

## Comprehensive Program Review Report

**Institution:** Middle Georgia State University

**Academic Program Name:** Master of Arts in Teaching, Secondary Education (MAT)

**CIP Code:** 13.120501

**College or School:** School of Education and Behavioral Sciences

**Department:** Teacher Education and Social Work

**Date of Last Internal Review:** N/A

**Outcome of Previous Program Review (brief narrative statement):** N / A

**Current Date:** 3/18/2020

**Provost Response:** *Provide a summary related to the program productivity, viability, and quality. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

The first MAT cohort started in Summer 2017 with 5 graduate students. Enrollment increased to 12 for Fall 2018, and currently has a total of 17 for Fall 2019. While this shows a 3 year growth of 34.16%, the MAT program needs to find new strategies to improve their enrollment and enhance their curriculum. Graduation rates have grown from 5 (first cohort) to 12 this past AY19 year. The MAT program has grown since it first started, but with the critical teaching shortages it is necessary that the dean, department chair and faculty find new strategies in admissions and curriculum to increase enrollment at a more significant rate and develop a model for sustainable growth to fill critical teaching shortages.

The MAT program is accredited by the Georgia Professional Standards Commission (GaPSC). In April 2019, the GaPSC approved the MAT program to allow additional cohorts and to add nine new areas of specialization. This will allow the MAT program to have cohorts starting in both the summer and spring semesters, plus be able to offer a total of thirteen disciplinary fields. More disciplinary fields will enhance the credentials of teachers in the area.

The Department also recently received a five-year federal sub-award grant, termed Project NURTURE, which is designed to boost enrollment in programs like the MAT program which features a residency model and prepares students for initial teacher certification, a priority of the Georgia Governor's Office.

It is imperative that the department of Teacher Education and Social Work constantly work to improve the MAT program quality and increase graduate student enrollment. The MAT program is viable in the continued growth at MGA as we seek to address the critical need for

highly qualified and effective school teachers in both the Middle Georgia area, and across the state of Georgia.

### Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☐ Program MEETS Institution's Criteria

☐ Program is critical to the institutional mission and will be retained.

☐ Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

☒ Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in 3 years.

☐ Program DOES NOT MEET Institution's Criteria

☐ Program will be placed on a monitoring status.

☐ Program will undergo substantive curricular revisions.

☐ Program will be deactivated.

☐ Program will be voluntarily terminated.

☐ Other (identify/add text):

Provost or VPAA Signature: Dr. Michael Gibbons on behalf of the Provost, Dr. Jon Anderson

Date: 3/18/2020

A handwritten signature in black ink, appearing to read "Michael Gibbons", written over the date.

## Comprehensive Program Review Report

**Academic Program Name:** Master of Arts in Teaching, Secondary Education

**College or School:** School of Education & Behavioral Sciences

**Department:** Teacher Education & Social Work

**Date of Last Internal Review:** N/A

**Outcome of Previous Program Review (brief narrative statement, if applicable):** N/A

**Current Date:** March 3, 2020

**Executive Summary:** *Provide a summary related to the program productivity, viability, and quality. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

"The MAT was initiated three years ago after a late spring 2017 approval by the USG. Within weeks it had established its first cohort, which was expectedly modest after a quick turnaround. Over these three years the cohort size has been 5, 12, and 17, showing significant growth from cohort 1 to cohort 3. Current enrollment is adequate, although a drop below the 12 students of cohort 2 in either of the next couple of years might be a telling sign. In order to grow enrollment further, leadership in the School of Education and Behavioral Sciences has discussed various ways to restructure its curriculum, including newly approved areas of study. There have been numerous discussions about how to grow the program; evidence from the chair's report shows a nuanced application of data and shares the success of a very significant grant that will help grow its enrollment. New leadership in the school and this program have shown themselves to be decisive, innovative, and hard-working. A few more years will show if the market has moved away for this particular program delivery model or if program modifications have helped it grow from cohort to cohort." Kevin Cantwell, Associate Provost and Dean of Graduate Studies

KC

"Thank you for your thorough review. I concur with the above review of the MAT program's historical development, and emphasize that significant policy-level work has been done to situate this program for growth, even apart from the large federal grant that will direct scholarship dollars to defray tuition for scores of students over the coming years. Finally, and since the comment was made, the MAT is a 3-semester program that was designed to begin in the summer and finish at the conclusion of a typical school-year calendar. Since these are beginning teachers preparing for Initial certification, it was thought that any secondary start date would best be in the spring, as August is a very busy time in the lifecycle of a teacher." David Biek, Dean of the School of Education & Behavioral Sciences

### Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☒ Program MEETS Institution's Criteria

- ☒ Program is critical to the institutional mission and will be retained.
- ☐ Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.


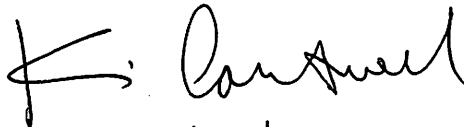
☐ Program DOES NOT MEET Institution's Criteria

- ☐ Program will be placed on a monitoring status.
- ☐ Program will undergo substantive curricular revisions.
- ☐ Program will be deactivated.
- ☐ Program will be voluntarily terminated.
- ☐ Other (Identify/add text):

Academic Dean Signature:

Dean of Graduate Studies Signature (when applicable):

Date: March 3, 2020

  
  
3/5/20



## Comprehensive Program Review FY 2019 – 2020

**Institution:** Middle Georgia State University

**Academic Program:** Master of Arts in Teaching

**College or School:** School of Education & Behavioral Sciences

**Department:** Teacher Education & Social Work

**CIP Code:** 13.120501

**Date of Last Internal Review:** January 23, 2020

**Faculty Completing Report:** Dr. Sumitra Himangshu-Pennybacker

**Current Date:** January 27, 2020

### 5 Year Enrollment by Campus and Graduation Trends

#### Enrollment

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	5 YR Growth
<b>Macon</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Cochran</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Warner Robins</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Dublin</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Eastman</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Online</b>	n/a	n/a	5	12	10 + 7*	n/a
<b>Off Campus</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	n/a	n/a	<b>5</b>	<b>12</b>	<b>17</b>	<b>34.16%</b>

**NOTE:** \* First Spring cohort seated January 2020 with enrollment n =7 [for accreditation report spring cohorts are required to be included within the current academic year].

#### Graduates

AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	5 YR Growth
n/a	n/a	n/a	<b>5</b>	<b>12</b>	<b>140%</b>

The program narrative is presented on pages 2– 4, and organized by sub-headings from the CPR template.

**1. Program purpose and mission:** The mission of the Masters of Arts in Teaching (MAT) program is to prepare adaptive graduate professionals who are competent, accountable, reflective, and engaged. MGA's pedagogy-focused MAT degree program was designed in response to the acute teacher shortage in secondary education (grades 6 -12) in school districts across the Middle Georgia region.

**2. Program Mission alignment to mission of department / school/institution:** The MAT program's mission aligns directly with both, the mission of the Department of Teacher Education and Social Work, and the School of Education & Behavioral Sciences in addressing a critical need for highly qualified and effective school teachers in both the Middle Georgia area, and across the state of Georgia. Furthermore, in realizing this mission, the program aligns with MGA's mission by: (i) providing a pathway to initial teacher certification and fostering applied research in the areas of teacher practice, student achievement, professional development, assessment, and innovation for graduates who already have earned an undergraduate degree; and (ii) increasing graduate enrollment.

**3. Program overview - age, tracks, concentrations etc.:** Housed within the Department of Teacher Education & Social Work as well as the School of Education & Behavioral Sciences, the MAT program provides pedagogical training at the secondary level (grades 6 -12) to pre-service teachers, and teaching professionals holding a provisional teaching license. Successful program graduates receive teaching certificate at the T5-level from the Georgia Professional Standards Commission (GaPSC). The first cohort (n =5) of graduate students was seated in Summer 2017. Between Summer 2017-Spring 2019, 94.44% of students from the first two cohorts of graduate students (n =18; 1 student voluntarily withdrew) successfully completed their pedagogical training, for grades 6-12, in Biology, English, History, and / or Mathematics. The third MAT cohort (n =10) was seated in Summer 2019. Three students from this Summer 2019 cohort withdrew / were withdrawn from the program due to personal reasons / failing to complete program requirements. Following a successful third year Developmental Review by the GaPSC in April 2019, the program received permission to seat an additional cohort for AY 2020. This fourth cohort (n=7) was seated in January 2020. In addition, revision to admission requirements for MAT programs by the GaPSC, in October 2019 allowed the program to increase offerings to include nine additional specialties: Computer Science, Economics, French, Health & Physical Education, Latin, Music, Political Science, and Spanish. Going forward, the MAT program will accordingly seat two separate cohorts each academic year: in the summer and in the spring semester, respectively.

**4. Accreditation information / status:** The MAT program is in good standing with the Georgia Professional Standards Commission (GaPSC), Georgia's accrediting body for teacher preparation. In April 2019, the GaPSC conducted the three-year Developmental Review, and the MAT program was successful in meeting all accreditation standards. As a result, the MAT program received GaPSC permission to seat additional cohorts and to add nine new areas of specialization. This has allowed the MAT program to expand its repertoire to offer thirteen disciplinary fields, which train graduate students in secondary/ P-12 settings.

**5. Method(s) of delivery:** The MAT program is a three-semester long, full-time hybrid program with off-site placement of its graduate students / interns at partner school districts in the Middle Georgia area, and across the state of Georgia. All five content pedagogy courses are delivered using an online format. Two clinical experience courses, which includes student teaching at the

appropriate grade levels, were initially offered at a partner high school in Macon. In summer 2018, due to market demand from partner school districts across the Middle Georgia area, the program expanded graduate student placement to neighboring school districts. Currently, with the GaPSC permitted expansion in offerings, and the implementation of a robust online platform for distance-mentoring faculty in the MAT program are currently able to fluidly engage with students across the state and allow them to complete their field experiences on-site at their location. In this manner, the MAT program is currently being delivered using an online format.

**6. Changes since last review:** This is the first CPR report for the MAT program and so, we have included program development notes since the last GaPSC accreditation review in April 2019.

(A) *Program Expansion:* Since the last GaPSC review in April 2019, and revisions to admission requirements by the GaPSC in October 2019, the MAT program has been able to increase: (i) number of cohorts – added a spring cohort; and (ii) specialty offerings – broadened to add nine new offerings to the old four specialty areas, to include a total of thirteen specialty areas.

(B) *Program of Study:* In order to maintain the integrity of course sequencing, program faculty adjusted course pre-requisites and co-requisites so, that the restructured program of study (for spring cohort) would allow on-site field experiences to be completed during the P-12 school year.

(C) *Curricular Changes:* As part of the program's continuous improvement initiative, graduate faculty meet on a regular basis to assess the program and modify the course syllabi, field experience requirements, and field support strategies and protocols to improve program quality and increase graduate student success during clinical experiences. These curricular modifications are based on graduate faculty and graduate student evaluations of course content, scope and sequence.

Additionally, feedback from MAT alumni, and school district partners indicated a need for a renewed focus on classroom management skills and techniques. This timely attention to stakeholder feedback and the resulting revision to the curriculum has made it possible to: (i) purposefully embed instructional technology across the curriculum; (ii) create a new course, EDUC 5007 - Classroom Management, which will replace the stand-alone instructional technology course EDUC 5002 – Integrated Technology in School-Based Learning Environments; and (iii) revise course performance options / activities to better align with high leverage best practices – student learning outcomes for EDUC 5001 - Foundations of Teaching and Learning, were revised to better align course performance options/activities with high leverage best practices.

(D) *Field Courses:* (i) In order to increase program viability and enhance graduate student preparation for teaching in high-needs school districts, both field courses - EDUC 5005 - Clinical I and EDUC 5006 – Clinical II were modified to a semester-long setting, either in the middle school or high school aimed at providing flexibility to graduate students in their professional area of interest. (ii) In Fall 2019, clinical supervisors began using a well-established online platform for supervision of graduate students completing field/ clinical experiences. The successful piloting of this online platform builds program capacity by providing faculty the ability to conduct one-on-one supervision, and mentoring of graduate students at their specific location, all across the state.

**7. Benchmarks of progress:** Graduate student achievements and teaching proficiencies are closely monitored through course grades, and field placement and clinical evaluations, which are reviewed by program faculty and the Field Placement Coordinator. In addition to scholastic achievement measured by course grades and cumulative GPA, graduate interns are observed and regularly assessed at multiple points during each field/clinical experience by their cooperating classroom teachers and university supervisors using the Teacher Keys Effectiveness System instruments and by national review of the Teacher Performance Assessment [edTPA]. Data from analyzing graduate student performance (2017-2019, n=17), which are aligned to program goals is presented in Table 1.

Table1. *Program Benchmarks as measured by Student Learning Outcomes Summer 2017- Spring 2019*

SLO #	Student Learning Outcome	Assessment Type	Passing Score	Target: % Student should Achieve Mastery	% Achieved Mastery {n = 17}
1.	Develop and maintain a strong academic knowledge of the content students want to teach and an understanding of the pedagogy that best meets graduate interns' needs.	edTPA Portfolio: reviewed nationally	38 out of 45	90	89*
2.	Understand the culture and structure of schools and how schools shape the values and work of teachers and graduate interns.	Critical Assignments for EDUC 5001 and EDUC 5003	80%	90	100
3.	Understand the research in human development and learning, working with exceptionalities in the classroom, learning theory and cognitive development, adolescent psychology and the impact of reflective action research on classroom practice.	Formative Instructional Practice: Lesson Planning.	80%	90	100
4.	Understand the importance of learning about the community in which they teach and encourage people to think of themselves as teachers in a community, as well as in a school.	Summative Instruction and Assessment	80%	90	100

\*NOTE: 2 program completers chose to not re-submit edTPA portfolio, since they were pursuing non-teaching career paths.

**8. Plans for action:** Having received approval from MGA's Academic Affairs, curricular changes (described in item 6 (C) and (D)) will begin to be implemented with the Summer 2020 cohort (new course EDUC 5007- Classroom Management will go into effect starting Spring 2021). The Department also recently received a five-year federal sub-award grant, termed Project NURTURE, which is designed to boost enrollment in programs like our MAT program which features a residency model and prepares students for initial teacher certification, a priority of the Georgia Governor's Office.

**9. Shifting trends and market forces that may impact program demand:** In building capacity with intentionality, the program has availed of the GaPSC' updated MAT Pedagogy-Only rule to expand program offerings and recruit qualified applicants from across the state. To achieve this goal, the program is working in direct collaboration with personnel from high-needs school districts, has incorporated stakeholder needs through revisions to the curriculum, and is piloted an online platform for long-distance supervision and one-on-one mentoring. We also should see the fruits of our work on Project NURTURE (mentioned in #8 above) pay off with large positive impacts on enrollment in the MAT program.

IERB Comprehensive Program Review Rubric and Evaluation

Date Reviewed: 2/28/2020

Program Reviewed: Master of Arts in Teaching

<b>Contextual Notes:</b> Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program
This program addresses an underserved need in the area. The program has an eye on the future needs of the state of Georgia educational system.

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	This program has significantly positive enrollment trends and robust credit hour production	<i>This program has stable or moderately positive enrollment trends and healthy credit hour production</i>	<i>This program has negative enrollment trends and weak credit hour production</i>		34% growth
Graduation Trends USG benchmark:  Bachelor’s Degrees: 10 graduates/year  Graduate, Associate’s or Certificates: 5 graduates/year  <small>Programs falling under these benchmarks are designated as “low performing”</small>	Three year rolling average greatly exceeds USG minimum benchmark for degrees conferred	<i>Three year rolling average meets or exceeds USG minimum benchmark for degrees conferred</i>	<i>Three year rolling average does not meet USG minimum benchmark for degrees conferred; the program is “low performing” by USG definition</i>		Exceed USG benchmark. 140% growth in graduates rates over 5 years.

## **IERB Comprehensive Program Review Rubric and Evaluation**

### **Program Strengths of Note:**

- Program addresses the acute teacher shortage in secondary education as well as enhancing the credentials of teachers in the area.
- Increasing the specialties available should increase enrollment.
- Congratulations on getting accreditation and meeting all standards.

### **Areas of Concern:**

- How can you have a 5 year growth if the program hasn't been around for 5 years?

### **Other Comments:**

- Why are cohorts seated in summer and spring instead of fall and spring?