



Education: Literacy Studies Program Review 2023-24

Closing MOU

Date: June 28, 2024

Overview

Degree/Certificate Programs Reviewed:	Reading Specialist Endorsement, Graduate Certificate (Online) Reading Curriculum & Instruction, Master of Education (Online) Doctor of Philosophy in Education: Literacy Studies
Department Chair & Dean:	Dr. Lynda Wiest Department Chair & Dr. Donald Easton-Brooks, Dean
External Reviewers & Affiliation:	Dr. Mary McVee, University at Buffalo, Director, Center for Literacy & Reading Instruction Dr. Tisha Hayes, University of Virginia, Professor of Education, Director, McGuffey Reading Services
Date of External Visit:	March 6-7, 2024

Review Process Summary

The Education: Literacy Studies program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for the Literacy Studies programs. This report was provided to the reviewers before they conducted a visit on March 6-7, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students, and administrators to determine the department’s accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institutional practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 28, 2024. This document represents the final MOU of recommendations and findings from the review.

## Signatures

Executive Vice President & Provost:



10/16/2024

Date:

Jeffrey S. Thompson

Vice Provost, Undergraduate Education:



10.16.24

Date:

David Shintani

Vice Provost, Graduate Education & Dean, Graduate School



10.16.24

Date:

Markus Kemmelmeier

Dean, College of Education:

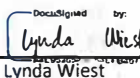


16-Oct-2024 | 1:09 PM PDT

Date:

Donald Easton-Brooks

Chair, Department of Educational Studies



16-Oct-2024 | 1:07 PM PDT

Date:

Lynda Wiest

## Major Findings and Conclusions

The mission of the Literacy Studies program is: Literacy Studies is essential to learning, multidimensional in nature, and influenced by linguistic, psychological, and sociocultural factors. The program prepares and supports teachers and researchers to better understand pressing literacy issues and to meet the literacy needs of every student. Students in the program develop knowledge in the areas of teaching reading, writing, spelling, and vocabulary development.

The reviewers had a very positive outlook on the department. They commented that the Literacy Studies asynchronous online master's degree program and graduate certificate are great strengths that should be promoted. They noted that the Literacy Studies faculty have developed a positive relationship with the state, that the faculty collectively do important service and outreach, that having a dedicated physical space for the Center for Learning and Literacy is a valuable college support for the program, and that the subsidies currently available for Literacy Studies' master's degree students are promising (although these are not literacy-specific and might or might not continue in the future).

Here are some recommendations that the reviewers made.

- Recruitment efforts could be enhanced with innovative options to address issues of yield in M.Ed. numbers. Build a recruitment pathway at the undergraduate level. Work with the Nevada Department of Education on recruitment methods. Expand marketing; include work with the college marketing and communications director.
- Work with the college and department to see if program and graduate assistant application deadlines can be moved to earlier in the year to enhance doctoral student recruitment. Encourage faculty to write grants that include graduate assistant positions.
- Identify and implement clear and strategic goals based on various pathways for Ph.D. graduates. Expand training opportunities for doctoral students. Consider developing an Ed.D. program.
- Increase cohesion in course content across the master's program. Seek additional student feedback on coursework, advising, etc. Continue to support LOAs to ensure consistency and quality of courses taught by adjunct faculty.

- Consider a 2-2 load for research active faculty.
- Encourage faculty to continue to write grants, and provide appropriate supports.
- Keep track of graduates’ job placement.
- Seek college and university grant writing support, opportunities, and existing scaffolds for grant writing.
- Revisit use of CLL resources to be able to better support CLL clinical work and research. Expand efforts of the CLL to include fund seeking. Increase development and outreach to alumni to continue to build future development efforts related to literacy.

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**Next Steps for this Program/Department (topics will vary)**

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- Work with the Vice Provost of Online Learning to further develop and promote the asynchronous online master’s degree program and graduate certificate.
- Provide the program with greater college-level support in grant-writing support (workshops and grant-writing assistance) and more concerted promotion of programs (local and national PR).
- Work as a college and department to build resources to enable a 2-2 teaching load for all research-active faculty. In the meantime, apply for the 2-2 load available in the department based on scholarly productivity.
- Provide college-level assistance for conducting surveys of current and former students and collecting metrics from alumni (e.g., jobs acquired).
- *Note:* A new College of Education and Human Development Doctoral Student Network has recently been formed. This group will focus on social connections and informational sessions (including job-seeking skills).
- *Note:* The Literacy program’s resource needs will be part of ongoing discussions and considerations in the department and college.

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**Vital Statistics on NSHE Reports**

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**Number of students with declared major in the program area:**

2023-2024	MA -----	
	Ph.D./Ed.D. -----	6

**Number of graduates from the program for the following years:**

2021-2022	MA -----	1
	Ph.D./Ed.D.-----	0
2022-2023	MA -----	0
	Ph.D./Ed.D. -----	0

2023-2024	MA -----	0
	Ph.D./Ed.D. -----	2

**Program-level graduation rate using first-time, full-time,  
degree-seeking cohort at 150 percent completion time:**

2021-2022	MA -----	
	Ph.D. -----	100% n=5
2022-2023	MA -----	
	Ph.D. -----	100% n=5
2023-2024	MA -----	n/a
	Ph.D. -----	n/a

**Headcount of students enrolled in any course related to the program (duplicated):**

2023-2024	MA -----	
	Ph.D. -----	321