Comprehensive Program Review Self-Study

Bachelors of Science in Middle grades Education

Columbus State University

March 2013

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EXECUTIVE SUMMARY FOR THE BSED Middle Grades Education

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong

In February 2013, a continuing approval review of the Educator Preparation Unit at CSU 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 2008 NCATE Standards and the Georgia 2008 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. There were no areas for improvement cited, and the team noted multiple areas of strength.

Overall, the Middle Grades Education program is very strong and prepares highly qualified teachers who have the knowledge, skills, and dispositions to help all students learn. This is demonstrated by GACE pass rates of 87% or above, consistent ratings of meets or exceeds expectations on performance evaluations.

Program Productivity: Satisfactory

Enrollment in the Middle Grades Secondary Education program has been quite consistent/ Average enrollment for the four-year period from 2007 -2012 is 87. 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. Graduates of the program are in high demand.

The number of Middle Grades degrees conferred by CSU is quite good (an average of 14 per year) and has been fairly consistent over the past four years and is comparable to the number of degrees conferred by other USG state universities.

List of Recommendations for Improving Program Quality

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

- aligning the curriculum with the new Common Core Georgia Performance Standards for all subject areas in an effort to help prepare teachers to teach with the new standards.

- Implementation of LiveText to store student work and evaluations.

List of Recommendations for Improving Program Productivity

The Middle Grades Program Advisory Council (PAC) oversees the Middle Grades program and works to improve the curriculum, courses, and resources offered to teachers. Recommendations to improve program productivity are as follows.

- Greater emphasis on student engagement; focus on student learning

- Co-teaching for a full year, starting with pre-planning
- Class management should be taught semester prior to student teaching (during a practicum), emphasis on modeling obnoxious scenarios.
- Emphasis on practicing differentiating lesson delivery.
- Smart board usage, utilizing IPADs and smartphones in class presentations and responses. Also, use of school's Twitter and Facebook postings for parents and students
- Remind all middle grades majors of the specific semesters in which subject area methods courses are offered. You might want to make this broader, e.g., "Through advising, ensure that students know when to take required courses offered only once a year, so they can complete their program in a timely manner. "

Conclusion about the Program's Viability at CSU

The Middle Grades Education program at CSU is viable. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2013, the quality of the programs is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs with no areas for improvement and multiple areas of strength cited. In addition, program quality is enhanced by special opportunities available at CSU. The viability of the program is also ensured by the sharing of resources among all education programs at CSU.

A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. 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 degrees conferred by CSU has been fairly consistent over the past five years and is comparable to the number of degrees conferred by other USG state universities.

Program Improvement Plan

This section should include plans for resource allocation and should be completed by the dean in consultation with the VPAA at the conclusion of the self-study conducted by the department.

In response to the findings of the Comprehensive Program Review, the faculty members and administrator of the Middle Grades Education program 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 Council (PAC).

Goals	Projected Timeline	Resource Allocations
Align the curriculum with the new Common Core Georgia Performance Standards for Math, Sciences, English and History.	2013-2014	Personnel resources
Implementation of LiveText to store student work and evaluations.	2013-2014	Personnel resources

Greater emphasis on student engagement; focus on student learning	2013-2014	Personnel resources
Co-teaching for a full year, starting with pre-planning	2013-2014	Personnel resources
Class management should be taught semester prior to student teaching (during a practicum), emphasis on modeling obnoxious scenarios.	2013-2014	Personnel resources
Emphasis on practicing differentiating lesson delivery.	2013-2014	Personnel resources
Smart board usage, utilizing IPADs and smartphones in class presentations and responses. Also, use of school's Twitter and Facebook postings for parents and students	2013-2014	Personnel resources
Through advising, ensure that students know when to take required courses offered only once a year, so they can complete their program in a timely manner.	2013-2014	Personnel resources

Summary Recommendation and Supporting Rationale

Recommendation: *Maintain the Program at the Current Level.* The program quality is strong, but the number of degrees conferred each year is not as high as would be preferred. CSU will continue to work to improve the current BSED Middle Grades program by responding to new initiatives (e.g., Common Core 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.

THE PROGRAM'S DETAILED SELF-STUDY

Section One - Program Background and Overview

I. Brief Program Overview

The Middle Grades Education program prepares highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in middle grades 4-8. In middle grades education courses, professional courses, and field experiences, 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 Educator Preparation Conceptual Framework and is reflected in the broad goals of the middle grades education programs. These goals are briefly summarized as:

BSED graduates will be able to:
1. Demonstrate knowledge of specific area content
2. Demonstrate proficiency in planning instruction based on standards and knowledge of students
3. Demonstrate proficiency in using a wide range of instructional strategies and differentiating instruction to help all students learn
4. Demonstrate the ability to create positive learning environments by successfully implementing classroom management plans and fostering effective communication
5. Demonstrate proficiencies related to selecting and using curricula, technology, and other materials to enhance teaching and learning
6. Demonstrate proficiency in assessing student learning and using assessment data to improve teaching and learning
7. Display values, commitments, dispositions, and habits associated with effective and professional teaching

BSED candidates seeking initial teacher certification, develop proficiency in applying the knowledge, skills, and dispositions to impact student learning in grades 4-8. They also begin to develop expertise in their teaching field through the completion of courses taken with other BSED candidates.

Stakeholder's Satisfaction With the Program

Section Two - Indicators of Program Quality

In February 2013, a continuing approval review of the Educator Preparation Unit at CSU 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 2008 NCATE Standards and the Georgia 2008 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. There were no areas for improvement cited, and the team noted multiple areas of strength. Following is a summary of the Institutional Report submitted to NCATE and findings taken from the BOE final report.

II A. Quality of Faculty

· Appropriateness of Faculty Credentials

Unit faculty have doctorates in their areas of expertise. School faculty are licensed in the areas that they teach and supervise. Clinical faculty have recent professional experiences in schools. Evidence indicates that the unit uses best practices in teaching to improve student learning in diverse P-12 classrooms and at the university level.

Unit faculty are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

· Use of Part Time Faculty

Each semester, the unit calls on skilled practitioners to serve as part-time instructional faculty and/or university supervisors. The combination of full-time and part-time faculty creates a diverse and dynamic teaching staff that appropriately offers a balance between the pedagogical and practical challenges facing today's educators.

University supervisors and clinical faculty are qualified to supervise at the level and/or in the content field where they are assigned. These include a number of talented recent retirees from public schools (both classroom teachers and principals) employed specifically to work with student teachers and interns. All university supervisors, as well as full- and part-time faculty who supervise and evaluate teacher candidates during field experiences, have training in the consistent use of the Model of Appropriate Practice (MAP), the college's performance assessment instrument for initial teacher preparation programs.

Part-time faculty are evaluated annually on teaching and professionalism. As requested in the offsite report, the unit provided examples of evaluation instruments used to evaluate part-time faculty. The unit has implemented a process for the systematic evaluation of part-time faculty. Since 2009, instructional evaluations demonstrate that all part-time faculty meet performance expectations.

Full time and part-time faculty engage in collaborative projects to improve candidate performance. This is evidenced by a freshman learning community which pairs education foundation courses with English courses designed to improve the level of writing.

· Diversity of Faculty

Candidates in educator preparation programs at CSU participate in multiple learning communities that are diverse in terms of faculty, candidates, and P-12 students. Of the 271 full-time instructional faculty at CSU in fall 2011, 68 (25.1%) were minorities, 154 (56.8%) male, and 117 (43.2%) female. In the COEHP, there were 35 professional education instructional faculty (excluding the Dean and two Associate Deans) who regularly provide instruction for candidates in educator preparation programs. Of those, seven were African-American (20%), one (3%) Hispanic, two (6%) Turkish, and one (3%) Japanese-American. Fourteen (40%) were male and 21 (60%) female. In the COEHP, every effort is made to recruit, hire, and maintain a faculty that is diverse in gender, ethnicity, and race and thus provide an opportunity for all candidates to experience and learn from divergent perspectives.

Evidence provided indicated that candidates have the opportunity to work with diverse school, unit, and other faculty from diverse ethnic, racial, and gender groups. During the poster session it was noted that there were candidates and faculty members from several different minority groups.

Data on the diversity of school faculty members who supervise candidates during field experiences and clinical practice were provided. A summary of the diversity of cooperating teachers and teacher demographic data for two partner school systems indicated that for the fall 2011, 59 of 96 (61.5 percent) and during the spring semester of 2012, 68 of 106 (64.2 percent) teachers completed and returned the forms. Out of these two groups, 13 of 127 (10.2 percent) were minorities. Various interviews with faculty and candidates provided evidence of the knowledge and experiences faculty members have to help candidates understand and work with students from diverse groups, including ELL, and students with exceptionalities.

The unit has worked to increase the number of minority faculty. Diverse faculty members have increased as a result of efforts by the unit and university.

· Opportunities for Faculty Development

Unit faculty participate actively in professional development which includes their own further development through workshops and conference participation as well as the facilitation of professional development for both school and other unit faculty. The unit provides sufficient funding to facilitate professional development of faculty and staff. In interviews, faculty consistently confirmed satisfaction with the availability of funding for travel to professional meetings.

The Faculty Center for the Enhancement of Teaching and Learning provides professional development opportunities for faculty. The Center for Quality Teaching and Learning serves as an outreach center offering technology workshops and individual sessions for educators from Preschool through University Faculty, as well as providing technology-training opportunities for community partners. The Distance Learning Design and Delivery Department provides training and support in the design, development, delivery and assessment of instruction via online and distance learning technologies.

· Program Improvement Plans

The department will continue to support faculty development and the hiring of qualified and diverse faculty.

II B. Quality of the Teaching

· Indicators of Good Teaching

Faculty's utilization of best-practice methodology is a special emphasis in educator preparation programs. Other faculty take their cue from an array of scientifically-based methods consistent with No Child Left Behind legislation or constructivist learning theory. Although these views of best practice differ substantively, the climate among faculty is one that stimulates individual professors to think seriously about their own practice in light of their personal (and emerging) understanding of teaching strategies best suited to both teacher candidates and learners in school systems served by CSU. *Perspectives in Learning*, the COEHP's professional journal, frequently publishes articles by faculty and students that highlight best-practice pedagogy.

Unit faculty are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

· Indicators of Good Advising

Professional Education Program Coordinators provide advisement to students while the SAFE Office provides assistance with certification requirements.

When a student completes the program of study for a degree, the student's advisor is asked to complete a degree progress sheet showing that the student has met all program requirements. Faculty maintain an updated degree progress sheet for each advisee to ensure that all requirements are being met. Notes from advising sessions are included on the degree progress sheets.

Advisors are familiar with important deadlines (registration, course withdrawal, graduation, etc.) and inform their advisees appropriately. They are also familiar with the university appeals process and assist advisees, as needed, in resolving disputes. Matters related to student conduct are handled through the Office of the Dean of Students. Academic appeals are handled at the department level. When necessary, department decisions may be appealed to the appropriate Dean and then to the Provost.

· Departmental Reward System

Full time unit faculty undergo an annual review of performance during which teaching, scholarship, and service are evaluated. Performance evaluations are intended to improve the performance of the faculty member under review.

In recognition of the competence and expertise of COEHP faculty, three new awards were created in fall 2007 to bring greater attention to excellence in teaching, scholarship, and service-based leadership. Although the award selection was originally designed to be the privilege of the Faculty Qualifications, Performance and Development committee, it became evident during the initial call for nominations that our college has many qualified and exemplary professionals based on the number of nominating letters. Every spring, there is a college-wide vote on nominated finalists. Annually, each award has at least three qualified candidates who are nominated by administrators, students, and colleagues for their competence and professional merit.

II C. Quality of Research and Scholarship

· Opportunity for Student Research Projects

The first annual Georgia Undergraduate Research Conference was held on February 1-2, 2013 at Columbus State University.   Research in all disciplines and from all institutions throughout the southeast was presented. Prizes for outstanding posters and presentations were awarded.

· Faculty Publications, Presentations, and Grants

CSU's professional education faculty is productive in terms of research, publications, and presentations. For example, in 2010-2011, COEHP professional education faculty published 1 book, 1 book chapter, 24 refereed journal articles, and 4 non-refereed journal articles. In addition, faculty wrote 23 major reports and produced 19 other types of scholarly work including grant proposals and manuscript reviews. Several faculty members are published in the COEHP peer reviewed journal, *Perspectives in Learning*. The editorial board for *Perspectives in Learning* includes four professional education faculty members with one serving as the journal's editor. The journal, which was first published in spring 2000, features scholarly contributions from faculty and from graduate and undergraduate students in collaboration with faculty, peers, and community partners. All publications relate to teaching and learning, and manuscripts may be submitted for review by authors both within and outside the university. See Exhibit 5.3.d #9 (i) for samples of faculty publications.

Much of the research generated by professional education faculty members is shared at professional conferences. Faculty present independently, collaboratively, and with their students at local, state, regional, and national/international conferences or meetings. During the 2010-2011 academic year, professional education faculty presented at 34 international/national conferences, 32 regional/state conferences, and 23 local conferences or meetings. See Exhibit 5.3.d #9 (ii) for samples of faculty presentations.

Faculty have also been successful in receiving external funding to support educator preparation. In 2010-2011, professional education faculty submitted 22 grant proposals with 13 being funded

for annual awards totaling approximately $564,393. Early in AY 2011-2012, CSU was awarded two large five-year grants (UTeach Grant worth $1.4 million and Robert Noyce Teacher Scholarship Grant worth $1.2 million) to support math and science teacher preparation. These two grants are a collaborative effort between professional education faculty in the COEHP and math and science faculty in the College of Letters and Sciences. See Exhibit 5.3.d #9 (i) for samples of faculty grant proposals.

Unit faculty actively engage in research. Interviews with candidates and faculty confirmed that faculty regularly involve candidates in research which results in presentations at professional meetings and publications in refereed journals. Unit faculty are successful in securing internal and external funding for their research including funding from the Ivey Foundation, UTeach Grant ($1.4 million), and ARRA Early Head Start ($2 million). The promotion and tenure process values and rewards active scholarship as demonstrated in the Rubric for Annual Performance Review.

II D. Quality of Service

· Activities to Enhance Program, Department, College, Institution, Community and/or Region

Unit faculty are actively engaged in service to the university, the profession and the community. Unit faculty serve in leadership roles in state and national professional associations and agencies.

CSU professional educator preparation faculty display extensive and distinguished service on campus, in the community, in the Georgia/Alabama region, and nationally. Such service is highly consistent with the unit's mission and with the Conceptual Framework, serving the greater purpose of positively affecting student achievement, whether the achievement of teacher candidates, counselors, and administrators or the achievement of children and adolescents. See Exhibit 5.3.e for examples of faculty service and collaborative activities.

II E. Quality of Faculty and Student Achievements

· Faculty Honors

In recognition of the competence and expertise of COEHP faculty, three new awards were created in fall 2007 to bring greater attention to excellence in teaching, scholarship, and service-based leadership. Although the award selection was originally designed to be the privilege of the Faculty Qualifications, Performance and Development committee, it became evident during the initial call for nominations that our college has many qualified and exemplary professionals based on the number of nominating letters. Every spring, there is a college-wide vote on nominated finalists. Annually, each award has at least three qualified candidates who are nominated by administrators, students, and colleagues for their competence and professional merit. Two years ago, a mathematics education faculty member, who also taught in the middle grades education program, received the excellence in teaching award.

· Student Honors

Outstanding graduate students in each education program are honored annually at the CSU Honors Convocation and at the COEHP Awards Ceremony. From time to time, education students are honored with scholarship awards to support their continuing education.

· Graduate Achievements (Licensure, Certification, Admission to Graduate School, Job Offers, etc.)

Graduates of the BSED program in Middle Grades Education are in high demand by local school systems. Some students are offered teaching positions prior to admission to the program. After completing the BSED degree program, they receive a clear renewable teaching certificate for Georgia.

II F. Quality of Curriculum

· Relationship Between Program's Curriculum and Its Outcomes

The BSED program in Middle Grades Education prepares highly qualified middle grades teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in middle grades 4-8 . In content courses, education courses, professional courses, and field experiences, 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 Educator Preparation Conceptual Framework and is reflected in the broad goals of the middle grades education programs.

BSED candidates seeking initial teacher certification develop proficiency in applying the knowledge, skills, and dispositions to impact student learning in grades 4-8.

The BSED program in Middle Grades is closely aligned with CSU's mission of achieving academic excellence and preparing individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others. Focusing on growth toward skillful "whole" performance rather than incremental mastery of discrete skills, candidates in the middle middle grades education graduate programs demonstrate expertise as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in middle grades 4-8.

· Incorporation of Technology

Faculty have access to computer and printing resources, as well as to the most recent developments in technology including interactive boards, personal response systems (clickers), iPads, and classroom management software. Campus support services provide extensive library and technology support services. New faculty and adjunct faculty have access to orientations and seminars in teaching and learning and technology. Campus support services provide extensive technological support for distance learning and online course delivery systems.

Faculty, candidates, and staff have access to state-of-the-art facilities, multimedia classrooms, and up to date technology, which is used to help them advance unit objectives. The unit has

developed an innovative model for providing advanced graduate coursework exclusively through on-line technology. Existing technology and data management will be enhanced by the implementation of the new LiveText data management system.

· Utilization of Multicultural Perspectives

The Educator Preparation Conceptual Framework clearly articulates the unit's commitment to diversity. Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Excellence in scholarship embodies the seeking out and exploring of multiple viewpoints, embracing diversity as it enriches our intellectual lives and positively impacts our professional performances. Scholars engage in a life-long learning process, continually acquiring, integrating, and applying knowledge and skills to achieve excellence in teaching and to improve the learning of all students. Professionalism is demonstrated through in-depth knowledge of a field of study and an effort to meet the highest standards set forth by professional organizations. These standards include a commitment to diversity.

A commitment to diversity is also reflected in the 2011 InTASC Standards and NBPTS propositions upon which the Conceptual Framework is based. Curricula, instruction, field experiences, clinical practice, and assessments are aligned with these principles and standards and reflect a commitment to diversity in the following ways:

- All COEHP syllabi include a statement regarding our commitment to diversity.
- The diversity proficiencies initial candidates are expected to meet include the following dispositions: Interacts appropriately and positively with others; Treats others with courtesy, respect and open-mindedness; and Displays the ability to work with diverse individuals. ([Exhibit 1.3.e #1](#))
- The Model of Appropriate Practice (MAP) ([Exhibit 1.3.c.1 (i)](#)), the unit's performance assessment instrument used in all initial programs, is aligned with the 2011 InTASC Standards ([Exhibit I.5.c #6](#)) and includes the following diversity proficiencies initial candidates are expected to meet: 1b: Demonstrating knowledge of students; 1c: Selecting instructional goals (i.e., suitability for diverse students); 1d: Demonstrating knowledge of resources (i.e., resources for students); 2a: Creating an environment of respect and rapport; 2b: Establishing a culture for learning; 3a: Communicating clearly and accurately; 3b: Using questioning and discussion techniques; 3c: Engaging students in learning; 3e: Demonstrating flexibility and responsiveness (i.e., response to students); and 4c: Communicating with families.

In keeping with our commitment to diversity, the faculty designed curricula and experiences aimed at increasing all education candidates' knowledge of and sensitivity to the diverse nature of P-12 students ([Exhibit 4.3.b](#)). Educator preparation faculty believe teachers must be able to work successfully with a diverse population of colleagues and learners. Similarly, the faculty believe skillful beginning teachers are able to ensure that all adolescents with whom they work achieve significant academic growth.

Examples showing how candidates are prepared to work with diverse groups of students are

provided in [Exhibit 4.3.b #1](). At the undergraduate level, candidate performance is assessed in at multiple courses in each program using the MAP and Dispositions. Candidates reflect on data from these evaluations and develop plans to improve their knowledge, skills, and dispositions for helping all students learn.

· Program Improvement Plans

The Middle Grades Education faculty will continue to examine the program requirements to ensure alignment with the Common Core Georgia Performance Standards.

II G. Quality of Facilities and Equipment

· Availability of Classroom and Laboratory Space

Candidates have access to [facilities]() on main campus to support their development as professional educators. Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions. Students also have access to a student workroom inside Jordan Hall 107, the SAFE office. The office is equipped with four computers, , a printer and a copier.

· Availability of Equipment

Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions. Furthermore, candidates now have enhanced opportunities to work with state-of-the-art technology in P-12 schools due to technology resources and training provided for participating schools and teachers through a [DoDEA grant](). Resources include Bretford Carts, tablet computers, iPod touches, SMARTboards, iPevo, digital microscopes and projectors, slates, and student response units enhance mathematics instruction.

· Program Improvement Plans

The Department of Teacher Education and the College of Education and Health professions Dean's Office continue to provide equipment and facilities to support Middle Grades Education students.

Section Three - Indicators of Program Productivity

III A. Enrollment in Program for Past 5 Years

The enrollment patterns for the BSEd program in Middle Grades Education are shown in Table 3.1.

Table 3.1 Number of Declared Majors in BSEd in Middle Middle grades Education

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
BSEd						
Full-Time	67	55	60	62	58	60
Part-Time	28	22	33	24	24	5
Total	95	77	*93*	*86*	*82*	*87*

III B. Degrees Awarded Over Past 5 Years

As indicated in Table 3.3, the number of degrees conferred each year in Middle grades is small but has been relatively stable over the last five years. There was an unusually high number of degrees conferred in 2010-2011 and a drop the next year. We will monitor the number of degrees conferred in the next few years to see if that number stabilizes again around the average of 14.

Table 3.3 Number of Degrees Conferred

		2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Middle Grades Education	BSEd	15	16	13	20	8	14

III C. Comparison With CSU & University System of Georgia Programs

As indicated in Table 3.4, among the eleven USG state universities that offer bachelor's degrees in Middle Grades Education, CSU ranks eighth in average number of degrees conferred. Plans for improving the position of CSU's middle grades education programs among comparable USG programs include enhanced recruitment and retention efforts, improved services and support for middle grades education majors, and continued support for students and classroom teachers through a variety of professional development activities.

Table 3.4 Bachelor's Degrees Awarded in Middle Grades Programs at USG State Universities

USG Institution	2006-07	2007-08	2008-09	2009-10	2010-11	5-Year Avg
Albany State University	12	11	21	22	28	19
Armstrong Atlantic State University	25	26	16	19	29	23

Augusta State University	18	10	13	21	10	14
Clayton College & State University	34	42	50	47	48	44
Columbus State University	11	15	16	13	20	15
Fort Valley State university	4	2	2	6	8	4
Georgia College & State University	18	13	17	20	15	17
Georgia Southwestern State University	11	13	13	15	8	12
Kennesaw State University	50	66	45	52	51	53
North Georgia College & State University	22	84	32	31	32	40
Savannah State University	0	0	0	0	0	0
Southern Polytechnic State University	0	0	0	0	0	0
State University of West Georgia	21	19	37	17	23	23
Total	*226*	*301*	*262*	*263*	*272*	*265*

III D. Retention Rates

Except for the Fall 2007 cohort, retention rates have been good, ranging
from 66.7% to 100%, with rates above 85% in 2009 and 2010.

Table 3.5 Retention Rates

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	# in cohort	Number returning in Fall 2007	# in cohort	Number returning in Fall 2008	# in cohort	Number returning in Fall 2009	# in cohort	Number returning in Fall 2010	# in cohort	Number returning in Fall 2011
Middle Grades	2	2 (100%)	5	2 (40%)	3	2(66.7%	7	6 (85.7%)	8	7 (87.5%)

III E. Student Learning Indicators
Key assessments for Middles Grades candidates include:
- GPA
- Georgia Assessment for Certification Educators (GACE) tests
- Model Of Appropriate Practice (MAP) for Teacher Candidates, a teaching performance assessment
- Dispositions
- Documenting Student Performance

Data indicate that B.S.Ed. candidates know the content they teach and can explain important principles and concepts. Average GPAs from 2009-2012 ranged from 3.01-3.40 at program exit. Also, the pass rate on the Georgia Assessment for Certification of Educators (GACE) middle grades content tests from 2008-2011 was 83% or above on all tests with the exception of one

year for English language arts when the pass rate was 75%. The GACE is used to assess the knowledge and skills of prospective Georgia public school middle grades teachers. The tests are criterion-referenced, objective-based assessments designed to measure a candidate's knowledge and skills in relation to established standards. The passing score for each test is established by the Georgia Professional Standards Commission and is based on the professional judgments and recommendations of Georgia educators.

Teacher candidates in the B.S.Ed. Middle Grades Education program understand the relationship of content and content-specific pedagogy and can apply the professional and pedagogical knowledge and skills delineated in the standards to facilitate learning. CSU's Model of Appropriate Practice (MAP) is used to assess planning and preparation, classroom environment, instruction, and professional responsibilities. An analysis of MAP data over the last three years (2009-2012) showed that on each component, 100% of the candidates evaluated at exit from clinical practice met or exceeded expectations.

Data show that teacher candidates focus on student learning. They assess and analyze student learning, make adjustments to instruction, and monitor student progress. Candidates are evaluated throughout their field experiences on student learning related MAP components. During clinical practice, all candidates must complete the Documenting Student Performance (DSP) activity wherein candidates design and deliver a unit of instruction, assess P-12 student performance on pre- and post-tests, analyze the results of the assessment, and provide a plan for intervention. An analysis of data from student learning related components of the MAP at exit from clinical practice revealed that the percentage of candidates rated as meeting or exceeding expectations was 100%.

III F. Graduation Rate of Program

Table 3.6 Six-Year Graduation Rate (*)

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	# in cohort	Graduating by 2008	# in cohort	Graduating by 2009	# in cohort	Graduating by 2010	# in cohort	Graduating by 2011	# in cohort	Graduating by 2012
Middle Grades	10	4 (40%)	6	2(33%)	1	0 (0%)	4	2 (50%)	2	2 (100%

Over the past five years the graduation rate has been inconsistent. There was an improvement in rates for the Fall 2005 and Fall 2006 cohorts. We need to monitor this data in the next few years to see if the improvement continues.

III G. Cost Effectiveness of Instructional Delivery

As shown below in Tables 3.7 and 3.9, the budget for the Department of Teacher Education represented approximately 6-7% of the total instructional costs for Columbus State University (CSU) from 2008 to 2010. In Fall 2011, 911 (11%) of the 8307 students enrolled at CSU were majoring in a program offered in the Department of Teacher Education. In addition, the department budget helps support undergraduate teacher education programs (i.e., secondary education, foreign language, and fine arts) housed in other colleges. This suggests that teacher education programs as a whole are cost effective.

From 2008 to 2012, the Department of Teacher Education budget was supplemented by grant funds ranging from approximately $42,000 to $132,000. During this time period, there was a 15% decrease in state funding for the department, even though the number of education majors and credit hour production increased.

Table 3.7 Department of Teacher Education Budget

	2008	2009	2010	2011	2012
State Funds	$2,340,134	$2,162,502	$1,993,635	$1,823,652	$1,977,860
Grant Funds	$41,841	$61,223	$131,963	$129,421	$102,877
Total	*$2,381,975*	*$2,223,725*	*$2,125,598*	*$1,953,073*	*$2,080,737*

Table 3.9 Total Instructional Costs per Credit Hour and Headcount at CSU

	2008	2009	2010
Instructional Costs	$31,868,466	$31,193,232	$34,596,532
Total Credit Hours Generated	164,732	171,280	178,470
Total Headcount	7,590	7,953	8,179
Cost per Credit Hour	$193	$182	$194
Cost per Headcount	$4,199	$3,922	$4,230

Number of Faculty

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Full-Time Faculty	**3**	2	4	2	4	3
Part-Time Faculty	2	3	1	3	1	2

Section Four - Program Viability

IV A. Summary of Program's Viability

The B.S.Ed. Middle Grades Education program at CSU is viable. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2013, the quality of the program is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs. There were no areas for improvement and multiple strengths were cited. In addition, program quality is enhanced by special opportunities available at CSU. Middle Grades education majors have access to resources and professional development. The viability of the program is also ensured by the sharing of resources among all education programs at CSU. Furthermore, the College of Education and P-12 teachers work collaboratively in the design and implementation of the middle grades programs at all levels (B.A, M.A.T., M.Ed., and Ed.S.). Representatives from each of these groups work together to make improvements to the programs at CSU and to impact middle grades education in our region. The program in middle grades is a valuable resource for teachers in our region who want to grow professionally and gain expertise. Students

in the BSED program take what they learn and apply it in their own classrooms to help their students learn.

Graduates of the Middle grades programs are also a valuable resource. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our program in middle grades has 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 a valuable asset in assisting with the development of our undergraduates.

The number of middle grades degrees conferred by CSU has been fairly consistent over the past four years and is comparable to the number of degrees conferred by similar USG state universities.

The data previously presented suggest that the program remains strong but always with room for improvement. Several stakeholders in public middle school administration have expressed their preference for graduates of CSU's middle grades program.

Recommendation: *Maintain the Program at the Current Level.* The program quality is strong, but the number of degrees conferred each year is not as high as would be preferred. CSU will continue to work to improve the current BSED Middle Grades program by responding to new initiatives (e.g., Common Core 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.

IV B. Summary of Program Improvement Plan

The Middle Grades Program Advisory Council (PAC) oversees the programs in middle grades and works to improve the curriculum, courses, and resources offered to teachers. Recommendations to improve program productivity are as follows.

The should be the same as what you have in your executive summary.

Goals	Projected Timeline	Resource Allocations
Align the curriculum with the new Common Core Georgia Performance Standards for Math, Sciences, English and History.	2013-2014	Personnel resources
Examine course requirements in the BSED program to determine whether or not changes are needed.	2013-2014	Personnel resources
Greater emphasis on student engagement; focus on student learning	2013-2014	Personnel resources
Co-teaching for a full year, starting with pre-planning	2013-2014	Personnel resources
Class management should be taught semester prior to student teaching (during a practicum), emphasis on modeling obnoxious scenarios.	2013-2014	Personnel resources
Emphasis on practicing differentiating lesson	2013-2014	Personnel resources

delivery.		
Smart board usage, utilizing IPADs and smartphones in class presentations and responses. Also, use of school's Twitter and Facebook postings for parents and students	2013-2014	Personnel resources
Through advising, ensure that students know when to take required courses offered only once a year, so they can complete their program in a timely manner.	2013-2014	Personnel resources

The Program Advisory Committee members were consistent in their positive opinions. A stronger technology component in the entire education department and an extended time in the public school classrooms were recommended.

These ideas will be implemented as reasonably quickly as feasible. The details must be coordinated with members of our cooperating schools.