

**Provost's Comprehensive Program Review Report**

**Institution:** Middle Georgia State University

**Academic Program Name:** B.S. in Elementary/Special Education

**CIP Code:** 131203

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

**Department:** Teacher Education and Social Work

**Outcome of Previous Program Review (brief narrative statement):** Program needs to be

enhanced due to downward trend in enrollment. Present plan to reverse downward enrollment

### 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 \_\_\_\_\_.

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:



Date:

7/8/2021



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Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program

The teacher shortage (need 14000 but only have 3500) is of great concern.

*This has significantly positive enrollment trends and robust credit hour production*

*This has stable or moderately positive enrollment trends and healthy credit hour production*

*This has negative enrollment trends and weak credit hour production*

A major shift to online courses has increased enrollment dramatically. What happened in 2018?

Excluding 2018, the f72.48 370.68 108.121 0.48 ref180.6 365.

<p>: 5 graduates/year</p> <p>Programs falling under these benchmarks are designated as "low performing"</p>					
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Great job passing all 6 Accreditation Standards with no stipulations, and with measuring alumni impact on P-12. The online/weekend students still meet in person 4 times, which hopefully increases academic integrity. Having the students make a culminating teacher work sample even if it is no

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5 year growth for program 2016-2017 is 0.67% for Fall (hand (e) 2.63%) for Cochran. The overall 5 year growth regardless of campus is 4.31%.




classrooms, supervised clinical settings, academic conferences, and through our collaborative relations

Evening Track, which was previously known as the Part-TimeTrack, was reactivated in Summer 2018, and the newest track, the Online/Weekend Track, which was designed

**Benchmarks of Progress:**

In spite of a sharp unexplained dip in enrollment in Fall 2018 on both campuses, the B.S. in Elementary/Special Education has experienced an overall 5 year growth of 4.31%. Enrollment in Macon is up by 4% from 2016 to 2020, and this may be explained by the revitali

approximately 14,000 teachers within the next year, while the graduation rate among education majors is around 3,500.

One school system in the middle Georgia area has recently implemented a plan to pay the tuition for their paraprofessionals enrolled in teacher educator programs as a means to add to their pipeline of future teachers.

The growing need for special education teachers makes our dual certification program even more marketable. The dual certification allows for our Elementary/Special Education graduates to successfully move into the middle grades and high school settings to support older students who receive special education services.

