

CPR Report Submitted!

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- 5 **Institution:** Columbus State University
- 6 **Review Status:** Non-triggered Review
- 7 **Degree level:** Masters
- 8 **Degree acronym:** MED
- 9 **Degree/Major:** MEd 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:** MEd Sec Ed English Exec-Sum.doc
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M.Ed. Secondary English Language Arts 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, based in part on standards of the National Council of Teachers of English, 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 M.Ed. secondary English language arts education program is strong. It prepares highly qualified secondary English teachers (grades 6-12) who display expert knowledge, refined instructional skills, and values and commitment that help all students learn.

Program Productivity: Superior

Enrollment in the M.Ed. secondary English language arts education program has increased sharply, from 9 students in 2001-2002 to 27 students in 2004-2005. It is the largest secondary education program housed in the Department of Teacher Education with an average yearly enrollment of 23.25. A selection of graduate English courses is available each term, and English curriculum and pedagogy courses rotate over a two-year cycle. Enrollment is robust in these courses, and, as a result, both the program and the Teacher Education Department are increasingly cost-effective. The program has a diverse group of master's degree candidates (in 2004-2005, 56 percent white and 44 percent so-called minority students) from a wide range of age groups. Graduates of the program are in high demand.

The number of degrees earned in the M.Ed. secondary English language arts education program at Columbus State University is impressive and growing. The average number of degrees conferred during the four-year period from 2001-2005 was eight. In 2004-2005, the number of students (16) graduating from the secondary English language arts program was the second largest number of students graduating from any CSU M.Ed. program. In FY 2003, one-fourth of all M.Ed. recipients in the field among Georgia four-year institutions were CSU products. Three institutions within 90 miles of Columbus offer a master's degree in secondary English education, but these three (GSW, West Georgia, and Albany State) appear to enroll few students and produce few graduates. In brief, CSU provides English teachers in its service region opportunities they might not have otherwise—that is, to gain expertise in English language arts education.

List of Recommendations for Improving Program Quality

The Program Advisory Committee (PAC) oversees the following 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 6116: Research Methods/Action Research and EDCI 6255: Teacher Inquiry and Investigation)
- 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

It is clear that the master’s degree program in secondary English language arts education is 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 & Literature, and grades 6-12 practitioners. Through their membership on the Program Advisory Committee, representatives from each of 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 M.Ed. program is a valuable resource for teachers in the greater Columbus region and beyond.

Beyond this, graduates of the M.Ed. 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 M.Ed. secondary English language arts degrees conferred by CSU since 2001 is considerable and growing. It is greater than number of 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 M.Ed. 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 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 comprise the capstone experience of the program (EDUF 6116: Research Methods/Action Research and EDCI 6255: Teacher Inquiry and Investigation)	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 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, 4, and 5 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*

These elements are strong: program quality, program enrollment, and the number of degrees awarded. Clearly interest in English and the broader field of literacy studies is increasing.

As previously mentioned, CSU continues to improve the M.Ed. program in secondary English language arts education by responding to new initiatives (e.g., Georgia

Performance Standards), by carefully assessing the performance of graduates, by providing quality support and resources for graduate students, and by maintaining recruitment efforts. Ultimately, CSU will attract more well-qualified students through improving program quality.