

Department of Teacher Education and Social Work

Office or Department of School of Education and Behavioral Sciences, Academic Affairs

Administrative Unit Assessment

Year Reporting: FY21 (July 2020 – June 2021)

Department and Assessment Report Information

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Department Mission and Goals

The mission and goals of the department should be consistent over a 5 year period, although some institutional changes may necessitate and prompt a change in mission or goals for specific departments. In this section, you will report the mission statement for your department as well as the long term goals (5 year range) for the department.

6. What is the mission statement for this department/area? Your mission should explain why the department/area exists and who it serves.	We are committed to preparing adaptive professionals who are competent, accountable, reflective, and engaged with a focus on inclusion and social justice. We are dedicated to the development of each student through a vibrant experience-based curriculum.
7. What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.	Fully implement recommended diversity practices from BranchEd visit Launch MSW and MEd programs Create a study abroad program with URSA in Reims, France

Objectives

Each year, every department should identify objectives the department hopes to accomplish in the next year. These should align with departmental goals and the MGA strategic plan. In the next section you will be reporting on the objectives you set and whether or not you achieved them in FY21. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY22.

Objective 1

8. Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	The TESW department will increase enrollment in the Social Work and Teacher Education Programs by 10% by Fall 2021.
9. Objective 1: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Enrollment was used as a measure.
10. Objective 1: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	10% growth in enrollment
11. Objective 1: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	<p>While there has been a 50% increase in the number of MAT interns from 2019/20 to 2020/2021, there was a 32% decrease in the number of ESE teacher candidates. Overall, there was a 0.11% decrease in enrollment in the teacher education programs.*</p> <p>Fall 2019 New Admissions ESE Program - 67 teacher candidates MAT Program (Summer 2019 and Spring 2020) - 19 interns BSW Program - program not in existence Total 86</p> <p>Fall 2020 New Admissions ESE Program 49 teacher candidates MAT Program (Summer 2020 and Spring 2021) - 38 interns Total for 87</p> <p>Fall 2020 New Admissions BSW Program - 32 students</p> <p>*BSSE data was not used because this program has been changed to the Secondary Education Track which will soon be deactivated due to low numbers.</p>
12. Objective 1: Did your department meet this objective?	The department did not meet this objective.

13. Objective 1: What did your department learn from working toward this objective? What changes will you make based on this effort next year?

COVID and the GACE assessment played a factor in the enrollment numbers for 2020-2021. Teacher candidates were admitted to the ESE program in 2019-20 under a COVID waiver which allowed the candidates who had not passed the GACE assessment of the three basic skills: reading, writing, and math to have an additional year to pass these assessments.

In 2020-21, no COVID waivers were given which resulted in applicants being denied admission to the program if they had not met the GACE requirement of a score of 250 on each of the three subtests. To aid students in preparing for the GACE, two writing workshops have been coordinated/offered through the Writing Center. There are plans to offer additional workshops in reading and math. To aid in the application process for the ESE teacher education program and to retain ESE candidates, a peer advising program will be introduced Fall 2021. Two seniors and two juniors will be selected to serve as peer mentors. Data will be collected to monitor the success of this program.

Objective 2

14. Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	The TESW department will increase the use of technology by faculty by encouraging 100% of faculty to leverage the use of technology in at least one lesson or to enhance an assignment with technology each semester.
15. Objective 2: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Dr. Tammy Haislip served as the instructional technology liaison during Fall 2020. She met with each faculty member to determine an instructional technology project that would enhance individual teaching practices. Each full time faculty completed one instructional technology project with Dr. Haislip's guidance. The technology projects ranged in complexity based on each faculty's knowledge and prior use of technology. Dr. Haislip documented the projects which ranged in complexity in a report at the end of the semester.
16. Objective 2: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	100 % faculty participation
17. Objective 2: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	100 % faculty participation
18. Objective 2: Did your department meet this objective?	The department met this objective.
19. Objective 2: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	Integrating technology into courses requires effort and often requires stepping out of one's comfort zone. Faculty will be encouraged to share ideas for technology use with their colleagues during faculty/program meetings.

Objective 3

<p>20. Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</p>	<p>The TESW department will increase the number of honors designation projects completed (to include BSW students) in 2020-21 by 20% and to increase the number of Honors Discipline Graduates to 6 students.</p>
<p>21. Objective 3: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</p>	<p>Data was obtained through the Honors Programs.</p>
<p>22. Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)</p>	<p>In 2019-20, TESW had 2 honors discipline graduates. In 2020-21, there were 4 honors discipline graduates. (A candidate completed 3 projects prior to withdrawing from the ESE program during the last semester of her senior year.)</p>
<p>23. Objective 3: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)</p>	<p>We doubled the number of honors discipline graduates; however, we did not reach our goal of 6 honors discipline graduates. There was a 50% increase in the number of projects completed. (Note: It should be noted that this goal was not written clearly.)</p>
<p>24. Objective 3: Did your department meet this objective?</p>	<p>The department did not meet this objective.</p>
<p>25. Objective 3: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</p>	<p>Qualifying teacher candidates and social work students need encouragement from faculty to get them onboard with participating in this program; otherwise, they do not give the invitation to participate in the Honors Program serious consideration. The teacher candidates are beginning to see the benefits of their efforts in earning the distinction of honors discipline graduates which is sparking interest among others.</p> <p>With the BSW program being new, it is likely that additional efforts will be necessary to garner participation in the Honors Program. BSW faculty will also need to consider/plan honors projects that may be completed for this program.</p>

Objective 4

26. Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	The TESW Department will complete Branch Ed (Branch Alliance for Educator Diversity) site visit and consultation.
27. Objective 4: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	This objective was measured by the submission of a compilation of data prior to the site visit and a virtual site visit which was held October 22, 2020.
28. Objective 4: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	Successful completion of the site visit with participation of at least 50% of faculty along with the participation of other stakeholders.
29. Objective 4: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	One hundred percent of faculty in addition to selected teacher candidates, recent alums, field supervisors, and community partners participated in this virtual site visit.
30. Objective 4: Did your department meet this objective?	The department exceeded this objective.
31. Objective 4: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	Branch Alliance for Educator Diversity provided a report to identify the strengths and areas for growth in our teacher education programs. This report is being used to guide faculty conversations about diversity and to identify teaching practices, readings. And assignments that would explicitly address diversity and inclusion.

Future Plans

<p>32. Please identify and detail three to four measurable objectives for the next fiscal year. In listing the objectives, please use the format shown in these examples. 1) The Department of X will improve services levels by 5% as measured by our satisfaction survey. 2) The department of X will provide training in ABC for at least 73 MGA faculty and staff.</p>	<ol style="list-style-type: none">1. The Department of Teacher Education and Social Work will increase enrollment in the social work and teacher education programs by 10% by Fall 2022.2. The Department of Teacher Education and Social Work will increase the number of honors designation projects completed by junior and senior teacher candidates and BSW students by 25%.3. The Department of Teacher Education and Social Work will revise the MEd proposal and resubmit for approval.4. The department will implement a peer advising program for teacher education majors. The peer advisors will be evaluated by survey.5. The department will introduce a virtual study abroad program with URSA in Reims, France. This program will consist of a faculty mentor from each institution and 4 students from each institution.
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Open Box for Assessment Comments

33. Based on this assessment, please share your thoughts on the current status and future direction of this department or area. Use this space to summarize overall use of assessment results for continuous improvement and open text box for assessment comments:

In spite of the challenges caused by COVID, we continue to be optimistic about the future of the Department of Teacher Education and Social Work. There has been steady growth among the MAT program, and we are anticipating growth among the ESE program. To meet the demand for teachers and the need for additional classroom support due to the learning loss caused by COVID, we have worked with the local partnering school systems who are hiring senior teacher candidates as paraprofessionals and teacher interns. This practice has proven to be mutually beneficial for all stakeholders. Community partners are also becoming more creative in seeking individuals for the classroom. One partnering school system now pays the tuition who are enrolled in the ESE program, and some systems have increased the pay for intern teachers in the Interns as Teachers Program.

The shortage of teachers along with more individuals becoming aware of the Paras to Teachers Online/Weekend Track for the ESE program has generated a newfound interest in majoring in the education. Paraprofessionals who already hold bachelor's degrees may enroll in the MAT pedagogy only program to earn teacher certification. With the addition of an additional Evening Track ESE cohort which will begin in the Spring, we anticipate that the enrollment numbers to continue to increase.

Due to pattern of low enrollment, a decision has been made to deactivate the Secondary Education Track. Students who complete degrees in the academic content areas may immediately obtain employment as a teacher under a provisional certificate with 3 years to complete their certification. These graduates are encourage enroll in the MAT program to earn teacher certification in one year.

Given the established need for a BSW program in this area, we expect the current trajectory of enrollment to continue. It is anticipated that a part time BSW program will be offered for non-traditional students who cannot attend day classes and/or cannot devote the amount of time needed to carry 15 hours. We will continue to explore the possibility of adding a Masters of Education.

37. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	N/A
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MGA's Strategic Plan

34. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)	Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience, Build Shared Culture 7. Cultivate engagement with its local communities
35. Please indicate which of the following actions you have taken as a result of the 2020/2021 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area) (Check all the apply)	Request for Additional Financial or Human Resources

Other

36. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc.)	N/A
38. Mindset Update (Academic Deans ONLY) Please provide an update on the implementation of your school based mindset plan/strategy. Include any adjustments to metrics for the AY20/21 as well as outcomes associated with your appraisal of your schools activities.	N/A