

Comprehensive Program Review (CPR)
Department of Elementary and Early Childhood Education

Rationale: The primary purpose of comprehensive program review is to foster continuous improvement of all degree programs. All undergraduate programs reviewed in the 2001-2002 cycle received recommendations from the University Program Review Council and submitted Follow-Up Reports in spring of 2003. The following questions are designed to allow programs to continue to report on their progress in addressing those recommendations and their efforts in program improvement.

Content of Follow-up Reports (2-5 pages):

1. Provide evidence of *quality* enhancement of the program since 2003.
 - a. Using a software program (Chalk & Wire) that is purchased by all students, ECE has established a performance assessment system based on integrated curriculum and achievement outcomes. This new system will be in place for all of our students by fall 2008 and will allow us to continually collect and analyze data tied to our state and national standards (NCATE/PSC). This will allow us to make data generated decisions to continually improve our program.
 - b. Elementary education is now a special needs area in the state, signifying that there is a shortage of elementary school teachers state-wide. Coupled with Dr. Papp's mandate that there will be no enrollment cap in undergraduate programs, our major continues to grow faster than our acquisition of new resources to support it. As a result, this fall (2007), 24% of our graduate classes and 34% of our undergraduate classes were taught by part-time instructors. This is significantly higher than the university average of 24% of undergraduate classes taught by part-time faculty and does not include the supervision of our approximately 300 student teachers per year which is done entirely by part-time faculty. To lower these numbers and improve the quality of our programs, we have raised the cut score for selection of teachers to our M.Ed. program. This has dramatically lowered the number of graduate cohorts, which will allow us to reduce the number of graduate and undergraduate classes taught by part-time instructors.
 - c. Using Chalk & Wire, we have also established a portfolio assessment process that supports the established performance outcomes of the Professional Teacher Education Unit [PTEU]. This new system will be totally in effect by fall 2008.
 - d. We have improved the quality of our advisement program by constructing an online advisement orientation. This orientation is required for all students newly admitted to our program. Upon completion of this orientation, students are assigned an academic advisor. We continue to wait for resources to create an advisement center for our students so that we can reduce our faculty advisement load from the current 50-65 advisees.
 - e. Since 2003, we have added three full-time, tenure-track faculty members. These include:
 - Dr. Feland Meadows, Goizueta Distinguished Chair
 - Dr. Marvin Smith, Assistant Professor of Mathematics Education
 - Dr. Ethyl King-McKenzie, Assistant Professor of Social Studies Education

f. Since 2003, we have established a faculty exchange program with Faculty of Education at Nnamdi Azikiwe University in Nigeria. We have sent three faculty members to Nigeria to work with the faculty there, and they have sent two faculty members to work with our faculty at KSU.

2. Provide evidence of *productivity* enhancement of the program since 2003.

- a. The ECE undergraduate major continues to be the largest major at KSU with 1,535 majors and a growth rate of 20% since 2003.
- b. The Praxis II test of content knowledge was replaced by a new state test (GACE). The pass rate for the new test is lower than for the Praxis II test, but our students continue to score above the state average:

GACE II Test 001 (Reading/LA/SS)	KSU	State
Mean Score 1 st Att.:	227	218
Passing % 1 st Att.:	61%	48%

GACE II Test 002 (Math/Sci/HealthPE/Arts)	KSU	State
Mean Score 1 st Att.:	246	230
Mean Score 1 st Att.:	88%	65%

3. Identify the action plans and priorities from the 2003 Follow-Up Report that have been accomplished.

- a. Expand full-time faculty lines. Our goal was to add six faculty lines (two faculty lines per year) over three years. We were able to add three full-time lines and are in the process of adding one full-time faculty member to serve in our M.Ed. program and new Ed.D. program. In addition, Dr. Mark Warner returned to full-time faculty status.
- b. Increasing Gender and Racial Diversity. Of our four faculty hires, two were women (one African-American) and two were men. Of our 21 full-time faculty members, 12 are women, 5 African-American, and 1 Chinese-American.
- c. Increase Resources. This semester we received an additional 2 million dollar grant to build a birth through age five (B-5) preschool. These funds will also help us to develop a Birth-Five Institute that will be a state and regional leader in the development of teachers and administrators for private and public preschools.

4. Identify the action plans and priorities from the 2003 Follow-Up Report that still need to be addressed and indicate a timeline for their completion. If specific action plans and priorities have changed since 2003, please explain.

- a. Increasing operational funding: Our operational funding has not increased in proportion to our growth. We need increased funding directly connected to the number of FTE's produced by the department. For this area, we are dependent on state funding, something over which we have no control. We do have control over how we use the funds we have. To that end, we propose the following new initiatives:

- i. Cut copying costs by at least 10% through the use of class management software and digital media.
 - ii. Streamline departmental operations through the development of a “paperless” work place that will reduce the duties of our office staff. This will allow them to take on additional clerical duties that are currently being conducted by faculty members. This will free these faculty members to do more teaching, scholarship, and/or service.
 - b. Expand full-time faculty lines. To eliminate our use of part-time faculty in graduate courses and reduce our use of part-time faculty to 25% of undergraduate programs, we need to hire 7 full-time faculty. That number does not take into consideration continued growth in the undergraduate program. If we were to get our ration of part-time faculty supervising TOSS and Student Teaching interns to 25%, we would need to hire an additional 12 full-time faculty members. Over the next three years we plan to develop a detailed report to strengthen our case for additional faculty lines.
5. Address the current status of the program’s *viability*. If viable, justify whether the program should be sustained, reconfigured, or enhanced.
- a. Indicate how the program advances specific goals and action steps of KSU’s Strategic Plan.

Goal 1: *To enhance and expand academic programs and delivery*

Action Step 8. Add degree programs that are strategically important to the local community, to Georgia, and to the nation at both the undergraduate and graduate levels.

- We added a Ed.D. program in 2006 that will develop teacher leaders in area schools. These teacher leaders will improve the education of our P-12 students in the KSU service region.
- We are in the process of developing a B.S. in Early Childhood Education Degree. This degree program, along with the lab school and Early Childhood Education Institute that we are developing, will produce teachers and directors for area preschools, thus improving B-5 education in the KSU service region.

Action Step 10. Increase the proportion of courses and programs that are offered off-site and online.

- We will continue to hold 90-100% of our M.Ed. courses off campus in area schools.
- We are examining our programs to determine which of our courses would be appropriate for delivering as online or hybrid courses.

Goal 2: *To improve retention, progression, and graduation rates while maintaining high quality*

Action Step 1. Institute mandatory advising through 60 credit hours.

- This semester we created and implemented a mandatory online advising orientation for all students entering our undergraduate program. Students must undergo the orientation to be assigned an academic advisor.

- This semester we created an implemented a mandatory online TOSS application that requires students to visit their advisors before they will be admitted to our TOSS program.

Action Step 3. Assess, support, and implement best-practice teaching strategies for learner-centered teaching.

- Our program has implemented and has modeled best-practice teaching strategies for learner-centered teaching. We passed our NCATE/PSC review, which assessed our programs in this area.

Goal 4: *To enhance student life activities and prepare students to be leaders*

Action Step 2. Increase student participation in study abroad programs by 5 percent per year.

- The BCOE has hired a part-time coordinator to organize and administer study abroad programs that include field experiences. ECE encourages our students to take part in these opportunities and provides faculty members to supervise the field experiences.

Action Step 2. Increase percentage of students participating in internships, cooperative programs, and other career exploration opportunities.

- One hundred percent of the students finishing our undergraduate program take part in multiple internships in local schools.

- b. Identify resources needed to strengthen the program's ability to meet the goals of KSU's Quality Enhancement Plan.
 - We need to establish more student and faculty exchange agreements with foreign colleges/universities that will allow our students to take classes abroad at a reasonable cost.
 - We need to find more money for scholarships to fund students' travel abroad.
 - We need to find more money to fund faculty travel abroad.
- c. If the program is delivered off-campus, please provide a cost analysis of the off-site delivery.
 - Due to a shortage of suitable classrooms on campus, we now teach 90-100% of our M.Ed. classes in area elementary schools. We must pay our faculty members mileage to teach these courses. Also, students in these courses do not pay fees other than the technology fee. Because these classes are at night, these students would not make substantial use of the facilities and services paid for by fees, so this is money lost to the university.
- d. Indicate the resources needed to sustain, reconfigure, or enhance the program's quality and productivity.
 - To sustain our program's quality and productivity, we need to increase the number of faculty positions to match our ongoing growth. To enhance our program's quality and productivity, we need to add enough new faculty lines to reduce our full-time to part-time faculty ration to the university average.