



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Note: Enter "NA" wherever data are not applicable or not available for the program under review.

Program Characteristics

Academic Program Name: **Elementary Education**

Degree: **Bachelor of Science in Education (B.S.Ed.)**

Program CIP Code: **13.1210**

School and Department: **School of Education**

Time frame for this review: **2013-2017**

Date of last internal review: June 2016

Current date program reviewed for this report: Summer 2019

Program Goal Statement and Student Learning Outcomes

Program goal statement: The School of Education's aim is to educate teacher candidates in affording all P-5 students access to rigorous college- and career-ready standards. The School of Education teacher candidates must use research and evidence to demonstrate an understanding of the 10 Interstate New Teacher Assessment and Support Consortium (InTASC) standards at the appropriate progression. Graduates will be ready to enter the teaching field demonstrating competence, collaboration, caring, and reflection to build effective classroom environments to support all learners.

Program outcomes: Program outcomes include three areas of concentration. Within each area are key outcomes to be assessed.

1. Impact on P-5 student learning and development: Program completers must contribute to an expected level of student-learning growth within their first year in a teaching position. To gather information concerning P-5 student learning and development, the Professional Standards Commission disseminates a survey to employers.
 - a. Employers will rate teacher candidates completing the program and receiving state certification with average scores of 3.0 or higher on the Employers' Satisfaction Survey.
2. Academic achievement:
 - a. Eighty percent (80%) or more of the candidates will receive a passing score on the Georgia licensure exam [the Georgia Assessments for the Certification of Educators (GACE)] in their appropriate fields.
 - b. Eighty percent (80%) or more of the candidates will receive a passing score on the Teacher Performance Assessment for Education (EdTPA).
 - c. Seventy percent (70%) or more of the candidates completing the programs and receiving state certification will be employed in their profession within the first year after program and certification completion.
3. Program satisfaction in career preparedness:



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

- a. Teacher candidates completing the program will positively rate their program and perceived levels of preparation at the end of their first year of teaching with an average score of 3.0 or higher on the Inductee Survey.

Student learning outcomes:

Teacher candidates will exhibit abilities that elicit impacts on P-5 student learning and development which are a direct result of preparedness for teaching in the classroom. To be able to demonstrate these things:

1. Teacher candidates will demonstrate an understanding of assessment, measurement, and evaluation; attributes and uses of various types of measures; factors that increase or decrease the reliability and validity of a test/measure; and advantages and disadvantages of various assessments.
2. Teacher candidates will demonstrate an understanding of the elements necessary to plan, implement, and assess basic instruction.
3. Teacher candidates will be able to build literacy development plans and inquiry labs within science classrooms and will be able to analyze error patterns within mathematics to develop strategies that can help reverse those patterns.
4. Teacher candidates will be able to analyze an English Language Learner's (ELL's) written and spoken language and identify strengths and weaknesses.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

Within the previous program review, there was evidence of continuous decreases in enrollment over the 5-year period from 531 enrolled students in 2009/2010 to 369 enrolled students in 2013/2014. Within this analysis, it was indicated that enrollment could be based on the increased change in leadership and faculty within the program along with decreased positivity toward the profession. Increased requirements to gain acceptance within education programs were also an issue at the time. The School of Education had experienced a great increase in the number of Hispanic students along with African-American males across the 5-year span which is of importance in making sure that all students can see role models from their own cultures and racial backgrounds. Although there was an increase in diversity among the students, this was not observed within the faculty. Across the program, there was a noticed decrease in job placement rates across the 5-year period. This was during a time of decline in the economy which exhibited fewer job fairs within surrounding counties and less hiring overall.

What improvements have occurred since the last program review or assessment?

In the School of Education's goal of insisting provider quality assurance and continuous improvement, data indicated that there was a need for assessment validation/reliability checks, handbook revisions to ensure understanding of expectations, and needs for relationships within the community. The School of Education and various stakeholders have completed validity and reliability checks for the Teacher Candidate Observation Instrument (TCOI) and Assessment of Professional Behaviors and Dispositions (APBD), which are key assessments for the program. The field experience handbook has undergone a revision each year to make sure that all students have access to all information to enable them to graduate on time. Since the last review, the School of Education has developed Memorandums of Understanding (MOUs) with more school systems giving the teacher candidates access to more field placements and possible job opportunities. Relationships with two schools (one within Dalton City Schools and one within Whitfield County Schools) have been built as Professional Development Schools to incorporate more application within the courses. All students who are in the third semester courses (Block III) are housed within these two schools to allow more interaction between teacher candidates and P-5 students. The goal is to move all students in their second semester courses (Block II) there also.

The School of Education has implemented additional strategies to the recruitment plan to enroll a more diverse student population. Within DSC, the School of Education participates in such activities as the Preview Day, Find Your Fit: Find Your Future, and branding efforts. Each of these events allows the community within DSC and surrounding areas to gain a better understanding of the programs that the School of Education provides. The faculty of the School of Education also began participating in more events outside of the college. The focus is to attempt to have more discussions with prospective students about the specific programs and teaching as a profession. Members of the School of Education's recruitment committee attend Professional Association of Georgia Educators (PAGE) events for students in the teaching profession at various colleges and visit high school career pathway classes throughout the year. General DSC information is provided along with discussions about various majors giving individuals opportunities to get an understanding of what is available. With additions such as the Autism Endorsement, the School of Education at DSC is more attractive to various individuals wanting to go into education because of the opportunity to be more profitable to employers as those who choose to do the endorsement will be certified in more areas. In



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

In addition to attending more events throughout the state, the recruitment plan includes gaining contact information of those who visited the DSC School of Education table at the recruitment events. Gathering this contact information allows the recruitment committee to follow-up with the prospective students to answer any additional questions and provide further information about the DSC School of Education programs.

What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan?

The School of Education has added access to an Autism Endorsement which will allow our candidates to be more accessible to P-5 students with a variety of needs. This endorsement will also enable the teacher candidates to be more employable.

In the previous program report, needs for higher enrollment, higher placement rates, greater diversity among teacher candidates and faculty, and more degrees conferred were indicated. Since the previous report, the School of Education has developed a recruitment committee which is responsible for attending recruitment fairs at surrounding high schools and colleges. The committee invites current teacher candidates to attend the fairs to assist in giving the prospective students insight about the courses and their experiences. The previous action plan included expanding the recruitment to events in local systems and within DSC. The School of Education has begun implementing plans to provide personal outreach to the local schools by meeting with local high school students to discuss college and education programs specifically.

Action steps for dropping enrollment included the dean providing more stability within the department through longevity in the dean position and bringing decision-making about policies that impact students to faculty meetings. The dean has continued in the same position since the last program review and has worked to build committees and have stakeholder meetings to allow discussion and idea-building for making decisions concerning the students as much as possible. All faculty take part in various stakeholder meetings concerning validity and reliability of key assessments, data analysis, and committees such as recruitment. Allowing all faculty to be aware of as much information as possible within each program and to assist in decision-making helps to build ownership and loyalty. This helps prospective and current students feel at home with instructors they are familiar with from start to finish. Enrollment within the department has continued to increase since the last program review. Through the recruitment committee and actions by other faculty in attending events across campus such as Find Your Fit, international education events, etc. students have begun to see themselves as future DSC teacher candidates. Recruitment efforts also continue in the work to hire and keep diverse faculty members.

Within the previous program review, placement rates had dropped. The School of Education has begun tracking employment within the state of Georgia using the Professional Standards Commission's resources along with keeping in touch with alumni. The School of Education has worked to gain information about alumni concerning their employment through emails, surveys, and TeacherConnect (a social media outlet for teachers and prospective teachers). Surrounding school systems have been invited to the School of Education career fairs that are held in the Fall and Spring semesters for the students who are in their last semester of the program. Increasing visibility of School of Education teacher candidates to human resource directors and current principals has helped increase employment of DSC students since the last program review.

The School of Education was also concerned with the number of students who apply to the program but were unable to enter because of failing one or more sections of the Program Admission GACE even though their



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

GPA's were good in the previous program review (see p. 15). The School of Education, since the last review, has worked to develop GACE workshops to assist students in understanding the requirements of the assessment. The School of Education has also worked with the School of Liberal Arts and the School of Science, Technology, and Math to provide resources for students who struggle with the writing, reading, or math portions of the GACE entrance assessment. Various professors within these schools have volunteered to assist students who have previously failed a portion of the entrance GACE in practicing for these portions. The School of Education has also worked with the School of Science, Technology, and Math to change the course requirements to better align them to program needs. These changes will assist in increasing student pass rates.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Student Demographics

Enrollment	F13/SP14	F14/SP15	F15/SP16	F16/SP17	F17/SP18	% Change
Headcount	369	359	384	384	385	4.3
FTE	345.33	332.42	355.75	360.08	350.50	1.5
Enrolled Full-time	297	291	299	309	276	-7.1
Enrolled Part-time	72	68	85	75	109	51.4
Female	321	317	337	338	336	4.7
Male	48	42	47	46	49	2.1
Alaskan Native/Native American/American Indian	2	0	0	0	0	-100
Asian, Hawaiian, Other Pacific Islander	2	2	2	1	3	50
Black/African-American	9	8	7	10	9	0
Hispanic	55	59	66	72	82	49.1
Multi-racial	4	3	6	4	2	-50
Undeclared	25	19	16	3	6	-76
White	274	268	287	294	283	3.3

Analysis and comments on student demographics.

The School of Education has a low diversity within the ECE program. Within the ECE program, females are the majority. Males chose to enter the secondary program more often where there is a concentration on one content area. The School of Education Recruitment Committee has been tasked with finding ways to increase recruitment among males and all races other than white. The program has seen almost a 50% increase in Hispanics over this 5-year span. It is believed this is directly related to purposeful recruitment plans to increase diversity. There has also been a significant decrease in students who choose not to declare race or ethnicity between 2013 and 2018. In selecting students to travel with the recruitment committee to assist with the recruitment activities, the School of Education is purposeful in this selection to assist those students who are male and all races to feel more comfortable in approaching the DSC School of Education table.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Faculty Indicators of Program Quality	F13-SU14	F14-SU15	F15-SU16	F16-SU17	F17-SU18	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)	10	9	9	11	11	10
Full-time program faculty	10	9	9	11	11	10
Part-time program faculty	13	12	11	14	15	15.4
Total program faculty	23	21	20	25	26	13.0
Percent of program classes taught by full-time program faculty	100	100	100	100	100	0
Gender (full-time and part-time faculty)	F13-SU14	F14-SU15	F15-SU16	F16-SU17	F17-SU18	% Change
Male	11	9	8	8	5	-54.5
Female	12	12	12	17	21	75
Race/Ethnicity (full-time and part-time faculty)	F13-SU14	F14-SU15	F15-SU16	F16-SU17	F17-SU18	% Change
Alaskan Native/Native American/American Indian	0	0	0	0	0	0
Asian, Hawaiian, Other Pacific Islander	1	1	1	1	1	0
Black/African-American	2	1	1	1	2	0
Hispanic	1	2	0	0	0	-100
Multi-racial	0	0	0	0	0	0
Undeclared	0	0	0	0	0	0
White	19	17	18	23	23	21.1
Tenure Status (full-time faculty)	F13-SU14	F14-SU15	F15-SU16	F16-SU17	F17-SU18	% Change
Tenured	4	4	3	3	2	-50
On-tenure track	4	5	6	6	8	100
Non-tenure track	2	0	0	2	1	-50
Rank (full-time faculty)	F13-SU14	F14-SU15	F15-SU16	F16-SU17	F17-SU18	% Change
Professor	1	2	1	1	1	0
Associate Professor	3	3	6	2	1	-66.7
Assistant Professor	5	4	2	6	8	60
Instructor/Senior Lecturer/Lecturer	1	0	0	2	1	0



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Faculty Indicators of Program Quality

Highest degree (full-time faculty)	F13-SU14	F14-SU15	F15-SU16	F16-SU17	F17-SU18	% Change
Doctorate	9	8	7	8	9	0
Specialist	1	1	1	3	2	100
Master's	0	0	1	0	0	0
Bachelor's	0	0	0	0	0	0
Associate's/Other	0	0	0	0	0	0

Provide additional details, analysis, and comments regarding faculty indicators of program quality.

While there is little diversity exhibited among faculty based on racial and ethnic backgrounds across this 5-year span, the faculty do exhibit diverse instructional backgrounds. Many of the faculty have taught various grade levels and have been involved in variations of administration within the public and private sectors of education. All faculty within the School of Education have a specialist degree or higher. This is an indication of a high professional degree of knowledge and experience in education. There is an increase in the need to rely on part-time faculty to assist in teaching the courses and complete supervision for the School of Education. This can be detrimental for the school at times because many applicants are searching for full-time positions and do not want to commit to part-time assignments on a long-term basis. While there are intentional searches to fill vacant positions within the School of Education with faculty of more diverse racial and ethnic backgrounds, those searches often do not end with success. As the School of Education gains possibilities for meetings with interviewees with the credentials matching the posted faculty position, it seems that they often choose to go in another direction. The School of Education will continue to search for those faculty members with more diverse backgrounds, not only with regard to their race and ethnicity, but also with regard to their experiences as an educator.

Indicators of Measures of Quality

Student Input	F13/SP14	F14/SP15	F15/SP16	F16/SP17	F17/SP18	% Change
Mean ACT score	19.90	19.79	19.93	19.87	20.24	1.71
Mean SAT score	457.32	455.03	455.77	453.85	455.48	-0.402

If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).

On June 13, 2019, the Georgia Professional Standards Commission granted the DSC School of Education continued approval regarding the DSC Educator Preparation Provider and preparation programs. The offsite review took place November 9, 2018, with the onsite review on March 24-26, 2019. There were six standards reviewed by the committee and were met by the School of Education programs. Within the six standards there were three areas of strength. The first area of strength was within Standard 1: Content and Pedagogical Knowledge. The review committee indicated strengths within pedagogical strategies used in the ECE Science methods course that are based on inquiry and allow candidates to practice “thinking like scientists” as indicated by the Next Generation Science Standards. The committee stated that the faculty are modeling the integration of content and pedagogical content knowledge by using the 5E Lesson Plan (Engage, Explore,



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Explain, Elaborate, and Evaluate) to support candidates' development of planning of instruction. Strength was also found in the innovative use of the science block scheduling allowing the candidates to experience all aspects of the 5E Lesson Plan, as well as cycling through the P-5 Science Standards which allows the candidates to develop a deep understanding of the critical concepts and principles of scientific inquiry.

The second strength was found in Standard 2: Clinical Partnerships and Practices. The review committee indicated that the Educator Preparation Program (EPP), DSC School of Education, has developed strong mutually beneficial partnerships that demonstrate a positive impact on the learning and development of candidates and P-12 student learning and growth. The committee found value in the Learning Academies and Power Lunches funded by the Governor's Office of Student Achievement (GOSA) stating they are models of excellent community arrangements which address the achievement gaps identified through collaboration with partner agencies, such as the Department of Family and Children Services (DFCS), Northwest Georgia Healthcare Partnership, Community Foundation, Dalton-Whitfield Public Library, and local child care centers.

The third strength was found in Standard 5: Provider Quality Assurance and Continuous Improvement. The review committee saw a shared decision-making model within the School of Education stating that when requests for changes in design and/or needs are received, the EPP implements the requests and implements those requests that are mutually beneficial to the P-12 school and community partnerships. The review committee saw this as a strength because of the importance in enhancing learning opportunities based on multiple stakeholder recommendations. The review committee stated that the EPP serves as an accommodating and responsive conduit between multiple school systems in such a way that all stakeholders benefit.

There were no areas of improvement needed within the review for the School of Education.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Quality

Student Output	F13-SU14	F14-SU15	F15-SU16	F16-SU17	F17-SU18	% Change
Exit scores on national/state licensure (if applicable)	I-257.39	I-259.95	I-263.50	I-263.05	I-255.28	I=-0.8
	II-239.63	II-259.50	II-259.52	II-258.26	II-262.07	II=9.4
Graduating majors' mean GPA	3.44	3.51	3.44	3.51	3.60	4.7
Employment rate of graduates (if available)	72.4%	53.7%	82.7%	95.1%	95.1%	31.4
Number of students entering graduate/professional programs	0	1	1	3	3	300

Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).

[Data within year F13-Su14 are incomplete due to the OLD GACE to NEW GACE changeover during this period. Within the data I indicates Content Test I and II indicated Content Text II. These scores were reported as the mean score for each academic year.]

In analyzing the achieved program outcomes for the most current year, all outcomes have been exceeded. Of the employers who completed the Employer Satisfaction Survey for program completers, DSC School of Education candidates were rated at an overall average of 3.0 or higher on the survey in the most recent review year. The employers of our ECE graduates in 2018 Preparation Program Effectiveness Measures (PPEM) data bank rated our graduates with an average of 3.2 points. This was above the state average of 3.19 and equal to the similar Educational Program Preparation (EPP) average. Thus, our employers are satisfied with our graduate's performance. ECE graduates earned their highest score (3.44) in "works collaboratively with colleagues and other professionals". The School of Education ECE graduates had plenty of opportunity to work collaboratively with others in the programs as collaboration is one of the 4 pillars on which our program is built (Competent, Caring, Collaborative, Reflective). They worked collaboratively with fellow candidates on many class projects and they had approximately 1000 hours in the field in which to work collaboratively with classroom teachers and other school personnel. Their next highest score (3.4) came in "understands, upholds, and follows professional ethics, policies, and legal codes of conduct". The School of Education ECE graduates were exposed to ethics throughout the program in their seminar courses through presentations and case study discussions. Their lowest scores came in the areas of differentiating for gifted students (3.04); engaging learners in monitoring their own progress (3.07); and engaging learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives (3.08) but were all still above the 3.0 outcome goal.

Concerning academic achievement, the following table indicates the program exceeded the expectation of an 80% pass rate on the GACE and EdTPA in the program outcome in that over 95% of the candidates earned a passing score on the GACE and EdTPA each semester of the most current year.

Assessment	Fall 2017	Spring 2018	Total
GACE	25/25 (100%)	34/36 (94.4%)	96.7%
EdTPA	25/25 (100%)	35/36 (97.2%)	98.3%



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

It is expected that seventy percent (70%) or more of the candidates completing the programs and receiving state certification will be employed in their profession within the first year after program and certification completion. The School of Education has exceeded this goal throughout this 5-year review. The employment rate has risen from 72.4% to 95.1%. This data is self-reported which means it is imperative that the School of Education takes productive measures to gain this information from the program completers such as emails to program completers, word-of-mouth through community stakeholders, and social media such as TeacherConnect.

In program satisfaction in career preparedness within the most current survey year, teacher candidates rated the program positively and indicated perception of adequate preparedness at the end of their first year teaching with an overall average of 3.0 or higher. The overall average was 3.33 for the inductee survey ratings. Average scores in the individual categories were above 3.0. DSC School of Education graduates typically rated themselves higher in the categories than did their principals on the employer surveys.

When reviewing the 2017 Inductee Survey data, there were areas of strength and areas for growth. Graduates indicated that they were most confident (3.64) in their ability to understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction. The School of Education has two courses that could contribute to this score for graduates. Before they enter the program, prospective candidates take EDUC 2120, Exploring Socio-Cultural Perspectives. Once in the program, all ECE majors and a few secondary majors seeking the ESOL Endorsement take ESOL 4242, Culture and Education. All candidates get experiences in schools where the majority of the populations are made up of minorities (majority-minority). In addition, the ECE candidates in this graduating group had some of their methods courses delivered in a Dalton Public School or a Whitfield County School with majority-minority populations. Teacher candidates also have opportunities to work with families and children in the community if they participate in Learning Academies or Power Lunches. Because they can complete their observation hours for their Area F courses by volunteering in these programs and they can volunteer with them while in the program, more of our candidates are having experiences with parents and children from different cultural backgrounds.

Our graduates indicated they were least confident in their ability to use formative and summative data to adjust instruction to enhance learning (3.10), plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Students with Disabilities (3.09), engage learners in monitoring their own progress (3.09), and develop flexible learning environments that foster discovery, exploration, and expression (3.09).

All expectations within the program outcomes have been exceeded for the most current year within this review.

Describe the extent to which students have achieved current student learning outcomes during this program review cycle (most recent year).

Student learning outcomes within the School of Education are solely based on teacher candidate achievement in their understanding of assessment, measurement, and evaluation; understanding of elements necessary to plan, implement, and assess basic instruction; building literacy development plans, inquiry labs, and error analysis in content areas; and analyzing ELL's written and spoken language and identifying strengths and weaknesses in their learning. For the School of Education to indicate achievement within these student learning outcomes, the GACE Content exams and the EdTPA scores must be considered.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

The average scores for DSC teacher candidates for the years reported are as follows:

Assessment	F13-SU14	F14-SU15	F15-SU16	F16-SU17	F17-SU18	% Change
EdTPA Scores (average)	-	46 (non-consequential)	57.7	57	54.9	19.3
GACE	I-257.39	I-259.95	I-263.50	I-263.05	I-255.28	I=-0.8
	II-239.63	II-259.50	II-259.52	II-258.26	II-262.07	II=9.4

The pass rates for DSC teacher candidates for the most current year reported are as follows:

Assessment	Fall 2017	Spring 2018	Total
EdTPA	25/25 (100%)	35/36 (97.2%)	98.3%
GACE	25/25 (100%)	34/36 (94.4%)	96.7%

The EdTPA is a performance-based assessment process designed by educators to indicate whether new teachers are ready for the job. EdTPA includes a review of a teacher candidate's authentic teaching materials which encompasses the learning outcomes for the program. The total scores can range from 15-75 with a passing score in Georgia to be 45 as of the 2017-2018 academic year. The previous passing score for Early Childhood Education was 38.

To be able to appreciate the most current scores for graduating students, analysis of the timeline for EdTPA must be completed. EdTPA became consequential during the 2015-2016 academic year with scores given as non-consequential scores during the previous year. During the preview years of EdTPA, faculty were able to complete trainings and gain valuable resources from other institutions throughout the state as the assessment became consequential. Scores during academic year 2014-2015 ranged from 26-59 with percentages given below:

Students	Score Range	% of Total
2	20-29	4.3%
10	30-39	21.7%
20	40-49	43.5%
14	50-59	30.4%
Total: 46		

In looking at these results, the majority of DSC students scored above 40 on this assessment during the first year of implementation even before it became consequential. Since that first year, scores have continued to be above the state average for teacher candidates at DSC.

This assessment became consequential for education majors in 2015. During this first year, DSC teacher candidates scored very high with an average of 57.7 for the cohorts within DSC. From this time, the School of Education has observed a slow decrease in the scores. Although the cohort averages are slowly decreasing,



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

DSC teacher candidates are still well above the cut score of 45. The table below exhibits the breakdown of teacher candidates from 2015-2018 who scored within various score ranges out of the total candidates (174) who performed the assessment within those years.

Students	Score Range	% of Total
1	20-29	0.0057%
0	30-39	0%
27	40-49	15.5%
93	50-59	53.4%
50	60-69	28.7%
3	70+	1.7%
Total: 174		

This table indicates the increase in the percentage of teacher candidates that have scored above the previous cut score of 38 and now 45. Although there has been a decrease in the mean score, less than 15% of DSC teacher candidates are scoring below the cut score of 45. Within the most current year, 98.3% of the teacher candidates completing the program passed the EdTPA with a score above 45.

The passing score for the GACE exams is based on a scale of 100-300. A passing score on a GACE content test is marked on the score report as induction (220) or professional (250 or above). The average score for each year reported was classified as professional for the School of Education teacher candidates minus Content Test II in F13-Su14 which was indicated as incomplete data so this cannot be considered within the analysis. In the most current year, the average scores for both tests were well above the induction level at professional level for DSC School of Education teacher candidates.

Results of these performance assessments indicate that our students are able to develop lesson plans and analyze student work that is consistent with successful teaching methods and strategies. All student learning outcomes are exhibited within these assessments and the average scores above 96.7% for both in the most current year indicate achievement within the School of Education's goals.

Indicators of Measures of Quality

If available, provide additional information and/or results of other indicators of quality related to student output such as completer satisfaction surveys, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.

The School of Education had 33 respondents to the employer survey in 2017, the only year with published results. While this appears to be a small sample size at first glance, it is larger than it first appears as there were only 69 employed teachers in their first year of teaching. Those employed teachers had the possibility of being evaluated by 42 principals. Out of 42 principals, 33 principals responded for a response rate of 76.7%. This response rates affords some confidence that the results are actionable. This survey response rate is much higher than the School of Education had with Data Mart surveys that were used years ago as there were typically only two to four respondents.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Of the employers who completed the Employer Satisfaction Survey for program completers, DSC School of Education candidates were rated at an overall average of 3.0 or higher on the survey in the most recent review year. The employers of our ECE graduates in 2018 Preparation Program Effectiveness Measures (PPEM) data bank rated our graduates with an average of 3.2 points. This was above the state average of 3.19 and equal to the similar Educational Program Preparation (EPP) average. Thus, our employers are satisfied with our graduate's performance.

Inductee surveys of the completers who have gained jobs in the education field are completed to assess program satisfaction and career preparedness. Teacher candidates who were placed as inductees in teaching rated the program positively and indicated perception of adequate preparedness at the end of their first year teaching with an overall average of 3.0 or higher. The overall average was 3.33 for the inductee survey ratings. Average scores in the individual categories were above 3.0. DSC School of Education graduates typically rated themselves higher in the categories than did their principals on the employer surveys.

Both of these surveys are indicators of quality related to student output for the ECE program. The results of each survey indicate success within program quality.

Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.

Course outcomes are evaluated by faculty using WEAVE Effect[®]. Each faculty member received training on this system by personnel from the Office of Institutional Effectiveness before the system was used for the first time. In addition, each school has trained at least one member of the school to review the targets, measures, outcomes, and action plans. This person will return questionable entries to the faculty member for further development. Finally, the course evaluations are reviewed by personnel from the Office of Institutional Effectiveness. In the event that there are questionable entries, a member of this office will meet with the faculty member to develop new targets, measures, outcomes, or action plans as needed. This process of checks and balances insures accuracy and consistency in course evaluations across the campus. These course evaluations will then be incorporated into the overall program evaluations.

Key assessments [Teacher Candidate Observation Instrument (TCOI) and Assessment of Professional Behaviors and Dispositions (APBD)] were aligned with professional outcomes from the unit's Conceptual Framework and national standards when they were first created with the inception of the program. When the TCOI was first designed, it is the School of Education's understanding that it was designed with input from state universities as well as state and national accrediting agencies. It was also piloted and tested for validity. It is the School of Education's understanding that the APBD was reviewed by a panel of early childhood experts for validity purposes.

Several of the program quality assessments come from outside our institution. For instance, GACE Content, GACE Basic Skills, GACE Ethics and EdTPA scores are generated by ETS and Pearson. These tests have gone through validity, reliability, and bias review. Thus, this supports the notion that this is a fair and accurate way to judge the quality of our program.

The School of Education continuously uses stakeholder surveys to ensure that the program is successful through analysis of data within various meetings. Student evaluations are also analyzed within the teaching annual evaluations to understand student and course needs.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Because there is a great need to make sure teacher candidates are able to progress from one block to the next and that they meet the graduation and certification requirements, there are many checks and balances in place to ensure that the process is fair, accurate, and consistent. The administrative assistant copies a list of the courses and grades earned for each teacher candidate from the Banner system. The Accreditation Specialist uses the grades to calculate the GPA for each teacher candidate each semester. If a teacher candidate falls below the minimum GPA of 2.7 or earns less than a C in an education course or required upper division content course for secondary, then the dean and the Coordinator of Student Learning Outcomes is alerted. Teacher Candidates are not allowed to progress to the next block if they earn less than a C in a course. Before a teacher candidate is recommended for certification, the Accreditation Specialist must review the candidate's data and mark the teacher candidate complete in TPMS. This process involves checking both the ECE and ESOL portfolio as well as field placement assessment results and required courses. Before they are deemed a completer, the Accreditation Specialist completes a checklist identifying that the candidate has passed his/her portfolio, attempted EdTPA, attempted GACE and GACE Ethics, passed all his/her courses, and has the required GPA of 2.7.

Indicators of Measures of Viability

Internal Demand for the Program	F13-SU14	F14-SU15	F15-SU16	F16-SU17	F17-SU18	% Change
Number of students enrolled in the degree program	169	172	188	215	257	52.1
Number of students who applied to the program (if applicable)	75	84	Incomplete data: F15-63	103	161	114.7
Number of students admitted to the program (if applicable)	64	59	74	68	111	73.4
Percent of classes taught by full-time faculty Annual reports	100	100	100	100	100	0

Describe additional details as deemed appropriate.

Fall 2015-Summer 2016 is incomplete with no data for students who applied to the program Spring 2016. Enrollment throughout the years reported has exhibited a continual rise each year.

Applicants to the ECE program have continuously increased from year one to year five of this review. Sixty-five to seventy percent of the ECE applicants gain acceptance to the program but there is a concern with how many applicants are not able to get into the program based on qualifications such as GACE entrance requirements. Many applicants have been unable to enter because of failing one or more sections of the Program Admission GACE even though their GPAs were good in the previous program review. The School of Education has worked to develop GACE workshops to assist students in understanding the requirements of the assessment. The School of Education has also worked with the School of Liberal Arts and the School of Science, Technology, and Math to provide resources for students who struggle with the writing, reading, or math portions of the GACE entrance assessment. Various professors within these schools have volunteered to assist students who have previously failed a portion of the entrance GACE in practicing for these portions. The School of Education has also worked with the School of Science, Technology, and Math to change the



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

course requirements to better align them to program needs. These changes will assist in increasing student pass rates.

Indicators of Measures of Productivity

Graduation	F13/SU14	F14/SU15	F15/SU16	F16/SU17	F17/SU18	% Change
Number of degrees conferred	BSED58	BSED67	BSED 49	BSED63	BSED60	BSED3.4
	AS 23	AS 22	AS 38	AS 77	AS 46	AS 100
Total student credit hours earned	115	115	110	112	107	-7.0

Describe any institutional-specific factors impacting time to degree.

Teacher candidates within the School of Education usually stay on track for graduation throughout the program. At times, students may decide to stop-out for a semester or two which delays their graduation. Stopping out often occurs when students get pregnant while in the program, get married, or have family situations such as health, and/or financial needs. Situations such as these are rare but do happen over such a long time span as a 5-year period.

Evidence of Program Viability

Based on evidence from **ALL** of the above information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should consider external factors and address questions such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

Since the last program review, enrollment has increased significantly which indicates a great need for continuation of the program. There is still a need for increased enrollment within the state of GA for teachers because of the consistent decline in teachers moving into the workforce. Based on employer surveys, the inductees are successful in advancing the teaching profession, working collaboratively with others, and maintaining ethical standards. The reports from principals and Human Resource directors concerning inductees and field experience indicate that teacher candidates from the School of Education are highly employable. Stakeholders across the surrounding counties especially the faculty of DSC School of Education are involved in program improvements and partnerships that are built between the county/city systems and the college. With principals, teachers, and other school personnel serving on the Teacher Education Council which meets two times per year, the School of Education is able to gain information concerning shared achievements and suggestions for program changes from within the job force that is employing the teacher candidates. With the assistance of this partnership, the School of Education is able to make improvements and continue growth based on this feedback which adds to the importance of the program making sure that what is needed by employers is directly exhibited within the program. This partnership allows the School of Education at DSC to change with the profession.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Program Strengths and Weaknesses

Based upon this review, what are the strengths and weaknesses of the program?

Strengths:

Teacher Candidate Preparation: Based on employer surveys, inductees scored highest on working collaboratively with others and following ethical conduct. Along with this, the inductees' ability to contribute to positive changes in practice and advance the teaching profession was high. The teacher candidates are continually involved in activities such as Literacy Camps, Power Lunches, and faculty conferences. These activities allow the candidates to grow in working with others and learning new ways to improve their teaching.

Relationships with community: DSC School of Education builds relationships with the surrounding communities by incorporating community activities such as Literacy Camps, Learning Academies, and Power Lunches. This allows the parents and children to get involved with DSC in ways that open their eyes to the possibilities of going to college along with seeing the importance of their child's education to DSC. The School of Education has also built partnerships with various schools in the surrounding school systems where the DSC courses are taught within the schools which allows the teacher candidates the opportunity to see the application of what they are learning. The stakeholders within the schools are also able to see the impact the teacher candidates can make first-hand.

Continuous program improvement qualities: The School of Education shares assessment data with candidates, clinical and teaching faculty, and other stakeholders for reflection and improvement of teacher candidate performance and program needs. Candidates receive their individual assessment data while faculty and other stakeholders receive aggregate candidate and EPP program assessment data. Stakeholder input is continuously used to build improvements to the program. Instruments and courses are analyzed on a consistent basis to ensure candidates are meeting learning outcomes.

Course development within the Professional Development Schools began three years ago with the reading methods course being taught at one of the local city schools, Blue Ridge Elementary. The next course that was moved into the same school Spring semester of that same academic year was the math methods course. The choice to move these courses into the Professional Development School allows more application of the teacher candidates' learning. The teacher candidates are able to interact with the P-5 students at that school while the school is able to reduce the teacher-student ratio in groups within the classrooms many times throughout the week. The science methods course was transferred into a county school, Dug Gap Elementary, 2 years ago where the teacher candidates are able to build inquiry labs for the P-5 students to help them understand the need and application of critical thinking skills. All Block II and III courses are within the Professional Development Schools with the goal of continuation with the partnership.

Weaknesses and concern:

Differentiation and assessment: In analysis of the employer surveys, employers indicated that teacher candidates needed more practice in differentiating instruction for P-5 students along with using formative and summative data to adjust instruction for P-5 students. Within the program assessments, it has been found that inductees have difficulty using assessment data to analyze individual student needs. These two data pieces indicate that improvement is needed within this area.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Recruitment of Diverse Students: From this analysis, it is clear that our minority demographics fluctuate from cohort year to cohort year. With a small overall number of students entering the program, one or two students can impact the overall percentage greatly. In addition, our majority population remains white and female. In some cohort years, the male population is greater in the secondary programs than in the ECE program. The college is located in a community that is majority-minority, with Hispanic students being the majority population in many of the Dalton Public Schools and the Whitfield County Schools. Our Hispanic demographics in the School of Education programs range from slightly below 10% of candidates entering the program to slightly over 20%. In academic year 2017-2018, DSC achieved Hispanic Serving Institution (HSI) status, which means the overall Hispanic demographics for the college was above 25%. Thus, our Hispanic population within the School of Education is not at the same level as the overall population of Hispanic students in the college. With a goal of recruiting teacher candidates from a variety of backgrounds in order to graduate teachers that represent the demographics of the P-12 students, we have been using a recruitment plan. We have reviewed and updated the plan on a regular basis as we continue to attempt to improve the diversity of our teacher candidate pool. The School of Education hosts various events such as the PAGE conference to increase recruitment by opening DSC up to prospective student visits. Members of the recruitment committee also visit four other schools who host recruitment fairs across the state throughout the year. Building contact lists during these events will increase opportunities to stay in touch with those perspective students.

Recommendations for Follow-Up and/or Action Plans (if needed)

Issue/Concern:

In analysis of the employer surveys, employers indicated that teacher candidates needed more practice in differentiating instruction for P-5 students along with using formative and summative data to adjust instruction for P-5 students. Within the program assessments, it has been found that inductees have difficulty using assessment data to analyze individual student needs. These two data pieces indicate that improvement is needed within this area.

Recruitment of Diverse Students: From this analysis, it is clear that our minority demographics fluctuate from cohort year to cohort year. With a small overall number of students entering the program, one or two students can impact the overall percentage greatly. In addition, our majority population remains white and female.

Specific action(s):

The lesson plan template includes pieces that specifically indicate teaching methods and strategies to differentiate instruction for P-5 students. The methods courses have been adjusted to make sure that teacher candidates supply information within the lesson plans that are more specific in differentiation, specifically what they plan to do to adjust planning for students with disabilities, students who are gifted, students who are ELLs, and students at risk. The coursework will also be adjusted to include modeling of differentiation by the instructor and case studies that implement strategies adjusted for student needs. Formative and summative data used to adjust instruction for P-5 learners are important in understanding student need. Within the 2018-2019 academic year, the program required teacher candidates to give the P-5 students pre-assessments before observed lessons which were analyzed and used to adjust planning for the observed lesson. This process will continue into the 2019-2020 academic year. These data allow the teacher candidates to group the students and build strategies specific for the classroom needs within the lesson. Increasing



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

assignments such as these within the methods courses will assist the teacher candidates in practice using application of these skills.

The School of Education plans to provide personal outreach to the local schools by meeting with local high school students to discuss college and education programs specifically. The plan is to continue expanding the recruitment to additional PAGE events in local systems along with systems across the state. This will allow for a more diverse community from other areas of Georgia. As the School of Education attends and hosts the recruitment activities, attempts will be made to gather contact information of those students who attend in order to reach back out to them several times after the events. The School of Education has also increased resources in terms of branding and marketing. The tagline of DSC *Run Boldly* was adjusted for the school as *Teach Boldly* to add to such items as pens, pencils, lip balm, etc. that can be handed out at the events.

Expected outcomes include:

Increased scores on employer surveys and comfort level of completers based on practice in differentiation and use of formative and summative data to adjust planning.

Increased diversity within the student pool of the School of Education.

Time frame for achievement:

5 academic years

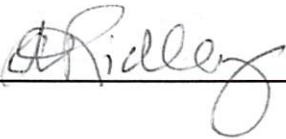
Person(s) responsible:

All School of Education faculty, staff, and dean.

Resources needed:

Increased budget needs for outreach, marketing, and recruitment activities.

Prepared by:

Signature _____ Andrea L. Ridley  _____ Date: 8/22/19
7/8/19

Dean's Approval:

Signature: _____  _____ Date: 8/22/19

Approval of the Chair of the DSC Comprehensive Program Review Committee:

Signature: _____  _____ Date: 8/23/19



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Vice President of Academic Affairs (VPAA) 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 for continuation.

Program will be placed on monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (Please elaborate):

VPAA Signature: _____

Adrian L. Epps

Date: _____

8/27/19

Interim Provost and Vice President for Academic Affairs

Dalton State College