

Provost's Comprehensive Program Review Report

Institution: Middle Georgia State University

Academic Program Name: B.S. in Elementary/Special Education

CIP Code: 131203

College or School: School of Education and Behavioral Sciences

Department: Teacher Education and Social Work

Date of Last Internal Review: 6/13/2016 as B.S. in Early Childhood Education

Outcome of Previous Program Review (brief narrative statement): Program needs to be enhanced due to downward trend in enrollment. Present plan to reverse downward enrollment trend by spring 2017 to Provost.

Current Date: 6/10/2021

Provost Response: Academic Affairs acknowledges the documented value of the B.S. in Elementary/Special Education as it serves a critical need in the development pipeline for education professionals across Middle Georgia. The enrollment growth and graduation rates are demonstrable outcomes of a refined and accredited program with a history of success. The program's adaptability, commitment to experiential learning, and innovation in delivery are applauded. The commitment to progressive recruitment strategies and connection to their student body are evident in the relationships developed by the school and the reputation the program holds in the communities it serves.

Program Quality and Productivity Improvement Plan: Following a review of the Chairs Report, the IERB comments, and the Deans appraisal, the Office of the Provost concurs with the findings and supports the documented plan of action.

- While enrollment has remained steady over the last five years for Macon and Cochran, the demand for teachers across GA and the nation remains strong. Therefore a commitment to growing enrollment through new approaches are warranted.

Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in _____.

Program DOES NOT MEET Institution's Criteria

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text):

Provost or VPAA Signature:



Date:

7/8/2021

Comprehensive Program Review Report

Academic Program Name: B.S. in Elementary/Special Education

College or School: School of Education & Behavioral Sciences

Department: Teacher Education and Social Work

Date of Last Internal Review: June 13, 2016

Outcome of Previous Program Review (brief narrative statement, if applicable):

Current Date: April 9, 2021

Executive Summary: *Provide a summary related to the academic program's quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

The B.S. in Elementary/Special Education is mission-critical for our state university. We are the most significant provider of teacher preparation for our region (Georgia College and Mercer both have Elementary Education programs but most of their graduates take jobs in the Atlanta Metro area). Since the last review, and despite national and statewide trends, our program has remained stable, even trending positive more recently in enrollment. This is likely because we have spent the last three years reconfiguring the program – it now has a streamlined, 120-credit-hour curriculum, is offered in multiple formats and cohort-times (including an evening track and an online/weekend cohort), and has been updated with the latest concepts, trends and initiatives from the field (literacy and numeracy initiatives, high-leverage practices, culturally-relevant pedagogy, dyslexia coverage, etc.). We continue to maintain and enjoy productive stakeholder partnerships with more than a dozen school districts, a P-20 Collaborative and two RESAs, as well as with our partners at the GAPSC, GA DOE, and USG-BOR. We had a very successful secondary accreditation visit in Spring 2019, and we voluntarily sought out and underwent a diversity/inclusion review with the national organization, Branch Alliance for Educator Diversity in Fall 2020. The program has a bright future for MGA and the region.

Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

XX Program MEETS Institution's Criteria

XX Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

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Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text):

Academic Dean Signature: *David M. Biek*

Dean of Graduate Studies Signature (when applicable):

Date: April 9, 2021

IERB's Comprehensive Program Review Rubric and Evaluation

Program Reviewed: BS Elementary/Special Education

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program

The teacher shortage (need 14000 but only have 3500) is of great concern.

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	<i>This program has significantly positive enrollment trends and robust credit hour production</i>	<i>This program has stable or moderately positive enrollment trends and healthy credit hour production</i>	<i>This program has negative enrollment trends and weak credit hour production</i>		<p>A major shift to online courses has increased enrollment dramatically. What happened in 2018?</p> <p>Excluding 2018, the number of in-person students in Macon and Cochran is relatively stable over 5 years (114 to 118 in Macon, and 89 to 80 in Cochran), while the online component has taken off with a 380.95% increase from 21 to 101. Overall, the enrollment increased by 18.38% from 272 to 322.</p>
Graduation Trends USG benchmark: Bachelor's Degrees: 10 graduates/year	<i>Three year rolling average greatly exceeds USG minimum benchmark for degrees conferred</i>	<i>Three year rolling average meets or exceeds USG minimum benchmark for degrees conferred</i>	<i>Three year rolling average does not meet USG minimum benchmark for degrees conferred; the program is "low performing" by USG definition</i>		<p>The graduation rate seems to fluctuate some (32, 28, 43, 26, and 45 for each year), but is well above the benchmark. Hopefully the increase in enrollment will increase graduation rates further.</p>

IERB's Comprehensive Program Review Rubric and Evaluation

Graduate, Associate's or Certificates: 5 graduates/year <small>Programs falling under these benchmarks are designated as "low performing"</small>					
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Program Strengths of Note:

Great job passing all 6 Accreditation Standards with no stipulations, and with measuring alumni impact on P-12. The online/weekend students still meet in person 4 times, which hopefully increases academic integrity. Having the students make a culminating teacher work sample even if it is no longer required by GaPSC is great.

Areas of Serious Concern:

It is worth exploring why there was such a decrease in 2018. What caused it and how can you avoid it in the future?

Other Comments:

Are you able to continue your plans with Wesleyan College in Spring 2021? With recent events, are you able to prepare educators for effective online education in elementary/middle/high school?



Comprehensive Program Review

FY 2020 – 2021

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Date of Last Internal Review: June 13, 2016 as B.S. in Early Childhood Education

Faculty Completing Report: Dr. Rhonda Amerson and Dr. Julie Carter

Current Date:

5 Year Enrollment by Campus and Graduation Trends

Enrollment: 5 year growth for programs by locations is 0.87% for Macon and -2.63% for Cochran. The overall 5 year growth regardless of campus is 4.31%.

Campus	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5 YR Growth	Fall 2016 compared to Fall 2020 only
Macon	114	106	52	118	118	0.87%	4%
Cochran	89	71	24	85	80	-2.63%	-10%
Warner Robins	32	29	0	16	16		
Dublin	16	27	0	12	7		
Eastman	0	0	0	0	0		
Online	21	7	3	50	101		
Off Campus	0	0	0	0	0		
Total	272	240	79	281	322	4.31%	18%

Graduates

- For data consistency, the fiscal year is in which the degree was awarded. For example, fiscal year 2019 includes degrees conferred in Summer 2018, Fall 2018, and Spring 2019.

FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	5 YR Growth	FY16 compared to FY20 only
32	28	43	26	45	8.9%	41%

Include a narrative that discusses:

- Program purpose and mission
- Align of program mission with department, school, and institutional mission
- Program age, tracks, concentrations, etc
- Accreditation information/status
- Method(s) of delivery
- Changes since last review
- Benchmarks of progress
- Plans for action
- Shifting trends and market forces that may impact program demand

Program Purpose and Mission:

The Department of Teacher Education & Social Work (TESW) is the academic home of Middle Georgia State University’s Educator Preparation Provider (EPP). The EPP graduates teacher candidates from several degree programs, including the Elementary/Special Education (ESE) Program. The ESE program’s mission which is the same as the EPP’s program mission is: “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.” We live our EPP mission through the lens of our conceptual framework which guides us to nurture adaptive professionals who are competent in pedagogical knowledge, accountable to their students and professional responsibilities, use reflective practice to make evidence-based decisions, and engage in a hands-on minds-on manner in the preparation and delivery of instruction as candidates and graduates.

We carry this framework to all of the professional settings and contexts where our services are delivered and our stakeholders are consulted. These include our

classrooms, supervised clinical settings, academic conferences, and through our collaborative relationships with partner stakeholders, including all of the regional school districts in our large service area, our two RESAs, our P-20 Collaborative, professional organizations (AACTE, GEPP, etc.) and our regulatory and accrediting partners – the University System of Georgia, the Georgia Professional Standards Commission, the Georgia Department of Education, and the Southern Association of Colleges and Schools.

Alignment of program mission with department, school, and institutional mission:

We are of one mind and meet frequently as a disciplinary body where in sentiment and practice this agreement is reinforced. Together with our stakeholders, we are taking ownership of the teacher education “pipeline” in our region – from career exploration in the middle- and high-schools to dual-enrollment and GACE support for acceptance into our education programs, following all the way through to job placement (including our innovative “Interns as Teachers” program with Bibb County School System, Pulaski County School System, & Bleckley County School System) and the induction phase. Through these efforts, we are working to meet the educational needs of all children in our region and fulfilling our School’s mission which endeavors to be “a dynamic academic community that brings faculty, students and community stakeholders together to inspire and empower the next generation of professionals, practitioners, and scholars” and MGA’s Institutional Mission - “Middle Georgia State University educates and graduates inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement.”

Program age, tracks, and concentrations:

The Early Childhood Special Education program was started in 2005, but was changed to the Elementary/Special Education (ESE) program in 2019 to standardize and modernize the title of the program across the USG. The program includes three tracks: Day Track, Evening Track, and Online/Weekend Track. The Day Track has cohorts on the Macon and Cochran Campuses. The program is completed in five semesters. The

Evening Track, which was previously known as the Part-Time Track, was reactivated in Summer 2018, and the newest track, the Online/Weekend Track, which was designed specifically to address the needs of paraprofessionals, was started in Summer 2020. While all three tracks follow the same curriculum, the Evening Track and Online/Weekend Track are both completed in six semesters.

Accreditation Information/Status:

During the Spring of 2019, the EPP underwent a GaPSC Program Review. The EPP passed all six of the GaPSC Accreditation Standards with no stipulations. The review team recognized our strength with partnerships, referencing the work we do with area school systems, Interns as Teachers, Middle and Heart of Georgia RESA, and the Middle GA P-20 Collaborative. As a part of the continuous improvement process, two Areas for Improvement (AFIs) were noted: our process for noting validity and reliability on non-proprietary key assessments and utilizing multiple measures to identify our alumni impact on P-12. The EPP has since provided documents to address the second AFI, and will continue to address the first AFI throughout 2021.

Method of Delivery:

All three tracks are delivered through a combination of face-to-face, hybrid, and online classes; however, to address the specific needs of paraprofessionals, the Online/Weekend track only meets face-to-face four times a semester.

Changes since last review:

Since the last Comprehensive Program Review, the program was moved from the School of Education to the newly created School of Education and Behavioral Sciences. The four literacy courses in the ESE curriculum were revised to meet the requirements for a Reading Endorsement. The Evening Track was reactivated in Summer 2018, and our newest track, the Online/Weekend Track which was designed specifically to address the needs of paraprofessionals was started in Summer 2020.

Benchmarks of Progress:

In spite of a sharp unexplained dip in enrollment in Fall 2018 on both campuses, the B.S. in Elementary/Special Education has experienced an overall 5 year growth of 4.31%. Enrollment in Macon is up by 4% from 2016 to 2020, and this may be explained by the revitalization of the Evening Track in 2018 and the addition of the Online/Weekend Track in 2020. The graduation rate shows a 5 years growth rate of 8.9% with a 40% growth from 2016 to 2020. The program is highly viable and productive and continues to grow steadily.

Plans for Action:

In an effort to improve program assessment, the student learning objectives and program assessment measures are currently being re-examined, with plans to revise them to have a good match between each stated SLO and the measure of that SLO. As a part of this re-evaluation, our non-proprietary Program Key Assessments will be tested for validity and reliability.

In the Summer of 2020, GaPSC made the decision to no longer require edTPA as a part of certification requirements. With the elimination of edTPA, our department believed the Elementary Special Education program was lacking an opportunity for candidates to complete a culminating teacher work sample. Therefore, a summative assessment was created in conjunction with Wesleyan College and will be piloted in Spring 2021.

In an effort to continue to grow our two newest tracks, Evening and Online/Weekend, recruitment efforts specific to paraprofessionals in the middle Georgia area will continue.

Shifting trends/market trends that may impact program demand:

Based on student enrollment and the graduation rate, the ESE program has remained highly productive and healthy. Enrollment is expected to increase as a result of the current shortage of teachers in Georgia. It is anticipated that Georgia will need

approximately 14,000 teachers within the next year, while the graduation rate among education majors is around 3,500.

One school system in the middle Georgia area has recently implemented a plan to pay the tuition for their paraprofessionals enrolled in teacher educator programs as a means to add to their pipeline of future teachers.

The growing need for special education teachers makes our dual certification program even more marketable. The dual certification allows for our Elementary/Special Education graduates to successfully move into the middle grades and high school settings to support older students who receive special education services.

