

## CPR Report Submitted!

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- 6    **Review Status:** Triggered Review
- 7    **Degree level:** Education Specialist
- 8    **Degree acronym:** EDS
- 9    **Degree/Major:** EdS in Secondary Education - English
- 10          **CIP Code:** 13130501
- 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:** EdS Sec Ed English Exec-Sum.doc
- 16          **File Type:** MS Word
- 17          **CPR Web site:** aa.colstate.edu/assess/cprtbl.htm

## **Executive Summary for the Ed.S. Secondary English Language Arts**

### **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 programs. Overall, the Ed.S. secondary English language arts education program (grades 6-12) is strong and prepares expert English language arts teachers who demonstrate leadership in their schools, districts, and state.

#### **Program Productivity: Strong**

Enrollment in the Ed.S. secondary English language arts education program has increased dramatically, from one student in 2001-2002 to 8 students in 2004-2005. The average enrollment for the four-year period from 2001-2005 was 4.25. As of fall 2005, it is by far Columbus State's largest program at the specialist's level. Required or popular professional courses (EDSE 6115, EDCI 6118, EDCI 7115) are offered on a two-year cycle, which ensures reasonably large class sizes. Some content courses offered through the Department of Language & Literature may also enroll master's degree or undergraduate students; thus, a cross-listing process also contributes to class size—even when the number of graduate students is relatively small. This helps to contribute to the cost-effectiveness of the department.

The number of Ed.S. degrees conferred each year in secondary English language arts education has been uneven. The average number of degrees conferred over the four-year period from 2001-2004 was 1.75. A "bumper crop" (5 students) finished the program in 2002-2003. With ten candidates enrolled in Fall 2005—many of them nearing program completion—it is anticipated that 2005-2006 will produce even more graduates.

#### **List of Recommendations for Improving Program Quality**

The Program Advisory Committee (PAC) oversees the efforts to improve the curriculum, courses, and resources offered to teachers. Among improvements considered in 2005-2006 will be the following:

- Employ a second faculty member in secondary English language education
- Improve the articulation between courses which together comprise the capstone experience of the program (EDUF 7116: Research Methods/Action Research, EDCI 7158: Leadership in the Curriculum Change Process, and EDCI 7359: Specialist's Project
- involve English and English education faculty more closely in the development of end-of-program projects and papers

- Align program components with Georgia Performance Standards for English Language Arts (2005-2006). Work will be supported by a PRISM mini-grant.
- Continue to provide ENGL coursework that is both timely and sufficient

### **List of Recommendations for Improving Program Productivity**

Recommendations for improving program quality, listed above, should also favorably affect program productivity—that is, more qualified students will enroll in a program they perceive to be excellent, and more will complete that program.

### **Conclusion about the Program's Viability at CSU**

As made clear in this report, the specialist's degree program in secondary English language arts education is most viable. 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 reflects the excellent collaborative relationship between the College of Education, the Department of Language and Literature, and grades 6-12 practitioners. Through their membership on the Program Advisory Committee, representatives from each of these constituencies work together to maintain high standards for the program and, as a result, to positively affect English language arts education in our region. The Ed.S. program is a valuable resource for teachers in the greater Columbus region and beyond.

Beyond this, graduates of the Ed.S. secondary English language arts education program are a valuable resource for CSU's undergraduate program in the same field. Many program graduates teach in systems served by CSU, especially Muscogee County. Thus, graduate programs in secondary English have brought about a cadre of leaders within the institution's 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.

The number of Ed.S. degrees in this field conferred by CSU since 2001 is considerable and growing. It is greater than the number of Ed.S. degrees conferred by most other USG state universities. With a statewide critical shortage of highly-qualified secondary English, the University System and Columbus State need to provide every possible opportunity for teachers to grow professionally and enhance their knowledge and skills in teaching adolescents of all groups of young people to read and write well.

### **Program Improvement Plan**

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the Ed.S. in Secondary English Language Arts Education propose the strategies outlined below to improve the quality, productivity and viability of the

program. These strategies will be facilitated by the Secondary English Language Arts 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 Secondary English Language Arts graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for students seeking advanced degrees in Secondary English Language Arts	Productivity Viability	2006-Ongoing
3. Improve the articulation between courses which together comprise the capstone experience of the program (EDUF 7116: Research Methods/Action Research, EDCI 7158: Leadership in the Curriculum Change Process, and EDCI 7359: Specialist's Project	Quality	2006-2007
4. Collaborate with English faculty members in the College of Arts and Letters in the development of end-of-program projects and papers	Quality	2006-Ongoing
5. 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 resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. Priority 2 will require the assistance of individuals in the Office of University Advancement to develop endowments which provide scholarships for graduate students. The Secondary English Language Arts Program Coordinator will be provided one course release time each academic year to provide leadership to these activities. 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. The number of enrollees is increasing, and—when compared to other Georgia institutions in particular—the number of degrees conferred over time is considerable. Interest in English and the broader field of literacy studies is increasing.

As previously mentioned, finally, CSU continues to improve the Ed.S. program in secondary English education by responding to new initiatives (e.g., Georgia Performance Standards), by assessing the performance of graduates, by providing quality support and resources for students, and by developing strategic recruitment efforts. Ultimately, by enhancing the quality of the program, CSU will attract more well-qualified students.