



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.

- 1 **Name:** Edwin A. Rugg
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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 Middle Grades Education
- 10 **CIP Code:** 13120300
- 11 **College,** College of Education
School/Division:
- 12 **Department:** Department of Secondary & Middle Grades 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 - Middle Grades Education.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 MIDDLE GRADES 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 popular professional program. Both judged the overall quality of the program as very strong, the overall productivity of the program as 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, grants, 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 seeking scholarship and endowment support. Three-fourths of the productivity indicators (9 of 12) were judged by the Council to be strong or very strong, including enrollment of majors (up from 165 in Fall 1998 to 231 in Fall 2002, a 40% increase), graduation rate, clarity of curricular requirements, scheduling frequency of required courses, enrollment in required courses, responsiveness to state needs and employer demands, degree productivity ranking in the USG (third behind UGA and Georgia State), and contribution to KSU's mission. Opportunities cited for productivity improvement included increasing the gender (male) and ethnic diversity of the program's majors and graduates, strengthening the faculty's instructional productivity and cost-effectiveness (although this is challenging in light of the program's heavy demands on individual supervision of students in the field), and exploring alternative certification program options. The Council was highly complimentary of the program's exemplary leadership, innovative practices, and professional accomplishments.

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

Some of the more notable plans for improvement include: maintaining stable enrollment in the undergraduate program while the department focuses on redesigning and growing its graduate program; fine tuning the curriculum, field experiences, and performance assessments of majors to ensure compliance with new NCATE standards for outcomes-based assessment and raised expectations for teacher effectiveness in facilitating learning for all children; strengthening and expanding partnerships and collaboratives with local schools and practicing professionals; continuing efforts to integrate advanced instructional technology in course work and program completion requirements; maintaining high passing rates (96% to 98% in FY01, FY02, and FY03) on the Praxis II exams; encouraging professional contributions and scholarship activities of the faculty; seeking support for additional faculty positions and filling vacancies with well qualified

candidates; 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 supported the self-study's recommendation for program enhancement and additional full-time faculty. Funding for such program enhancement was expected to come from institutionally redirected and self-generated sources. Expanded efforts to secure grants and gifts were also expected

PLANS FOR INCREASING PROGRAM PRODUCTIVITY ABOVE THRESHOLD

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