



ACADEMIC PROGRAM REVIEW

2010-11

Institutional Response Form

Program: Bachelor of Science in Education (Elementary and Secondary)

Date: 4-15-11

Type of Review: [X] Comprehensive Self-Study
Follow-Up / Progress Report

Recommendation to the Board of Governors:

- 1. Continuation of the program at the current level of activity without specific action as described in the Rationale section of this Form;
2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
3. Identification of the program for further development (e.g., providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
6. Other. Specify.

Rationale for Recommendation:

The Program Review Committee recommended that the Bachelor of Science in Education be continued at its present level of activity without specific action. The faculty is dedicated to graduating highly competent new teachers and is committed to keeping the numbers of graduates at a respectable level. This achievement is credited to the preparedness and commitment of the faculty. Faculty maintain a close interaction with the local public schools dealing with both student teaching and community service. Assessment data indicate that the students have done very well in their pre-professional courses and their final Student Teacher Assessment Record (STAR). Several classrooms have been remodeled with new equipment to facilitate educational technology and the faculty have been trained on the use of SMART boards and other new technologies. This program has had continued accreditation by The National Council for the Accreditation of Teacher Education (NCATE) since 1962.

While the accomplishments of this Department have been among the most meritorious at this institution, there are concerns that will need to be addressed in the future. Because technology is such a dynamic enterprise, there are concerns about limited resources for professional development. Also of concern is the additional obligatory time expected of faculty to meet new accountability measures as defined by state and federal accrediting bodies.

This is a strong, viable program with high enrollment and a large number of graduates. This Review was well presented and indicative of the high quality education provided by the Department. I concur with the Program Review Committee's recommendation for continuation at the current level of activity without specific action.

Place a checkmark if additional sheet(s) attached [ ]

[Signature]
Signature of Chief Academic Officer

[Signature]
Date

Signature of President

Date

**WEST VIRGINIA STATE UNIVERSITY  
SUMMARY PROGRAM REVIEW ACTION REPORT  
TO THE  
HIGHER EDUCATION POLICY COMMISSION  
APRIL, 2011**

**Name and degree level of program:** Bachelor of Science in Education (Elementary and Secondary)

**Synopses of significant findings, including findings of external reviewer(s):**

This program has been continuously accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1962. The faculty is dedicated to graduating highly competent new teachers and is committed to keeping the numbers of graduates at a respectable level. They maintain close interaction with the local public schools both for student teaching and community service. Students have done very well in their pre-professional courses and their final *Student Teacher Assessment Record (STAR)*.

Federal Title II-Teacher Quality Guidelines require that all states establish criteria for evaluation of all program completers of teacher education programs within the state. Based on the criteria established by the WV Higher Education Policy Commission and the WV Board of Education, WVSU program completers achieved a 100% pass rate on the Praxis II test and a first quartile ranking on first-time Praxis II test takers for the last nine years.

The major strength of the Education Program is the high commitment level of the teacher education candidates to public school teaching and learning as evidenced and assessed in their field placements and student teaching. Another strength is the faculty who teach in the program. They consistently model for the candidates and the public school personnel the three dispositions of the program: student focused, role model, and member of a profession. They have embraced technology and the majority have received technology training from the WV Board of Education, which is then modeled for candidates in the classroom. The program is also responsive to the needs of the public school systems it serves in RESA III by providing programs for teachers in this area.

The program itself has no identified weaknesses, it is challenged by the lack of financial and personnel resources to deliver the program at a higher level. Departmental faculty members have requested assistance in attending conferences with educational themes and acquiring new software to enhance teaching but travel funds are often limited. Specialized Professional Associations are requiring teacher candidates to attend professional meetings at the state, regional, and national levels and financial resources to aid them again are sparse. The new accountability measures as defined by federal, state, and national accrediting bodies result in many faculty members being

overextended. The program faces the challenge of meeting the rapidly changing nature of public schools. Certification requirements can change annually and there is the dilemma of dealing with congruence with degree and certification requirements.

**Plans for program improvement, including timeline:**

No plans for improvement were required.

**Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:**

No weaknesses or deficiencies from a previous review exist.

**Five year trend data on graduates and majors enrolled:**

YEAR:	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
ENROLLMENT	536	531	481	460	509
GRADUATES	85	77	74	57	46

**Summary of assessment model and how results are used for program improvement:**

The major driving forces behind assessments used in the Education Program are all the different stakeholder groups to whom the Program must be accountable for candidate performance and public school student learning. The Program continues to come under greater scrutiny from the following bodies and requirements:

- United States Office of Education in the Title I and the Title II Reauthorization Acts of 2010,
- West Virginia Higher Education Policy Commission's enactment of Policy Series 46 "Accountability System" in 2009,
- West Virginia Board of Education revisions of Policy 5100-Approval of Professional Preparation programs in 2009,
- West Virginia Professional Teachers Standards,
- National Council for the Accreditation of Teacher Education revised standards in 2008, and
- Instructional Standards for Teacher Education revised in 2008.

The Education Program's assessments are designed to evaluate candidate performance and public school student learning in the four phases of the program: Pre-Professional, Professional, Capstone, and Continuing Professional Development.

The Program has evolved a data collection system to collect and generate data reports to monitor candidate performance. A comprehensive and integrated set of evaluation measures are used to monitor candidate performance and to improve operations and programs. All Program Outcomes are assessed during the teacher candidate's Senior Capstone panel Interview and during his/her student teaching. A matrix identifies the outcomes associated with each course. Student teachers are informally assessed weekly by their cooperating teacher and lessons are formally evaluated by their university supervisor six times during their student teaching experience. A formal evaluation of the student teacher's overall performance is completed a minimum of two times during the placement.

Candidates are globally assessed on their ability to write and speak as an educational professional about the contents of their portfolios. The Portfolio Content includes the candidate's commitments to content knowledge, public school student learning, diversity, technology, and the profession. The portfolio also contains artifacts to support the candidate's professional career as a teacher education candidate as well as reflective summaries serving as transition points and divisions in the portfolio demonstrating the ability to reflect on the candidate's progress and achievements.

Each semester the Education Department devotes one department meeting to review data collected during the prior semester and to plan for improvements related to those findings.

**Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):**

Overall there is a high degree of candidate and employer satisfaction for the Education program. Data collected include surveys conducted by the University, teacher recruiters who attend the annual job fair, and data obtained by candidates during their transition points in the program. The survey of graduates over the past five years revealed three-fourths were permanently employed as a full-time teacher; only one respondent indicated he/she was unemployed.

**Final recommendations approved by governing board:**