

## Department of Teacher Education and Social Work

Division of the University: Academic Affairs

Administrative Unit Assessment Year Reporting: FY22 (July 2021 – June 2022)

Department and Assessment Report Information Prepared on: 8/1/2022 4:26:24 PM

Prepared by: rhonda.amerson@mga.edu

Email address of person responsible for this report: Rhonda Amerson rhonda.amerson@mga.edu

**Department Mission and Goals.** The mission and goals of the department should be consistent over a 5-year period, although some institutional changes may necessitate and prompt a change in mission or goals for specific departments. In this section, you will report the mission statement for your department as well as the long-term goals (5-year range) for the department.

6. What is the mission statement for this department/area? Your mission should explain why the department/area exists and who it serves.	We are committed to preparing adaptive professionals who are competent, accountable, reflective, and engaged with a focus on inclusion and social justice. We are dedicated to the development of each student through a vibrant experience-based curriculum.
7. What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.	Fully implement recommended diversity practice from BranchEd visit. Launch MEd program. Launch MSW program. Create a study abroad program (virtual and in person) with URCA in Reims, France.

## Objectives

**Each year, every department should identify objectives the department hopes to accomplish in the next year. These should align with departmental goals and the MGA strategic plan. In the next section you will be reporting on the objectives you set and whether or not you achieved them in FY22. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY23.**

### Objective 1

8. Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	The TESW Department will increase enrollment in the Social Work and Teacher Education Programs by 10% by Fall 2022.
9. Objective 1: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Enrollment was used as a measure.
10. Objective 1: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	10% growth in enrollment
11. Objective 1: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	Past Performance and Targeted Enrollment Data - From 2019-20 to 2020-21, there was a 50% increase in MAT enrollment with 38 new admissions, and there was a 32% decrease in ESE enrollment with 49 new admissions . BSW, in its inaugural year, admitted 32 students.
12. Objective 1: At what level did the department/area achieve on this objective? (This should be a number, i.e., 82%, 6%, 345 attendees, 75% engagement)	<p>From 2020/21 to 2021/22, enrollment stayed relatively the same for the MAT program with less than a 1% increase in MAT student enrollment.</p> <p>Each of the undergraduate programs showed a decrease - 18% decrease in ESE enrollment and a 29% decrease in BSW enrollment. Overall, teacher education and social work programs had a 15% decrease in enrollment.</p> <p>Fall 2020 New Admissions = 121*</p> <p>Fall 2021 New Admissions = 103**</p>

	<p>** ESE Program - 40 teacher candidates (Fall, Spring, and Summer)  MAT Program - (Summer 2021 and Spring 2022) - 39 interns  BSW Program - 24 students</p> <p>* ESE Program - 49 teacher candidates  MAT Program - (Summer 2020 &amp; Spring 2021) - 38 interns  BSW Program - (inaugural year) - 34 students</p>
<p>13. Objective 1: Did your department meet this objective?</p>	<p>The department did not meet this objective.</p>
<p>14. Objective 1: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</p>	<p>Some applicants are being denied admission to the ESE and MAT programs due to the GPA requirement and the GACE Pre-admission assessment which requires a score of 250 on each of the subtests - reading, writing, and math.</p> <p>As of July 1, 2022, the state will no longer require the GACE PAA or a minimum GPA. The required GPA for the MAT has been lowered from 3.0 to 2.75 and the required GPA for the ESE has been lowered from 2.75 to 2.5.</p> <p>The Peer Mentor Program was introduced in Fall 2021 to assist those who were struggling with the application process or having overall concerns about the rigor of the ESE program. Two seniors and two juniors were selected to act as peer mentors to assist those who are applying to the program and to provide support to teacher candidates in the program.</p> <p>Since our MAT program is pedagogy only, scoring at the professional level (250 or higher/300) on the GACE content assessment is still required for admission to this program. Some applicants struggle with passing their selected content area assessment - often this is because they do not have an undergraduate degree in the selected content area and/or they are unfamiliar with the content that will be tested. Study resources have been purchased and placed in the Macon and Cochran libraries to aid in preparation for these assessments.</p> <p>More recruitment efforts are needed for all programs. This year, representatives from our department attended the two open hours events hosted by MGA. Representatives from the teacher education programs also attended three open house events hosted by Bibb County Schools. The</p>

	<p>target audience for these open hours events was paraprofessionals and waiver teachers. Given the teacher shortage, we will continue to work with our partnering districts to make paras and waiver teachers aware of our programs. Bleckley County, one of Partnering Districts, now pays for their paras to earn a teaching degree. Information sessions will planned with other districts and these also be planned for the BSW program.</p>
--	---

## Objective 2

<p>15. Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</p>	<p>The Department of Teacher Education and Social Work will increase the number of honors designation projects completed by junior and senior teacher candidates and BSW students by 25%.</p>
<p>16. Objective 2: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</p>	<p>Data (the number of students who earn the distinction of being a Honors Discipline Graduate) was obtained through the Honors Program.</p>
<p>17. Objective 2: What was your target outcome for this objective? (i.e. 80% participation, 5% enrollment growth, 7% change in engagement)</p>	<p>An increase of 25% in the number of graduates earning this distinction.</p>
<p>18. Objective 2: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Past Performance - In 2019-20, we had 2 honors discipline graduates. In 2020-21, we had 4 honors discipline graduates. These graduates were all from the Elementary/Special Education Program.</p>
<p>19. Objective 2: At what level did the department/area achieve on this objective? (This should be a number, i.e., 82%, 6%, 345 attendees, 75% engagement)</p>	<p>In 2021-22, we had 7 honors discipline graduates. 6 were from the Elementary/Special Education Program and one was from the BSW Program. Each student completed 4 honors projects while completing their respective programs. There was a 42% increase in the number of honors discipline graduates in our department.</p>
<p>20. Objective 2: Did your department meet this objective?</p>	<p>The department exceeded this objective.</p>
<p>21. Objective 2: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</p>	<p>Qualifying teacher candidates and social work students need encouragement from faculty to get them onboard with participating in this program; otherwise, they do not give the invitation to participate in the Honors Program serious consideration. Participating in research and other academic projects is new for many of the students in the education and social work programs, and we recognize that this new culture must be cultivated and nurtured. Over the past year, teacher education faculty began implementing more opportunities for honors projects. The faculty work with the candidates to tailor the projects to suit their research interests and future goals. The candidates' participation in projects such as presenting at conferences,</p>

	<p>writing for publication, serving as a peer mentor program, and serving as the assistant to the Junior Knight Camp director has sparked an interest among others. BSW faculty will be encouraged to plan/offer additional honors projects that may be completed for their program.</p>
--	--

### Objective 3

<p>22. Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</p>	<p>The Dept. of Teacher Education and Social Work will implement a peer advising program for teacher education majors.</p> <p>Note: Five goals were listed in last year's report. Objective 3 - The Dept. of Teacher Education and Social Work will revise the MEd proposal and resubmit for approval has been postponed until 2022-23.</p>
<p>23. Objective 3: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</p>	<p>Participation in the program and a survey</p>
<p>24. Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)</p>	<p>The target outcome for this goal was to successfully implement the program and to begin serving prospective teacher education majors.</p>
<p>25. Objective 4: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Past performance data showed a need for this program.</p>
<p>26. Objective 2: At what level did the department/area achieve on this objective? (This should be a number, i.e., 82%, 6%, 345 attendees, 75% engagement)</p>	<p>Between October 5, 2021 and May 4, 2022, 31 students were contacted by Peer Mentors to offer guidance about GACE, academic challenges, preparing for their cohorts, improving their academics, finding life/work/school balance, and support as non-traditional students. Since this was the first year of the program, there is no data to use for comparison.</p>
<p>27. Objective 2: Did your department meet this objective?</p>	<p>The department met this objective.</p>
<p>28. Objective 2: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</p>	<p>Based on the number of ESE candidates who were served in the this first year, there is a definite need for the Peer Mentors Program. The verbal feedback that was received by Ms. Rivers, the Peer Mentors' sponsor, and the Peer Mentors was very positive. At the end of Spring semester, a survey was sent to the junior and senior candidates, but unfortunately there were no responses. The lack of responses to the survey is likely due to the survey being sent by email at such a busy time of the year. In the future, candidates will be asked to complete an online survey after</p>

	meeting with the Peer Mentor, much like the survey that is used by academic advisors.
--	---



## Objective 4

<p>29. Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</p>	<p>The Dept. of Teacher Education and Social Work will introduce a virtual study abroad program with URCA in Reims, France. This program will consist of a faculty mentor from each institution and 4 students/teacher candidates from each institution.</p>
<p>30. Objective 4: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</p>	<p>Number of participants - faculty and students/teacher candidates</p>
<p>31. Objective 4: What was your target outcome for this objective? (i.e. 80% participation, 5% enrollment growth, 7% change in engagement)</p>	<p>1 faculty and 4 students/teacher candidates from MGA</p>
<p>32. Objective 4: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)</p>	<p>This objective was set based on the need to provide students/teacher candidates with more culturally diverse experiences. The target performance was established based on conversations with our partner university, URCA. The relationship was established in 2018-19.</p>
<p>33. Objective 4: At what level did the department/area achieve on this objective? (This should be a number, i.e., 82%, 6%, 345 attendees, 75% engagement)</p>	<p>Initially 4 MGA students expressed and 4 URCA students expressed an interest in participating in this program. However, after one information session, only 2 students from each university participated in an informal virtual cultural exchange with Zoom meetings and emails. Dr. Rhonda Amerson participated in a virtual exchange with a faculty from URCA, Dr. Sophie Hourdin, Fall semester. These meetings consisted of planning a courses that will be taught to students from both universities. Spring 2022 Dr. Amerson traveled to the University of Reims to further this relationship. She interacted with French students, toured the facilities, and planned with Dr. Hourdin for the course that will be taught Fall 2022 .</p>
<p>34. Objective 4: Did your department meet this objective?</p>	<p>The department did not meet this objective.</p>
<p>35. Objective 4: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What</p>	<p>Most MGA students have limited travel experiences which makes them uncomfortable with the idea of traveling abroad. The pandemic has created a greater sense of fear about traveling. Even as the pandemic comes</p>

<p>changes will you make based on this effort next year?</p>	<p>to an end, there is reluctance among the students/candidates to travel abroad - especially with required COVID tests and mandatory vaccinations. It is anticipated that students/candidates will continue to be apprehensive about traveling abroad until a new mindset can be formed. This will take encouragement from faculty and the adventurous spirit of students/candidates. Once several successful trips have been taken, it is likely that other students/candidates will be more likely to want to participate in a study abroad program.</p>
--	---

## Future Plans

<p>36. Please identify and detail three to four measurable objectives for the next fiscal year. In listing the objectives, please use the format shown in these examples. 1) The Department of X will improve services levels by 5% as measured by our satisfaction survey. 2) The department of X will provide training in ABC for at least 73 MGA faculty and staff.</p>	<ol style="list-style-type: none"><li>1. The Department of Teacher Education and Social Work will increase enrollment in the Social Work and Teacher Education Programs by 10% by Fall 2023.</li><li>2. The Department of Teacher Education and Social Work will increase the number of honors designation projects completed by junior and senior teacher candidates and BSW students by 25%.</li><li>3. The Department of Teacher Education and Social Work will revised the original draft of the MEd program to reflect an emphasis on literacy. The new proposal will be submitted for approval Fall 2022. The targeted start date for the program is Fall 2023.</li><li>4. The Department of Teacher Education will hold at least 5 Open House events with partnering school systems and businesses in the Middle Ga Area to disseminate information about the ESE - Paras to Teachers Online/Weekend Program and the BSW Program.</li><li>5. The Department of Teacher Education and Social Work will teach an education course faculty/students at URCA in Reims, France. At least two faculty and 4 students/teacher candidates from each institution will participate. There will be a minimum of 6 synchronous, virtual class meetings during Fall semester.</li></ol>
--	---

## Open Box for Assessment Comments

<p>37. In this field, please document the overall use of assessment results for continuous improvement of this department area (consider the past, present, and future and specifically address these in your narrative).</p>	<p>In spite of the decline in enrollment and some personnel turnover in the education and social work programs, we continue to be optimistic about future of the Department of Teacher Education and Social Work. MAT enrollment remained steady this year, and we are anticipating growth among the MAT and ESE programs for 2022-23. Georgia PSC's announcement to no longer require the GACE PAA (Pre-admission</p>
---	--

	<p>Assessment) for admission into teacher education programs, coupled with our department lowering the required GPA, will allow more students the opportunity to enroll in our programs.</p> <p>The demand for teachers and additional classroom support is greater than ever, and this has created more employment opportunities for teacher candidates and MAT interns. Paraprofessionals in P-5 classrooms may complete their coursework in the ESE program their the online/weekend delivery option. The paras earn field credit while working and attend courses online and two Saturdays a month. Waiver teachers and paras who already hold a bachelor's degree may enroll in the MAT pedagogy only program to earn teacher certification. Maintaining employment while being enrolled in one of our teacher education programs is mutually beneficial for the teacher candidate/intern and their employer.</p> <p>Although there was a decline in the Bachelor of Social Work Program, we believe that there will be an increased in enrollment as more students are made aware of this major. Awareness will be raised through campus events. It is anticipated that the new part-time option will garner interest among non-traditional students.</p> <p>Aside from COVID, the greatest challenge been making the public aware of the programs that we offer in the Department of Teacher Education and Social Work.</p>
38. Optional Open Text Box for Assessment Comments:	NA
42. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	NA

**MGA’s Strategic Plan**

39. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan	Grow Enrollment with Purpose 1. Expand and
--	--

<p>(<a href="https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf">https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf</a>) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)</p>	<p>enrich the face to face student experience, Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets, Own Student Success 4. Expand student engagement and experiential learning, Build Shared Culture 7. Cultivate engagement with its local communities</p>
<p>40. Please indicate which of the following actions you have taken because of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area) (Check all the apply)</p>	<p>Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community, Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders, Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other</p>

**Other**

<p>41. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc.)</p>	<p>NA</p>
<p>43. Mindset Update (Academic Deans ONLY)</p>	<p>NA</p>

