



# Comprehensive Program Review

University System of Georgia

## CPR Report Submitted!

Thank you for submitting a **Comprehensive Program Review Report**. Below is the information you sent on June 30, 2003. *Please note* this is a temporary web page and cannot be bookmarked. You may wish to print this page for your records. You will also receive confirmation via email.

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- 2                   **Title:** Director, Center for Institutional Effectiveness
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- 5                   **Institution:** Kennesaw State University
- 6    **Review Status:** Non-triggered Review
- 7                   **Degree level:** Bachelors
- 8    **Degree acronym:** BS
- 9                   **Degree/Major:** BS with a major in Early Childhood Education
- 10                  **CIP Code:** 13120200
- 11                  **College,** College of Education  
**School/Division:**
- 12                  **Department:** Department of Early Childhood Education
- 13                  **CPR Plan** Yes  
**followed:**
- 14 **Future institutional** Expand and enhance  
**plans for program:**
- 15 **Plan for resources** add  
**in this program:**
- 16 **Supplemental file:** CPR FINDINGS to BOR - Early Childhood Ed.doc
- 17                  **File Type:** MS Word
- 18 **CPR Web Addr.:** www.kennesaw.edu/ie

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**CPR FINDINGS AND PLANS  
FOR THE  
B.S. WITH A MAJOR IN EARLY CHILDHOOD EDUCATION  
AT KENNESAW STATE UNIVERSITY**

**MAJOR FINDINGS ON THE PROGRAM'S QUALITY, PRODUCTIVITY, & VIABILITY**

The program's self-study and the University Program Review Council were in substantial agreement on the many strengths of this extremely popular professional program. The Council judged the overall quality of the program as very strong, the overall productivity of the program as very strong, and the program as very viable. Nearly all of the quality indicators (14 of 15) were rated by the UPRC as strong or very strong, including curricular adherence to national standards (the program is PSC approved and NCATE accredited), the faculty, facilities and equipment, use of advanced instructional technology, advising, preparation of graduates, diversity and global perspective, scholarships and endowments, program recognition, student and faculty honors, success of graduates, stakeholder satisfaction, student achievement, and responsiveness to change. Opportunities cited for quality improvement included increasing operational funding and expanding the full-time faculty to serve the exceptionally large and popular program. Nearly all of the productivity indicators (11 of 12) were also rated by the Council to be strong or very strong. In recent years, this program surpassed the management major as KSU's most popular, growing from 872 majors in Fall 1998 to 1,053 in Fall 2002, a 21% gain in the last five years. Likewise, the annual number of degrees conferred grew 37% from 142 in FY98 to 195 in FY02 with a three-year average of 192 graduates per year in FY00, FY01, and FY02. The clarity of curricular requirements is strong as are the scheduling of required courses and the graduation rate. The faculty's instructional productivity and the program's cost-effectiveness are very strong. KSU prepares more ECE teachers than any other program in the USG, is very responsive to state needs, and makes a very strong contribution to the university's mission. Opportunities cited for productivity improvement included increasing the gender (male) and Hispanic/Latino diversity among majors, expanding instructional staff to increase course offerings to serve growing student demand for the program, raising program admission requirements, and increasing the program's graduate rate. The Council was highly complimentary of this exemplary program which it characterized as "woefully underfunded and understaffed and cannot sustain a level of prominence at this level of support."

**PLANS FOR IMPROVING THE PROGRAM'S QUALITY, PRODUCTIVITY, & VIABILITY**

Some of the most notable plans for improvement include: strengthening the performance outcomes assessment system to satisfy the new NCATE accreditation requirements, including greater use of professional portfolios; raising program admission standards as part of a comprehensive strategy to control and manage enrollment growth in this extremely popular program; expanding teacher preparation partnerships and field-based

professional development centers in school settings; seeking grants and external funding to expedite curricular and performance outcomes innovations; redirecting resources to create and fill additional full-time faculty to serve the program's growing enrollment; undertaking an aggressive minority

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recruitment and retention program with particular focus on Hispanic candidates; expanding the department's candidate support initiatives involving the continuous orientation process, advisor training and retention interventions; and contributing to PTEU-wide preparations for NCATE reaccreditation in 2004.

### **NEW RESOURCE ALLOCATIONS FOR IMPROVEMENT**

Kennesaw State's funding and expenditures per FTE student have been substantially below average throughout the university's relatively brief history. New funding and facilities have lagged KSU's exceptional rate of growth over the years. Consequently, the student/faculty ratio at KSU is exceptionally high, and the institution would need another 150 full-time faculty to reach the average of the other state and regional universities in the USG. In that context, there is substantial justification for enhancing most degree programs with additional investments in full-time faculty support. However, this review and its recommendations were completed in the context of a statewide and national economic downturn, significant budget cutbacks in the State's, the University System's, and KSU's operating budgets, and little prospect of KSU receiving special catch-up funding from state appropriations in the near term.

The Council strongly supported the self-study's recommendation for program enhancement and the addition of full-time faculty to serve its exceptional enrollment. Funding for such program enhancement was expected to come from institutionally redirected and self-generated sources.

### **PLANS FOR INCREASING PROGRAM PRODUCTIVITY ABOVE THRESHOLD**

Not applicable. This program was not triggered for special review by the System Office.