

CPR Report Submitted!

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- 1 **Name:** Carl Wallman
- 2 **Title:** Associate VP for Academic Affairs
- 3 **Daytime phone:** 706-569-3121
- 4 **Email:** wallman_carl@colstate.edu
- 5 **Institution:** Columbus State University
- 6 **Review Status:** Non-triggered Review
- 7 **Degree level:** Masters
- 8 **Degree acronym:** MED
- 9 **Degree/Major:** MEd in Middle Grades Education
- 10 **CIP Code:** 13120301
- 11 **College,**
 School/Division: College of Education
- 12 **Department:** Teacher Education
- 13 **CPR Plan**
 followed: Yes
- 14 **Future institutional**
 plans for program: Maintain at present level
- 15 **Supplemental file:** MG MEd Exec-Sum.doc
- 16 **File Type:** MS Word
- 17 **CPR Web site:** aa.colstate.edu/assess/cprtbl.htm

Executive Summary for the M.Ed. Middle Grades Education

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong

In February 2005, a continuing approval review of the College of Education was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2000 NCATE Standards and the Georgia 2000 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced Middle Grades Education programs.

Overall, the M.Ed. Middle Grades Education program is strong and prepares highly qualified middle grades (grades 4-8) teachers who have the knowledge, skills, and dispositions to help all students learn. In content courses (mathematics, science, language arts, social studies, or reading), middle grades education courses, professional courses, and program-related field applications, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the College of Education (COE) Conceptual Framework and is reflected in the program outcomes of the middle grades education program.

Program Productivity: Very Strong

Enrollment in the M.Ed. Middle Grades Education program increased by 100% since Fall 2001 (from 29 students in Fall 2001 to 58 students in Fall 2004) and ranks first in average enrollment (i.e., 47.5 students per year) among the ten M.Ed. programs housed in the Department of Teacher Education. Courses are offered on a one- or two-year cycle, and enrollment in required courses is good. This helps to contribute to the cost-effectiveness of the department. The program has a diverse group of majors (on average 64% female and 30% minority) from a wide range of age groups. The majority of the graduates of the program are employed in schools in the CSU Partner School Network.

The number of M.Ed. Middle Grades degrees conferred by CSU from 2001-2002 to 2003-2004 was 10 per year. In 2004-2005, the number of degrees conferred increased by 160% (26 degrees conferred). Productivity is comparable to the number of degrees conferred by other USG state universities of similar size and mission.

List of Recommendations for Improving Program Quality

Though the program quality is very strong, we continue to look for ways to make improvements.

The Middle Grades Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teacher candidates.

- Align coursework with the new Georgia Performance Standards (2005-2006).

- Establish and coordinate class rotation schedules so that students may plan program duration and completion.

List of Recommendations for Improving Program Productivity

The program quality is very strong and the number of degrees conferred each year is adequate. As previously mentioned, CSU will continue to work to improve the current M.Ed. program in middle grades education by responding to new initiatives (e.g., Georgia Performance Standards), improving the curriculum, providing better support and resources for students, and intensifying recruitment efforts. By enhancing the quality of the program, we hope to attract more potential students.

Conclusion about the Program’s Viability at CSU

The M.Ed. Middle Grades Education program at CSU is a viable one. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2005, the quality of the program is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs.

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education, College of Science, College of Arts and Letters, and P-12 teachers. Representatives from each of these groups work together to make improvements to the middle grades education programs at CSU and to impact middle level education in our region. The M.Ed. program in middle grades education is a valuable resource for teachers in our region who want to grow professionally and gain expertise in middle level education.

Graduates of the M.Ed. Middle Grades Education program are also a valuable resource for our undergraduate program. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our graduate programs in middle grades education have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as pre-student teaching cooperating teachers and cooperating teachers for student teaching. They are an invaluable asset in assisting with the development of our undergraduates.

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the M.Ed. in Middle Grades Education propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Middle Grades Program Advisory Committee (PAC).

<i>Departmental Plans and Priorities</i>	<i>CPR Indicator</i>	<i>Projected Timeline</i>
1. Refine the College of Education Recruitment Plan to focus on specific methods for recruiting Middle Grades graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for students seeking advanced	Productivity Viability	2006-Ongoing

degrees in Middle Grades Education		
3. Coordinate class rotation schedules so that students can more efficiently estimate program duration and completion	Productivity Viability	2006-2007
4. Align appropriate graduate courses with the Georgia Performance Standards (GPS) to make the individual courses as well as the program highly attractive to prospective graduate students who will be implementing the GPS.	Quality Productivity Viability	2006-2007

The Interim Dean and the Vice President for Academic Affairs have reviewed the plan and will commit financial and personnel resources to accomplish priorities 1, 3, and 4 for program improvement. Resources from external funding will be necessary to support priority 2. The Program Coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

Summary Recommendation and Supporting Rationale

Recommendation: *Maintain the Program at the Current Level*

The program quality is very strong and the number of degrees conferred each year is adequate. Teachers initially certified at the secondary and early childhood levels who teach in grades 4-8 often take courses to add a middle grades endorsement to their certificates. Many elect to complete their master's degree in middle grades education rather than their initial field. With an increased interest in teaching reading, many candidates elect to complete the reading endorsement as part of their master's program. With the new certification requirements for special education, it is anticipated that individuals in a special education setting in grades 4-8 will find the middle grades program attractive.