

COMPREHENSIVE PROGRAM REVIEW 2002-2003
UNIVERSITY PROGRAM REVIEW COUNCIL'S EVALUATION
for the

MASTER OF EDUCATION IN SPECIAL EDUCATION
GRADUATE PROGRAM

I. COUNCIL'S GENERAL OBSERVATIONS ABOUT THE PROGRAM

<u>Focus of Evaluation</u>	<u>Self-Study Eval</u>	<u>Council's Eval</u>
<u>QUALITY INDICATORS</u>		
II. Summary of Program's Overall Quality Council's Observations: <ul style="list-style-type: none"> • very strong curriculum • excellent use of data-based decision making and continuous improvement • Faculty involvement in over \$3,000,000 of externally funded projects since 1998 • faculty are leaders in professional organizations at the state and national level • <i>continue quality improvement and refinements</i> • <i>continue to develop regional and statewide partnerships</i> 	Strong	Strong
IIA. Curricular Adherence to Quality/Accreditation Standards Council's Observations: <ul style="list-style-type: none"> • Extensive accreditation standards result from approval by 4 accrediting agencies <ul style="list-style-type: none"> ○ Georgia Professional Standards Commission (GA PSC teacher licensure agency) ○ Council for Exceptional Children (CEC - NCATE specialty professional association) ○ NCATE (National Council for Accreditation of Teacher Education) ○ National Board for Professional Teaching Standards (NBPTS- NCATE advanced programs) • Notable recognitions include: <ul style="list-style-type: none"> ○ After the M.Ed. in Special Education and all related special education add-on programs received accreditation from CEC in 1999, KSU portfolio selected as a model for CEC training sessions. ○ At the NCATE Board of Examiners and the Georgia Professional Standards Commission on-site review in Spring 2001, all programs approved with no weaknesses emphasis on accountability and outcomes 	Very Strong	Very Strong
IIB. Quality of Faculty Supporting the Program Council's Observations: <ul style="list-style-type: none"> • All faculty hold Ph.D. • Balance of specializations • <i>Program could be strengthened by a faculty tenure-track position with expertise in improving education in diverse and at-risk schools</i> 	Very Strong	Very Strong
IIC. Quality of Facilities, Equipment, Learning Resources, And Placements	Satisfactory (facilities and equip.=Satisfactory)	Strong

Council's Observations:

- Program growth has led to need for more facilities
- Department has provided equipment support using redirected grant funds
- *Program needs classrooms with tables and flexibility for collaborative group activities*
- *Program needs funds for adaptive/assistive technology*
- *Self-study needs more information regarding practicum placement sites*

IID. Quality of KSU's Annual Financial Investment Weak Satisfactory
Council's Observations:

- Self-study lists numerous concerns and unmet financial needs, including budget line for equipment, additional faculty, calculation of cost per student credit hour
- Redirected grant and contract funds have been used to support instruction and program growth
- *Additional faculty positions at a competitive salary level are needed to support program growth*
- *Greater financial support for field experience supervision needed to meet accreditation standards*
- *Only weaknesses are presented in the Self-Study. What about strengths?*

IIE. Use of Advanced Technology for Program Delivery and Support Satisfactory Strong
Council's Observations:

- KH 1107, is a fully equipped presentation classroom, with wireless internet access and notebook computers for candidate use
- *Acquire adaptive/assistive technology devices for instructional use*
- *update department web site to increase marketing potential*

IIF. Quality of Program Advising, Enrollment Management & Student Services Strong Strong
Council's Observations:

- Strong assessment measures
- faculty member is assigned to monitor and assist each cohort
- Department Chair monitors registration and contacts inappropriately enrolled students
- On-site supervision
- *Faculty mentoring needs improvement*

IIG. Program Graduates' Competitive Advantages Very Strong Strong
Council's Observations:

- Degree candidates can add specialties to their teaching certification
- emphasis on skill development in collaboration and group process
- Faculty model and emphasize best practice from current literature
- Portfolio development process
- *Data needed: How are these advantages measured in terms of job acquisitions and contributions to society?*

IIH. Faculty's & Program's Diversity & Global Perspective Satisfactory Satisfactory
Council's Observations:

- Project WINS, Winning Team, and the Dalton Cornerstone project serve schools with diverse populations
- Faculty travel to study other systems (China, Cuba, England)

	<ul style="list-style-type: none"> • Continue ongoing discussions with universities in Spain and Mexico • Faculty not necessarily that diverse • <i>Continue efforts to recruit more diverse candidates</i> • <i>Continue efforts to work in schools reflecting diversity and articulating lessons learned into curriculum</i> 		
III.	<p>Endowments, Scholarships, Gifts, Grants, and Fees</p> <p>Council's Observations:</p> <ul style="list-style-type: none"> • Two-thirds of poll respondents received external assistance • Hope Teacher Scholarship program a major incentive for prospective students • Bartow County partnership arrangements • KSU Foundation fellowships • <i>Identify other sources of financial support</i> 	Strong	Strong
IIJ.	<p>Program's Honors, Awards & Recognition</p> <p>Council's Observations:</p> <ul style="list-style-type: none"> • M.Ed. in Special Education folio was selected for use in CEC training for folio preparation. • Project WINS is a National Association of State Boards of Education exemplar program. 	Strong	Strong
IIK.	<p>Honors of Program's Students, Graduates & Faculty</p> <p>Council's Observations:</p> <ul style="list-style-type: none"> • Several faculty and student awards • <i>Improve tracking of accomplishments</i> 	Satisfactory	Satisfactory
IIIL.	<p>Success of Program's Graduates</p> <p>Council's Observations:</p> <ul style="list-style-type: none"> • pass rate of 100% on PRAXIS II licensure exam • respondents have taken on leadership roles and have completed additional degrees • Develop a system to track graduates and conduct targeted surveys 	Strong	Strong
IIIM.	<p>Stakeholder Satisfaction with Program</p> <p>Council's Observations:</p> <ul style="list-style-type: none"> • Good awareness of and response to stakeholder concerns • Advisory Board with comprehensive representation • Collaborative Partnerships • <i>Continue to seek input from stakeholders</i> 	Strong	Strong
IIIN.	<p>Selectivity & Achievement of Students</p> <p>Council's Observations:</p> <ul style="list-style-type: none"> • Selectivity data are very good • Academic achievement data are missing from study, but GPA is 3.73 and pass rate of 100% on PRAXIS II 	Satisfactory	Selectivity =Satisfact. Acad. Achieve.=Strong
IIIO.	<p>Program's Responsiveness to Assessment, Change & Improvement</p> <p>Council's Observations:</p> <ul style="list-style-type: none"> • Numerous program assessments • <i>Move towards a greater emphasis on NBPTS and revised CEC standards in preparation for CEC and NCATE review under new standards</i> 	Very Strong	Very Strong

PRODUCTIVITY INDICATORS

III.	Summary of Program's Overall Productivity Council's Observations:	Strong	Strong
IIIA.	Enrollment of Graduate Students in Program Council's Observations: <ul style="list-style-type: none">• on-campus cohort model and contractual arrangements for off-campus cohorts to manage enrollment have led to relatively steady enrollment• <i>Implement competitive admission review date</i>• <i>Improve M.Ed. 's admission processing for off-campus cohorts</i>• <i>Monitor impact of the increase in competition by other universities (alternative delivery models) and staff development programs (ESOL/Gifted/Preschool-special education) that are less expensive than our creditbearing courses. Marketing the quality of our program is vital to recruitment.</i>	Satisfactory	Strong
IIIB.	Program's Annual Degree Completions Council's Observations: <ul style="list-style-type: none">• steady increase in number of degrees granted annually• Currently 4th largest program in state• <i>Consider separate tracking of data for 2 year on- campus cohorts and 3 year off-campus cohorts</i>	Satisfactory	Strong
IIIC.	Graduation Rate & Program Completion Efficiency Council's Observations: <ul style="list-style-type: none">• graduation rate commensurate with other graduate programs in Education and exceeds the KSU average• <i>Improve the development of gates within the program to assist in documenting progress</i>• <i>Continue assigning faculty to monitor cohorts and track non-completers.</i>	Satisfactory	Strong
IIID.	Efficiency & Clarity of Curricular Design Council's Observations: <ul style="list-style-type: none">• straightforward cohort programs• requirements listed in Grad Catalog and on website	Strong	Strong
IIIE.	Scheduling Frequency & Sequencing of Required Courses Council's Observations: <ul style="list-style-type: none">• Predetermined cohort sequence• <i>Address off-campus summer scheduling issues</i>	Very Strong	Very Strong
IIIF.	Enrollment Levels in Required Courses Council's Observations: <ul style="list-style-type: none">• Cohort model insures consistent full enrollments• monitor M.Ed. in Special Education: Collaborative Practice track	Strong	Very Strong
IIIG.	Diversity of Program's Majors & Graduates Council's Observations:	Satisfactory	Satisfactory

- improvement in diversity shown by number of males, blacks, and multi-racial candidates in current cohorts compared to graduates
- *Self-study chart only shows black, mulit- and white. What about other populations (e.g., Asian)*
- *Recruit additional minority and international students*

IIIH.	Faculty's Instructional Productivity Council's Observations:	Satisfactory	Satisfactory
	<ul style="list-style-type: none"> • 8 factors listed to explain lower credit hour productivity than KSU average • 2 examples: <ul style="list-style-type: none"> ○ Special Education has extensive grant and contract commitments that provide funded reassigned time for full-time faculty (the equivalent of 2 full-time faculty positions a year plus summer term) and these commitments are essential for the Special Education mission, but do not generate student credit hours ○ The Special Education cost per weighted credit hour does not reflect the external funds generated by the department that contribute to the cost of part-time faculty to cover undergraduate teaching assignments for reassigned time and to pay for part-time faculty to supervise field experiences to improve program quality. If the data were adjusted to reflect the external funds the productivity of the full-time faculty and the cost per credit hour would be more in line with or above KSU averages 		
III.	Cost-Effectiveness of Program Instruction Council's Observations:	Strong	Satisfactory
	<ul style="list-style-type: none"> • Cost data does not include external funds from grants/contracts that pay for faculty reassigned time for grant activities and fund part-time faculty for supervision • <i>Above KSU average, but not unusual for graduate programs, especially for a graduate-only program</i> 		
IIIJ.	Responsiveness to State Needs & Demand for Graduates Council's Observations:	Satisfactory	Strong
	<ul style="list-style-type: none"> • critical shortage of teachers for students with disabilities and general education teachers prepared to meet the needs of students with disabilities in their classrooms • Employer demand for graduates is evident in numerous inquiries from local districts • Growth, including recruitment of off-campus cohorts, exceeds original program goals • All students in the program are fully employed (in education?) as they work on program requirements 		
IIIK.	Program's Ranking in the University System Council's Observations:	Strong	Strong
	<ul style="list-style-type: none"> • In 2001, KSU was fourth in graduate special education programs, but in the top tier by the number of graduates • Additional classroom space and additional faculty necessary to support additional cohorts. 		
IIIL.	Program's Contribution to Achieving KSU Mission Council's Observations:	Very Strong	Very Strong
	<ul style="list-style-type: none"> • Consistent with many aspects of KSU mission • <i>Continue grant, contract and service projects and collaborative relationships that contribute to the KSU mission.</i> 		
IV.	PROGRAM'S VIABILITY AT KSU Council's Observations:	Viable	Viable

- Program has maintained consistent growth
- Program provides valuable training and services to region

V. MODEL PROGRAM POTENTIAL

Strong

Council's Observations:

- Program has already achieved recognition

VI. COUNCIL'S OBSERVATIONS ABOUT THE PLANS FOR IMPROVING QUALITY & PRODUCTIVITY

- Self-study reiterates problems with receiving adequate financial resources, faculty lines, and classroom space
- *The Council recognizes that the program is doing strong work and would like to expand, but needs more support to do so. The program would be a good place to invest money if it is available.*

VII. EXPAND, MAINTAIN, CONSOLIDATE, OR DISCONTINUE

Council's Observations:

Expand*

Maintain**

- *Not clearly indicated in the Self-Study in section VII., but in the summary at the beginning
- ***The rating of "Maintain" is given here as a recommendation to maximize potential given the current resources, but the program could be expanded if resources are available*
- *The Council notes that the potential for the program and for program growth is great because there is a high need for special education teachers in the state*

COUNCIL'S RECOMMENDED FOLLOW-UP