying the resources needed since an administrative track requires a district/s so that students can be paired with a principal mentor. In addition, a faculty member will need to serve as the university supervisor, to ensure that students are fulfilling the requirements of the administrative practicum.

The MAEd program is affordable with an interest-free, monthly payment plan, but requires marketing so that prospective students are aware of this option. This can be made into a reality with increase funding for marketing.

The MAEd program also has the opportunity to create specializations or certificates that are in high demand, such as educational technology and dual language immersion. Several adjunct faculty have expertise in these specializations and can be used as subject matter experts to create the four courses (12 units) required for each specialization.

4. PROGRAM THREATS

Considering both the program's quality and its sustainability, what are the program's threats? How can these be neutralized?

The main program threat is competition from other universities. Currently the MAEd is the most affordable at \$325/unit compared to National University (\$435/unit), the University of Phoenix (\$540/unit), Argosy University (\$564/unit) and Southern New Hampshire University (\$627/unit). The threat of cost is neutralized by our monthly payment plan option of \$325/month for 38 months.

Another potential threat is faculty leaving for career opportunities at other universities. This threat may be neutralized by offering faculty quality professional development, competitive compensation, and stipends to attend conferences and/or faculty meetings.

Most universities offer a Master of Arts degree with a teaching credential. Currently, the MAEd program is separate from the Teacher Credentialing Preparation Program (TCPP). In the future, the Curriculum Committee will meet to discuss how to combine the MAEd and TCPP.

5. CHANGES AND RESOURCES

Considering both the program's quality and its sustainability, what are the most important changes to be made? What are the resources required to implement change?

The most important changes to be made are to the course content to ensure that all CLOs are measured by authentic, project-based assignments. The resources required to implement this change is planning time with the Curriculum committee to review which courses require such changes. Furthermore, the Program Lead will need to contact faculty with the expertise to make the revisions or changes, and provide a stipend for their work.

Another change is to combine the MAEd program with the Teacher Credentialing Preparation Program. This requires that the MAEd Program Lead meet with the Director of TCPP to discuss course sequence of study, transferable credits, and selecting faculty to teach courses and mentor teacher candidates.

V. FUTURE GOALS AND PLANNING FOR IMPROVEMENT

A. GOALS

As part of your evidence-based plan for strengthening the program, list the goals for the next few years.

Some of the goals for the next few years include:

- Bimonthly meetings and professional development for MAEd faculty.
- Improved tracking and support for students who are struggling early in their course of study.
- Focused marketing to increase student enrollment.
- Provide training for instructors and staff that incorporates innovative technology into online programs.
- Foster collaboration among faculty, staff, and students by providing opportunities to meet and discuss ideas.
- Annual curriculum review by the Curriculum Committee to ensure that course materials, assignments, and discussions are current and relevant.
- Refine the collection of data (i.e. job placements, career changes, etc.) from post graduates.
- Create new specializations/certificates that are desirable and competitive with other universities.

B. IMPROVEMENT PLAN

List the deliverables/measures, target dates, and resources required (costs and personnel) to achieve the goals listed above. As not all recommendations may be fundable in the next year, prioritize the recommendations in order of importance, demonstrating how certain activities have the greatest potential to create improvement and therefore should be accomplished and funded first.

Goal 1: Manage enrollment through fewer start dates.

Target Dates: Spring 2019

Resources required: NA

The MAEd program has one core faculty, a Program Lead, and cannot hire a full-time Dean with its current student enrollment and monthly start dates. Therefore, it is recommended that students may only enroll six times per year (as opposed to every month) for courses. Once student enrollment increases, another part-time faculty member should be hired for administrative support and tasks.

Goal 2: Marketing to increase student enrollment.

Target Dates: Summer 2019

Resources required: Cost undetermined.

Funding should be used to market the MAEd program for its affordability, program learning outcomes, and online delivery. Compared to other universities, the MAEd program offers a valuable degree that can be enhanced with offering other credentials, such as a teaching credential, administrative credential, or special education credential.

Goal 3: Combine the MAEd and TCPP into one program of study.

Target Dates: Spring 2019

Resources required: Cost undetermined

To improve sustainability and stay competitive with other universities, the MAEd should offer a joint program of a Master's degree and a teaching credential. A course of study needs to be determined, as well as the number of units, faculty needed, and tuition costs.

Goal 4: Discontinue offering specializations with low student enrollment. Create new specializations that are in demand in the field of education.

Target Dates: Fall/Winter 2019

Resources funding: Stipends for course development: \$850 per course, 4 courses per specialization

The MAEd offers 8 specializations, and a few continually have little to no enrollment. Consideration should be made in eliminating these specializations (STEM education and Early Childhood Education) to make room for other specializations. Instead, the MAEd program should offer specializations/certificates in the areas of curriculum and instruction, educational technology, and/or dual language immersion (DLI). Since California's passage of Prop 58, DLI programs have boomed in the state. DLI program expansion has grown extensively across the country as well. These specializations further support United State's University's vision of "working and leading within the global community," and can help the program become fiscally stable.

Goal 5: Develop a principal track for teachers in Arizona and California (and possibly other states).

Target Dates: Spring 2020

Resources required: Cost undetermined

The principal practicum developed for Legacy Traditional Schools proved to be an attractive option for prospective teacher leaders. Enrollment for the MAEd program was at its highest when this practicum was offered. Therefore, another track should be offered and should include a track for California teachers. A principal practicum in the MAEd program would increase its viability and sustainability.