

Comprehensive Program Review Self-Study

MAT/MEd School Library Media

Columbus State University

February 2013

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M.Ed. School Library Media

EXECUTIVE SUMMARY FOR THE MAT/MEd School Library Media

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 M.A.T. and M.Ed. School Library Media programs are very strong and prepare highly qualified media specialist who have the knowledge, skills, and dispositions to help all students learn. This is demonstrated by GACE pass rates of 100%, consistent ratings of meets or exceeds expectations on performance evaluations, overall GPAs of 3.66 or better, and satisfactory completion of a culminating capstone research project.

Program Productivity: *Satisfactory*

Enrollment in the M.A.T. and M.Ed. School Library Media remained stable from 2007 till 2011, but in 2011-2012, there was a decline from 20 to 15, a decrease of 25%. Courses are offered on a one 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 and a wide range of age groups. Graduates of the program are in high demand.

According to Integrated Postsecondary Education Database System (IPEDS), Columbus State is the sole institution reporting master's degree conferrals in school library media to CIP Code 13.1334 in the state of Georgia as of 2011. Thus, conferral and provider trends using IPEDS data are not available for the state of Georgia and the lower Chattahoochee region. The number of M.A.T. / M.Ed. School Library Media degrees conferred by CSU is small (an average of 4 per year) but has been fairly consistent over the past four years and is comparable to the number of degrees conferred by other universities across the nation. The national trend shows that CSU rank fifth among top 10 providers in 2011. As the only USG institution within a 90 mile radius of Columbus that offers a master's degree in School Library Media, CSU provides an opportunity for candidates to serve as school librarians in its service region.

List of Recommendations for Improving Program Quality

The School Library Media Program Advisory Council (PAC) oversees the M.A.T. and M.Ed. programs in School Library Media and works to improve the curriculum, courses, and resources

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

- The programs are currently designed around the 2005 core standards created by the American Library Association (ALA) / American Association of School Librarians (AASL). Align the programs with the 2010 ALA/AASL Standards for Initial Preparation of School Librarians,
- Align the AASL Standards for the 21st-Century Learner and with the new Common Core Georgia Performance Standards in an effort to help prepare school librarians to teach with the new standards,

List of Recommendations for Improving Program Productivity

Recommendations to improve program productivity are as follows.

- Aligning the AASL Standards for the 21st-Century Learner and with the new Common Core Georgia Performance Standards in an effort to help prepare school librarians to teach with the new standards. By responding to current initiatives and mandates to make our programs more relevant for school librarian, we hope to recruit more teachers into the M.A.T. and M.Ed. programs.
- Seek grant funding to support graduate students in School Library Media program.
- Explore possibility of admitting students from outside of Georgia by changing the current program delivery format from hybrid to fully online.

Conclusion about the Program's Viability at CSU

The M.A.T./M.Ed. School Library Media programs at CSU are 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.

Overall, the M.A.T. and M.Ed. School Library Media programs are very strong and prepare highly qualified media specialist who have the knowledge, skills, and dispositions to help all students learn. This is demonstrated by GACE pass rates of 100%, consistent ratings of meets or exceeds expectations on performance evaluations, overall GPAs of 3.66 or better, and satisfactory completion of a culminating capstone research project.

Candidates and graduates of our M.A.T. and M.Ed. programs have also impacted professional communities outside their individual schools. In 2012, one of our graduate students was awarded the Teacher of the Year at her school.

The viability of the program is also ensured by the sharing of resources among all graduate level

programs at CSU. The M.A.T/ M.Ed. programs in School Library Media help CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly qualified school librarians, the program helps to improve the quality of education and the quality of life in the institution’s service area. Though the enrollment and degrees conferred by CSU is small, efforts are being made to recruit more candidates into the program. As the only USG institution within a 90 mile radius of Columbus that offers a master’s degree in School Library Media, CSU provides a valuable service by preparing school librarian in its service region. As the only USG institution within a 90 mile radius of Columbus that offers a master’s degree in School Library Media, CSU provides an opportunity for candidates to serve as media specialist in its service region.

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. The following is a draft.

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the M.A.T./M.Ed. in School Library Media propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the School Library Media Program Advisory Council (PAC).

| Goals | Projected Timeline | Resource Allocations |
|--|--------------------|-----------------------------------|
| The programs are currently designed around the 2005 core standards created by the American Library Association (ALA) / American Association of School Librarians (AASL). Align the programs with the 2010 ALA/AASL Standards for Initial Preparation of School Librarians, | 2013-2014 | Personnel resources |
| Align the AASL Standards for the 21 st -Century Learner and with the new Common Core Georgia Performance Standards in an effort to help prepare school librarians to teach with the new standards, | 2013-2014 | Personnel resources |
| Seek grant funding to support graduate students in School Library Media program. | Ongoing | Financial and personnel resources |
| Explore possibility of admitting students from outside of Georgia by changing the current program delivery format from hybrid to fully online. | Ongoing | Personnel resources |

Summary Recommendation and Supporting Rationale

Recommendation: *Maintain the Program at the Current Level.* The program quality is very strong, but the number of degrees conferred each year is small, the program at CSU is relatively new and efforts are being made to recruit more candidates into the program. As previously mentioned, CSU will continue to work to improve the current M.A.T. and M.Ed. programs in School Library Media by responding to new initiatives (e.g., Common Core Georgia Performance Standards, 2010 ALA/AASL Standards for Initial Preparation of School Librarians), 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.

COMPREHENSIVE PROGRAM REVIEW SELF-STUDY

THE PROGRAM'S DETAILED SELF-STUDY (numbered: 25 pages maximum)

Section One - Program Background and Overview

I. Brief Program Overview

The M.A.T. / M.Ed. in School Library Media prepare P-12 educators with the courses necessary to meet the requirements for licensure as a school librarian (eligible for Georgia S-5 certification). Candidates learn to establish information-rich learning environments to help students become effective creators, critical users and communicators of ideas and information. The programs are designed around the core standards created by the American Library Association (ALA) / American Association of School Librarians (AASL). These are: (1) Instructional design and integration of information technologies within the curriculum; (2) Needs assessment, evaluation, and selection of diverse literature, media and information services; (3) Understanding and utilization of existing and emerging information technology; (4) Social, ethical, and legal implications of information technology; (5) Management of library media program-services and facilities; (6) Theories and accepted principles of standard systems of cataloging, process, and classification and (7) Research and library applications in the curriculum. 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 School Library Media programs. These goals are briefly summarized as:

M.A.T. / M.Ed. graduates will be able to:

- Demonstrate knowledge and competencies that foster professionalism in school and community settings;
- Demonstrate knowledge that exhibits communication skills necessary for collaborative planning of curriculum and lessons with teachers;
- Demonstrate knowledge in policy determination, program development, and instructional supervision, and competencies demonstrated and assessed in field experiences and practicum;
- Demonstrate knowledge and skills to develop and implement an effective public relations program that communicates to the school board, students, faculty, administrators, staff, parents, other colleagues, and the general public;
- Demonstrate knowledge and skills to use appropriate collection management principles and procedures for need analysis, evaluating, selecting, and discarding resources;
- Demonstrate knowledge and skills to implement recognized standardized procedures for classifying, cataloging, and processing resources which will facilitate computerization;
- Demonstrate knowledge and skills to apply effective management principles to the administration of the school library media program;
- Demonstrate an understanding of media and technology operations and concepts;

- Demonstrate leadership skills in the management of staff, budgets, equipment, and facilities.

M.A.T. / M.Ed. School Library Media candidates seeking initial teacher certification develop proficiency in applying the knowledge, skills, and dispositions to impact P-12 student learning.” Candidates have opportunities to develop skills to use appropriate collection management principles and procedures for need analysis, evaluating, selecting, and discarding resources. They develop expertise in their content field through the completion of several advanced level courses taken within the programs.

Candidates pursuing a M.Ed. degree in School Library Media develop and demonstrate *expertise* as they progress through the program. Graduates of the program are prepared to apply their expertise in their field, thus helping to meet the demand for highly qualified school librarians.

M.A.T / M.Ed. programs in School Library Media programs are 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. The programs ensure that candidates become effective creators, critical users and communicators of ideas and information. Their content knowledge will help students in grades P-12 to determine their information needs, solve problems, read for pleasure, effectively and ethically use information and ideas, debate merits of a point of view, and create quality written and oral communications.

Stakeholder's Satisfaction With the Program

Data from graduate and employer surveys administered annually by the University System of Georgia Board of Regents indicate that stakeholders are highly satisfied with the education programs at CSU. On the graduate survey, graduates are asked to rate their preparation in the areas of content and curriculum; knowledge of students, teaching, and learning; learning environment; classroom, program, and school-wide assessment; planning and instruction; and professionalism. Graduates consistently give high marks (i.e., ratings of Agree or Strongly Agree) on 91% or more of the items surveyed. Since 2008, the overall range of agreement to survey items was 76% to 100%.

Employers of CSU prepared teachers complete a similar survey. Since 2008, employers have given high marks (Agree or Strongly Agree) on 94% or more of the items surveyed. The overall range of agreement to survey items was 75% to 100%.

We also receive feedback from principals and through the School Library Media Program Advisory Council and the Principals’ Roundtable. Feedback from these groups has been very

positive overall, and principals frequently call when they need to hire school librarian to see if CSU has graduates who could possibly fill those positions.

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, including the M.A.T./M.Ed. in School Library Media programs. There were no areas for improvement cited, and the team noted multiple areas of strength. Following are excerpts from 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. They are employed specifically to work with student interns. All university supervisors, as well as full- and part-time faculty who supervise and

evaluate interns candidates during field experiences, are knowledgeable in the consistent use of the Field Experience Assessment (FEA).

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.

· 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.

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, school librarians 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. 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.

· 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

We have a strong program maintained by well-qualified faculty and appropriate course work. Data suggest our program is producing school librarians who possess greater knowledge when compared to candidates from other programs in the state and nation. The faculty of our program is dedicated to the success of all candidates and will strive for a 100% job placement for our candidates.

Regarding the field experiences, the Program Advisory Committee indicated that a checklist of tasks to be accomplished in each course should be provided by the university supervisor.

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. Faculty use as their basis for "best practice" the constructs delineated in American Association of School Librarians' (AASL) *Information Power: Building Partnership for Learning* (AASL and AECT, 1998). Best practices highlighted within the program include improved school library media collections, instructional collaboration, flexible access, advocacy, integration of library and other information resources into teaching and learning. Faculty also have a good understanding of teaching strategies best suited the candidates and the learners in the school systems served by CSU. [*Perspectives in Learning*](#), the COEHP's professional journal, and the National Social Science Technology 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

CSU's Graduate School and the COEHP Office of Graduate Studies oversee admission and orientation of graduate students. Professional Education Program Coordinators provide advisement to graduate students while the SAFE Office provides assistance with certification requirements.

Individuals seeking initial certification through a Master of Arts in Teaching (MAT) program must have their transcripts evaluated to determine the courses needed for certification. To initiate this process, individuals must submit copies of all their transcripts to the College of Education and Health Professions Student Advising and Field Experiences Office (SAFE) and request a transcript evaluation in the intended area of certification. The SAFE Office sends the transcripts to the appropriate program coordinator or advisor, who then reviews the individual's previous coursework to determine if any of those courses can count toward certification. When the evaluation is complete, it is submitted to the Department of Teacher Education Office, and the individual is notified by letter and can set up an appointment with his/her advisor to discuss a program of study.

Prospective MAT students must also apply for admission to the university. Individuals desiring to enroll in graduate courses must apply for graduate admission and be admitted to a College of Education and Health Professions (COEHP) graduate program with regular or provisional admission status. Prospective students are referred to the CSU Admissions Office in University Hall or to the Admissions website at <http://admissions.columbusstate.edu/index.php>. Additional information on MAT programs is available at <http://te.columbusstate.edu/degrees.php>.

Individuals with a clear renewable teaching certificate may apply for admission to the M.Ed, EdS, or EdD degree program. Once admitted to the university as a graduate student, a Graduate Orientation hold is placed on the student's account. The student must complete the online orientation, print the advising form at the end of the orientation and have his/her advisor sign the form after s/he has been advised, and submit the form to COEHP Coordinator of Graduate Records so that the hold can be removed. This must be completed before the student will be able

to register for classes. Additional information about COEHP graduate degree programs is available at <http://coehp.columbusstate.edu/degrees.php>.

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 sheet. Electronic copies of degree progress sheets are kept on file on the P-drive so that the department chair may access these files as needed to assist students.

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 and are also used in making decisions regarding merit pay.

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. 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.

· Program Improvement Plans

Teaching and advising is a strong component of the School Library Media. Annual review of performance will continue to promote our faculty's excellence in teaching, scholarship, and professionalism.

II C. Quality of Research and Scholarship

· Opportunity for Student Research Projects

The M.A.T./M.Ed. programs require candidates to complete a culminating capstone research project demonstrating that they are meeting national, state, and institutional standards as they synthesize and apply the knowledge and skills developed in their course of studies. Data from the Field Experience Assessment (FEA), the program field experience assessment instrument for School Library Media candidates and , and culminating projects show that candidates understand and can apply theories related to student learning and that they analyze student, classroom, and school performance data and make data-driven decisions. In 2010-2011, all candidates met or exceeded expectations on all components of the FEA.

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.

• 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](#) and [National Social Science Technology Journal](#). 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.

- Program Improvement Plans

The School Library Media program will continue to solicit grants to support our graduate students, especially M.A.T. students who are seeking initial certification. Faculty will continue to engage in research, membership in professional organizations, publication of research studies, and participation in professional conferences/workshops to enhance content-area and pedagogical knowledge. Further, faculty will continue to engage students in research projects and professional development opportunities.

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.

- Program Improvement Plans

School Library Media faculty will continue to engage in service to the university, the profession, and the community. The Program Advisory Committee recommended that the school librarians on the committee want to become more actively engaged in the mentor program.

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. In 2013, two School Library Media faculty members were nominated and selected as finalist for the excellence in scholarship 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. For example, in 2012, one of our graduate students was awarded the Teacher of the Year at her school.

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

Graduates of the M.A.T./ program in School Library Media program are in demand by local school systems. After completing the M.A.T. or M.Ed. 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 M.A.T. and M.Ed. programs in School Library Media prepare highly qualified school librarians who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades P-12. In School Library Media 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 School Library programs.

M.A.T. candidates seeking initial teacher certification, develop proficiency in applying the knowledge, skills, and dispositions to impact P-12 student learning. They also begin to develop expertise in their field through the completion of several advanced level courses taken with other

M.Ed. candidates.

Candidates pursuing a M.Ed. degree in School Library Media develop and demonstrate *expertise* as they progress through the program. Graduates of the program are prepared to apply their expert knowledge of library skills, information skills, and information literacy in grade P-12 classrooms, thus helping to meet the demand for highly qualified school librarians.

The M.A.T. and M.Ed. programs in School Library Media are 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. The programs focus on how to help students in grades P-12 to determine their information needs, solve problems, read for pleasure, effectively and ethically use information and ideas, debate merits of a point of view, and create quality written and oral communications.

• **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, Web 2.0 tools 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 #3](#))
- The Field Experience Assessment (FEA) ([Exhibit 1.3.c.3 \(i\)](#)), 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.
- The diversity proficiencies advanced candidates are expected to meet include: Interacts appropriately and positively with others, while appreciating and valuing human diversity; and Demonstrates the belief that all students can learn. ([Exhibit 1.3.e #2 Graduate Dispositions](#))
- The Field Experience Assessment (FEA) ([Exhibit 1.3.c.3 \(i\)](#)), the unit's performance assessment instrument in School Library Media program, is aligned with NBPTS propositions and includes the following diversity proficiencies advanced candidates are expected to meet: 1a: Recognizes individual differences in students and adjusts teaching; 1b: Treats all students equitably; 1c: Designs lessons to match student abilities and foster interest; 1d: Provides evidence of teaching to develop multiple domains; 1e: Understands how students develop and learn; 2b: Presents lesson and content so that students learn in a variety of ways; 3b: Uses multiple strategies to meet goals; 3c: Motivates students to be engaged in learning; 3d: Creates an effective learning environment; 5b: Collaborates with parents; and 5c: Uses community resources.

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 school librarians must be able to work successfully with a diverse population of colleagues and learners. Similarly, the faculty believe skillful beginning school librarians establish information-rich learning environments to help P-12 students become active and creative locators, evaluators, and users of information to solve problems, think critically, and to satisfy their own curiosity through

research and reading experiences.

An analysis of syllabi provides evidence that faculty address diversity in M.A.T. / M.Ed. foundations, and research courses as well as through major course requirements such as unit plans, case studies, and action research projects in school library media, and Multicultural Literature for Children and Youth course. For example, in EDUF 6115 Educational Psychology, candidates examine the interrelationship between motivation, learning, and teaching with an emphasis on application to the needs of diverse learners. Other examples showing how candidates are prepared to work with diverse groups of students are provided in [Exhibit 4.3.b #2 & 3](#). At the graduate level, candidate performance is assessed in at least one required course ([Exhibit 2.3.e #3](#)) in each program using the Field Experience Assessment (FEA) and Graduate 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**

Faculty will continue to ensure that School Library Media candidates are provided the opportunities to conduct research, prepare instructional materials, and engage in pedagogical practices focused on diverse groups of students.

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.

• 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. Computers in specified classrooms also include a variety of educational software (e.g., Vuvox Collage, Jing, Screen O Matic, Wordle, iMovie, iPads, Educreations App, Prezi) for use in instruction in School Library Media courses. 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, iPads, SMARTboards, iPevo, digital microscopes and projectors, slates, and student response units.

• **Program Improvement Plan**

Continue to provide leading edge technology into instructional programs and provide more extensive training and support services to faculty and students.

Section Three - Indicators of Program Productivity

III A. Enrollment in Program for Past 5 Years

The enrollment patterns for the M.A.T. and M.Ed. programs in School Library Media are shown in Table 3.1.

Table 3.1 Number of Declared Majors in M.A.T. and M.Ed. School Library Media

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 year average |
|--------------|----------|-----------|-----------|-----------|-----------|----------------|
| | | | | | | |
| Med / MAT | | | | | | |
| Full-Time | 0 | 4 | 1 | 1 | 2 | 2 |
| Part-Time | 3 | 20 | 19 | 19 | 13 | 15 |
| <i>Total</i> | <i>3</i> | <i>24</i> | <i>20</i> | <i>20</i> | <i>15</i> | <i>16</i> |
| | | | | | | |

In 2007-2008, the program was developed as a result of the need for qualified school librarians in the local region; (Muscookee County, in particular, has great difficulty in employing qualified school librarians in this field). Since the program was started the enrollment has been stable over the last three years, but in 2012, there was a decline from 20 to 15. Reasons for this decline in enrollment are not clear but may be partly due to economic conditions and/or additional demands placed on teachers by school systems with increased accountability measures. Further study is needed to determine the reasons for this decline in enrollment and to see whether or not it will become a trend.

Table 3.2 shows the number of declared majors in M.A.T./M.Ed. School Library Media program

Table 3.2 Number of Declared Majors in M.A.T./M.Ed. Programs

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 year average |
|-----------------------------|------------------|-----------|------------|------------|------------|-----------|----------------|
| Secondary English | MAT | | | 18 | 19 | 20 | 19 |
| | MEd | 29 | 26 | 18 | 18 | 16 | 21 |
| Secondary Mathematics | MAT | | | 12 | 13 | 8 | 11 |
| | MEd | 11 | 19 | 12 | 15 | 7 | 13 |
| Secondary Science | MAT | | | 7 | 7 | 5 | 6 |
| | MEd | 18 | 15 | 10 | 5 | 3 | 10 |
| Secondary Social Science | MAT | | | 6 | 8 | 7 | 7 |
| | MEd | 9 | 16 | 13 | 10 | 8 | 11 |
| School Library Media | MAT / MEd | 3 | 24 | 20 | 20 | 15 | 16 |
| <i>Totals</i> | Combined | <i>70</i> | <i>100</i> | <i>116</i> | <i>115</i> | <i>89</i> | <i>98</i> |

Table 3.2 shows the total enrollments in M.A.T. and M.Ed. School Library Media program housed in the Department of Teacher Education at CSU. The highest enrollment of 24 was in 2008-2009, but in 2011-2012, there was a decline from 20 to 15, a decrease of 25%. Reasons for this decline in enrollment are not clear but may be partly due to economic conditions and/or additional demands placed on teachers by school systems with increased accountability measures. Further study is needed to determine the reasons for this decline in enrollment and to see whether or not it will become a trend.

III B. Degrees Awarded Over Past 5 Years

As indicated in Table 3.3, the number of M.A.T. and M.Ed. degrees conferred each year in School Library Media. The five year average is comparable to Secondary Mathematics,

Secondary Social Science and Secondary Science and but less that Secondary English. The following factors contribute to the small number of degrees conferred each year: (1) Some students take several years to complete the program because of teaching schedules and other obligations and (2) many of the students are part-time students and some are seeking certification only.

Table 3.3 shows the number of degrees conferred in M.A.T./M.Ed. School Library Media program

Table 3.3 Number of Degrees Conferred

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 year average |
|-----------------------------|------------------|----------|----------|----------|----------|----------|----------------|
| Secondary English | MAT | | 3 | 7 | 5 | 8 | 6 |
| | MEd | 12 | 6 | 6 | 11 | 6 | 8 |
| Secondary Mathematics | MAT | | | 1 | 2 | 4 | 2 |
| | MEd | 0 | 3 | 1 | 3 | 5 | 2 |
| Secondary Science | MAT | | | 1 | 4 | 1 | 2 |
| | MEd | 6 | 3 | 5 | 2 | 0 | 3 |
| Secondary Social Science | MAT | | 2 | 0 | 2 | 6 | 3 |
| | MEd | 0 | 2 | 6 | 3 | 4 | 3 |
| School Library Media | MAT / MED | 0 | 3 | 5 | 8 | 3 | 4 |

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

According to Integrated Postsecondary Education Database System (IPEDS), Columbus State is the sole institution reporting master's degree conferrals in school library media to CIP Code 13.1334 in the state of Georgia as of 2011. Thus, conferral and provider trends using IPEDS data are not available for the state of Georgia and the lower Chattahoochee region.

| | rt | returning in Fall 2007 | rt | returning in Fall 2008 | rt | returning in Fall 2009 | rt | returning in Fall 2010 | rt | returning in Fall 2011 |
|-----------------------------|-----------|------------------------|----------|------------------------|-----------|------------------------|----------|------------------------|----------|------------------------|
| Secondary English | 12 | 6 (50%) | 14 | 11 (78.6%) | 6 | 2 (33.3%) | 17 | 15 (88.2%) | 11 | 7 (50%) |
| Secondary Math | 2 | 2 (100%) | 6 | 5 (83.3%) | 11 | 5 (45.5%) | 9 | 8 (88.9%) | 8 | 4 (50%) |
| Secondary Science | 2 | 2 (100%) | 7 | 4 (57.1%) | 5 | 5 (100%) | 7 | 5 (71.4%) | 4 | 4 (100%) |
| Secondary Soc Sci | 2 | 2 (100%) | 3 | 3 (100%) | 7 | 4 (57.1%) | 7 | 7 (100%) | 5 | 5 (100%) |
| School Library Media | NA | NA | 3 | 3 (100%) | 14 | 9 (64.3%) | 3 | 1 (33.3%) | 1 | 0 (0%) |

As indicated in Table 3.5, retention rates for students enrolled in M.A.T./M.Ed. School Library Media program ranges from 33% to 100% over the last five-years. Factors contributing to a drop in enrollment include: students take several years to complete the program because of teaching schedules and other obligations. Some of the students in the program are working for certification only.

III E. Student Learning Indicators (using a variety of data sources)

Key assessments for M.Ed. / M.A.T. candidates include the following:

- GPA
- GACE
- Field Experience Assessment
- Dispositions Assessment

- Webfolio
- Exit from the Internship
- Capstone Research Project

The 100% pass rate on all school library media (MEd, MAT, and Certification Only) program completers indicates that candidates know their content.

As indicated in Table 3.5, Data indicate that M.A.T. / M.Ed. candidates have exhibited strong academic achievement. The overall average GPAs from 2009-2012 ranged from 3.6-4.0 at program exit, and program completers have no more than two grades of C in their program of study (all other grades must be A's and B's). Also, the pass rate on the Georgia Assessment for Certification of Educators (GACE) media specialist tests from 2008-2011 was 100%. The GACE is used to assess the knowledge and skills of prospective Georgia public school librarians. The tests are criterion-referenced, objective-based assessments designed to measure a candidate's knowledge and skills in relation to established standards, and are aligned with the American Library Association/American Association of School Library (ALA/AASL). 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.

The program Field Experience Assessment (FEA) is used to assess planning and preparation, classroom environment, instruction, and professional responsibilities. An analysis of FEA data over the last three years (2009-2012) showed that on each component all the candidates evaluated prior to entering clinical practice met or exceeded expectations, while 100% of the candidates evaluated at exit from clinical practice met or exceeded expectations. All M.A.T. and M.Ed. candidates in the School Library Media program complete a capstone culminating research project. Data from this culminating projects show that candidates understand and can apply theories related to student learning and that they analyze student, classroom, and school performance data and make data-driven decisions.

III F. Graduation Rate of Program

Table 3.6 shows the three-year graduation rates for M.A.T./M.Ed. School Library Media program

| | Fall 2005 | | Fall 2006 | | Fall 2007 | | Fall 2008 | | Fall 2009 | |
|-----------|-------------|--------------------|-------------|--------------------|-------------|--------------------|-------------|--------------------|-------------|--------------------|
| | # 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 |
| Secondary | 5 | 3 (60%) | 12 | 6 (50%) | 14 | 11 (78.6%) | 6 | 0 (0%) | 17 | 11 (64.7%) |

| | | | | | | | | | | |
|-----------------------------|-----------|----------------|-----------|-----------------|----------|------------------|-----------|------------------|----------|------------------|
| English | | | | | | | | | | |
| Secondary Math | 2 | 1 (50%) | 2 | 2 (100%) | 6 | 1 (16.7%) | 11 | 3 (27.3%) | 9 | 4 (44.4%) |
| Secondary Science | 3 | 0 (0%) | 2 | 1 (50%) | 7 | 1 (14.3%) | 5 | 4 (80%) | 7 | 4 (57.1%) |
| Secondary Soc Sci | 3 | 1 (33.3%) | 2 | 2 (100%) | 3 | 2 (66.7%) | 7 | 3 (42.9%) | 7 | 6 (85.7%) |
| School Library Media | NA | NA | NA | NA | 3 | 2 (66.7%) | 14 | 7 (50%) | 3 | 0(0%) |

Over the last five years, three-year graduation rates for M.A.T./M.Ed. in School Library Media program have been 50% or below, with the exception of the Fall 2007 cohort. Majority of the master's degree candidates are part-time students who are teaching full-time. Their teaching schedules and other obligations may not allow them to complete all required coursework in three years. Also, some of the candidates are certification only without completing the M.Ed. degree program.

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.

For School Library Media alone, enrollment from 2008 to 2011 was stable (see Table 3.2), but between 2009 and 2010, the credit hour production increased by approximately 25% (see Table 3.8) and remain stable over the last two years.

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 |
| <i>Total</i> | <i>\$2,381,975</i> | <i>\$2,223,725</i> | <i>\$2,125,598</i> | <i>\$1,953,073</i> | <i>\$2,080,737</i> |

Table 3.8 School Library Media Credit Hour Production

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 year average |
|--------------------|------------|------------|------------|------------|------------|----------------|
| 5000 Level Courses | 0 | 0 | 0 | 0 | 0 | 0 |
| 6000 Level Courses | 93 | 180 | 217 | 156 | 141 | 157 |
| 7000 Level Courses | 92 | 60 | 84 | 6 | 22 | 53 |
| <i>Total</i> | <i>185</i> | <i>240</i> | <i>301</i> | <i>162</i> | <i>163</i> | <i>210</i> |

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 |

Table 3.10 Average Course Enrollment - Fall Semester

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 year average |
|------------------------|-----------|-----------|-----------|----------|----------|----------------|
| 5000 Level Courses | 0 | 0 | 0 | 0 | 0 | 0 |
| 6000 Level Courses | 6 | 9 | 8 | 10 | 7 | 8 |
| 7000 Level Courses | 23 | 15 | 21 | 3 | 11 | 15 |
| <i>Overall Average</i> | <i>11</i> | <i>11</i> | <i>11</i> | <i>9</i> | <i>8</i> | <i>10</i> |

As shown in Table 3.10, average course enrollment in graduate courses for School Library Media majors is below 15. Required School Library Media courses in the M.A.T. and M.Ed. program are offered on a one-year cycle, in order to make them more cost-effective. In addition, the programs require some of the same courses (e.g., Foundations of Education, Educational Psychology, Action Research, etc.) that are required in other M.A.T. and M.Ed. programs. These courses have higher enrollments and thus help to contribute to the cost-effectiveness of the department.

Number of Faculty

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 year average |
|-------------------|---------|---------|---------|---------|---------|----------------|
| Full-Time Faculty | 2 | 2 | 2 | 2 | 2 | 2 |

| | | | | | | |
|-------------------|---|---|---|---|---|---|
| Part-Time Faculty | 3 | 2 | 4 | 3 | 3 | 3 |
|-------------------|---|---|---|---|---|---|