

**Delta State University
College of Education
Annual Report**

2008-2009

Dr. Leslie Griffin, Dean

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Executive Summary

Mission of the College of Education

The College of Education supports the mission of the University to serve the broader community of the Delta region and strives to aid in accomplishing the guiding principles established by DSU. It operates collaboratively with the other colleges/schools of the university, the university staff, and outside agencies to produce professional graduates who will be effective in the field of human learning and services. The College of Education offers a stimulating, positive environment and provides its students with professional faculty who demonstrate the competencies, skills, and dispositions expected of Delta State University graduates.

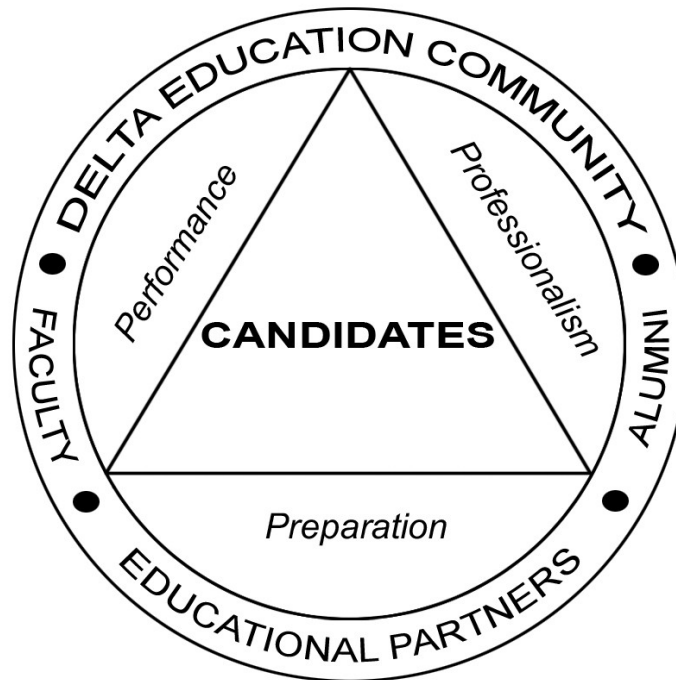
Quality of instruction and professional service are critical to the mission of both the college and university. Scholarly works and publications are strongly encouraged as professional outcomes for the entire university faculty and administration. Through program evaluation processes, the effectiveness of degree programs within the college is reviewed and refined as needed.

Primary importance is given to the academic and scholarly development of students. Equally important are the necessary professional skills for career success. The work ethic of graduates and their demonstrated empathy and human relations skills are dispositions associated with graduates of the College of Education.

Within the College of Education, the numerous degree programs train professionals to address societal needs, educational needs, and personal needs. All degree programs are created to prepare individuals to function in professional service careers. At all levels and in all areas, graduates are intended to impact societal needs through their particular professional areas.

**Delta State University
College of Education Conceptual Framework**

DELTA EDUCATION MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident education candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects educator candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

- 1. Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1) [SP Goal(s) 1; QEP Goal(s) 3, 4]*
- 2. Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2) [SP Goal(s) 3, 4, 5; QEP Goal(s) 1, 4]
- 3. Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3) [SP Goal(s) 4, 5; QEP Goal(s) 1]
- 4. Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4) [SP Goal(s) 2, 3, 5; QEP Goal(s) 4]
- 5. Education is enhanced by technology**, infused throughout programs and services. (GP5) [SP Goal(s) 1 – 5; QEP Goal(s) 2]

*SP refers to Delta State University Strategic Plan Goals.

QEP refers to Delta State University Quality Enhancement Plan Goals.

General Goals of the College of Education

The goals of the College of Education are to:

1. Impact societal needs through graduates in the areas of human learning and services.
2. Establish a collaborative network of colleagues whose efforts address professional education needs of students.
3. Provide faculty and students with a positive, stimulating, learning environment.
4. Ensure quality instruction, professional service, and scholarly works from College of Education faculty.
5. Engage students in high quality instruction, sound learning experiences, professional ethics training, and human relations training, and appropriate field experiences.
6. Provide educational and cultural experiences designed to enhance and fulfill the potential of all persons without regard

to race, religion, national origin, sex, or age.

7. Assess the effectiveness of professional education degree programs.

Planning and Assessment Process

The College of Education (COE) at Delta State University is composed of five divisions: *Counselor Education and Psychology; Family and Consumer Sciences; Health, Physical Education, and Recreation; the Thad Cochran Center for Rural School Leadership and Research; and Teacher Education*, with approximately 43 faculty members serving within the College. Additionally, the Office of Field Experiences is housed in the College of Education and functions as a support office for the divisions. The College of Education Administrative Council (CEAC) is comprised of the five chairs of the COE divisions, the Director of Field Experiences, the Director of Recreational Facilities and Aquatics, the Executive Director of the Delta Area Association for the Improvement of Schools (DAAIS), and the Dean. DAAIS is a 39-member consortium of Delta school districts that works closely with the COE. Curriculum changes and program improvements, as well as other decisions central to the unit, are addressed by and approved through CEAC. A description of how curriculum and program changes are made, as well as the stakeholders involved in the process, is provided in the following narrative.

Changes and Program Improvements: Program faculty meet to discuss their assessment of data and make changes based upon their assessments. These changes might be programmatic in structure or involve curriculum decisions.

Department or Division (College of Education (COE) and Arts and Sciences (AS): Proposed changes go to the department or division chair. If the change is curriculum related, admissions related, or a change affecting other university programs, it then proceeds to the Administrative or Chair's Councils for approval. Changes related to the doctoral program are submitted to the Doctoral Admission and Curriculum Council (DACC).

College of Education Administrative Council (CEAC) or Chair's Council (Arts and Sciences): Changes made at the department or division level require approval from CEAC or the Chair's Council. Deans of the respective colleges (College of Education or Arts and Sciences) chair these councils. Decisions made at this level regarding graduate program policy also go through Graduate Council for approval.

Teacher Education Council (TEC): Decisions affecting teacher education (elementary or secondary) must be approved through the CEAC (this pertains to decisions made within programs within the College of Education). Once approved, these changes are approved by TEC and then submitted by the Dean for approval to the Academic Council (AC). Similarly, changes made in the College of Arts

and Sciences will go through the Chair's Council, to TEC, and then back to the Dean of Arts and Sciences to be submitted for approval at the Academic Council level.

Doctoral Admission and Curriculum Council (DACC): This represents the first interdependent level for graduate program approval. The DACC, housed within the College of Education, deals with changes within the doctoral program (i.e., admission criteria, policy changes, program orientation, etc.). Any DACC decisions require approval by CEAC (this is exclusive to the College of Education).

Graduate Council: This represents the second interdependent level of graduate approval. The Graduate Council works in conjunction with DACC, but additionally makes policy decisions for graduate programs within the institution. Graduate Council reports to Academic Council and seeks approval for policy changes from that body.

Academic Council (AC): Academic Council is chaired by the Academic Vice President/Provost and approves all curriculum changes for all programs in the university. All deans, the Associate Dean for Assessment and Planning, Director of Library Services, a representative from the Office of Information Technology (OIT) and the Faculty Senate Chair sit on this council. Changes significantly affecting student life (i.e., fees, schedule changes, university policy) are submitted to the President's Cabinet for approval.

President's Cabinet: The University President oversees the Cabinet. Cabinet usually deliberates on decisions that affect student life, the goals and strategic direction of the university, the university structure and organization, and major policy changes.

The planning and assessment process regularly produces changes in course configuration, student requirements, assessment strategies, course offerings, and instructional practices. Additionally, modifications to meet changing accreditation requirements are made as needed. Programs in the College of Education are accredited by the appropriate accrediting body including the following : Southern Association for Colleges and Schools (SACS); National Council for Accreditation of Teacher Education (NCATE); American Association of Family and Consumer Sciences (AAFCS); Council for Accreditation of Counseling and Related Educational Programs (CACREP); Association for Childhood Education International (ACEI); Council for Exceptional Children (CEC); Educational Leadership Constituents Council (ELCC); Council on Accreditation of Dietetics Education (CADE); and the National Association for Sport and Physical Education (NASPE) and the Committee on Accreditation of Athletic Training Education (CAATE). The Psychology Program has also been through a review process conducted by an external evaluator with positive results.

Program Outcomes

All programs within the College of Education have established outcomes for students. Program graduates have demonstrated proficiencies for their respective fields through internships, standardized test results, portfolio presentations, and other means. The results for each program are provided in the attached division annual reports. It should be noted that a wide range of assessment strategies are used throughout the college including standardized tests such as the Praxis, observation during internships, written comprehensive examinations, and portfolios utilized for both formative and summative purposes. An electronic data collection tool, TaskStream, continues to be used to manage assessment data for educator preparation programs, as well as a selection of other programs throughout the College of Education unit. Both program and specific learner outcomes are tracked through this data collection tool. In addition, other programs such as Excel and SPSS are utilized in tracking and analyzing data.

Evaluation of Program Success

Program success is predicated on student success as measured by multiple assessment techniques. Annual course/faculty evaluations provide information on student satisfaction and course goal attainment including level of engagement with faculty and peers. Dialogue with students during advisement and program meetings also identifies the degree of program satisfaction. Grades given for courses and on specific assignments and the success of students in earning required grades also provide helpful information when reviewing program success. Additionally, results of standardized tests required for licensure, analysis of surveys of graduates and employers, and reviews by accrediting agencies provide information used for program evaluation. Surveys of graduates and their employers yield important data about the competency of graduates in their respective fields. Specific program assessment strategies and results are outlined in the annual reports for each division/office.

General Education

All majors within the College of Education must accrue a minimum of 44 general education hours with most majors requiring a minimum GPA of 2.0 or above for general education courses. Additionally, all students in a teacher education program must pass Praxis I and have a 2.5 GPA in general education courses, while all university students must demonstrate writing proficiency. The College of Education works collaboratively with the College of Arts and Sciences to ensure a strong liberal arts foundation for all students at Delta State.

Professional Development

Ongoing professional development is an important component for faculty, staff, and administration within the College of Education. Faculty curriculum committees, the College of Education Administrative Council (CEAC), and committees working on various accreditation processes and other initiatives assist in determining which professional development activities are most needed. Additionally, individual faculty and staff members identify specific activities to assist in furthering their specific professional development. Activities for the 2008-09 year are noted in the general college accomplishments as well as in the reports for individual divisions/departments.

Budget Requests

Budget requests are tied to program improvement, accreditation requirements, student achievement needs, and faculty efficiency. Each division/office prioritizes its budget requests to ensure that available funds are used effectively. Technology upgrades, curriculum issues, accreditation requirements, and safety needs receive primary consideration for allocating financial resources during budget preparations each spring.

Evaluation Calendar

Student assessment and faculty evaluation processes are vital program components for the College of Education. The evaluation of each program's success, as well as division and college success, determines budget priorities and target goals for the College. Detailed information on use of specific student assessment tools and processes is provided in each division's annual report information.

Faculty evaluation in the college is multi-faceted and complies with the university policy on evaluation of faculty. End-of-course evaluations by students, merit-based evaluations conducted by the chair and dean, and the extensive summative faculty evaluations conducted by division chairs all focus on goals related to teaching, service, scholarly activity, and enhancement of the total learning experience. Course evaluation occurs each semester with the faculty evaluation process commencing when a faculty member is hired. Merit-based evaluation is conducted annually in accordance with university policy. All faculty members establish annual goals in dialogue with division chairs; those goals, along with data from course evaluations, then become the basis for summative faculty evaluation in the spring of each year.

Evaluation of program components occurs through the following multiple means: regular dialogue sessions in committees and full faculty meetings, review of course evaluations each semester, analysis of portfolio results each semester, review of graduate survey data, and end of year review of all assessment data for the college. Analysis of evaluation/assessment information is used to determine goals for individuals, divisions, and the COE for the following year. This process enables the College of Education to utilize a continuous improvement cycle to positively impact all aspects of operation.

College of Education Selected Accomplishments

2008-2009

In addition to maintaining rigor around state, regional, and national accreditation standards and assessment and evaluation processes, the comprehensive redesign of teacher education programs and the expansion of online program offerings were major foci for the College of Education during the 2008-2009 school year. In addition, increased support for the College through grant funding was a priority.

Accreditation Standards

State Accreditation

- Met all standards for initial teacher preparation programs and advanced educational leadership preparation through the Mississippi Department of Education Process and Performance Review
- Faculty served as both committee members and chairs of Mississippi Department of Education (MDE) Process and Performance Review visits to other campuses (7)
- Dr. Jenetta Waddell received training to become a state National Council for the Accreditation of Teacher Education (NCATE) reviewer
- Dr. Leslie Griffin served on the Redesign Team for Process and Performance Review Standards (State)
- College of Education unit submitted proposal to meet requirements established by the Blue Ribbon Committee for the Redesign of Teacher Preparation Programs (final rubric scores have not been received, but informal feedback indicates that responses will be positive); initiative led by Mississippi Institutions of Higher Learning and Mississippi Department of Education

- Child Development Center underwent evaluation through the Quality Rating System (provided by the Mississippi State University Early Childhood Institute), receiving a 4-star rating

Regional Accreditation

- Conducted orientation sessions for new faculty to acquaint them with accreditation bodies and their corresponding standards
- Continued refinement of outcomes-based assessment processes
- Mentored faculty on web-based data collection and assessment tools
- Implemented university strategic goals and quality enhancement plan in each division
- Provided opportunities for faculty development in multiple assessment strategies
- Held extended faculty retreats for the purposes of data analysis, discussion of assessment results, and identification of program changes, bringing together College of Education faculty and secondary education faculty in the College of Arts and Sciences for collaborative and strategic planning
- Held extensive on-site training for COE unit faculty in the usage of TaskStream tools, particularly in the area of electronic portfolios

National Accreditation

- Supported three faculty/staff members to attend national NCATE training to broaden understanding of the accreditation process across the unit
- Initial programs in Special Education; Health, Physical Education, and Recreation; and Science Education received continuing accreditation through the program review process
- The Athletic Training Education Program made extensive revisions to the program to more closely align with CAATE (Commission of Accreditation of Athletic Training Education) standards

Assessment and Evaluation Processes

- Revised the Assessment Manual; continued to institutionalize assessment procedure across the COE unit

- Revised the key common unit assessments for undergraduate and graduate programs in order to focus on critical content, skills, and dispositions
- Revised the Teacher Work Sample methodology to increase focus on effective use of instructional technology (to be implemented in the Fall 2009 Semester)
- Developed elementary and secondary course blocks for the implementation of a variety of significant field experiences (to be implemented in the Fall 2009 Semester)
- Implemented a timeline for dissemination, analysis, and decision making relevant to unit assessment data
- Continued use of TaskStream electronic data management system to collect and analyze unit- and program-level assessment data, with full implementation scheduled for the Fall 2009 Semester
- Continued committee work in developing all program components for meeting standards for the NCATE accreditation process
- Continued preliminary assessment and preparations for National Association for the Education of Young Children (NAEYC) Accreditation
- Continued to implement and refine the conceptual framework for all educator preparation programs
- Director of Field Experiences served on state committee for revision of the Student Teacher Assessment Instrument (STAI)

Program Refinement and Enhancement

In addition to continued program refinement and enhancement, the following specific improvements/changes were made to programs:

- Master's and Specialist's degrees in Elementary Education were fully developed for online delivery
- Increased online program/course availability, as well as hybrid course offerings
- Increased number of video, weekend, intersession, and other alternative types of course offerings
- Developed track for Educational Specialist degree program in Educational Administration and Supervision for candidates in educational leadership cohort
- Implemented NAEYC standards in Child Development Center; hosted site visit by Quality Rating System (through Mississippi State University Early Childhood Center), receiving a 4-star rating out of possible 5
- Revised Athletic Training Education Program to more closely align with Commission for Accreditation of Athletic Training Education standards

Other Major Accomplishments and Faculty Activities

- Initiated Healthy Campus/Community Initiative through partnership with Blue Cross & Blue Shield of Mississippi Foundation

- Delta Area Association for Improvement of Schools (39 consortium member districts) provided 115 days of professional development serving 2,150 participants; COE faculty supported or were involved in many of the events
- Through E-Learning program, provided 440 students in 22 schools with instruction in Spanish I, Spanish II, and Art
- Increased on-site instructional partnership with Cleveland School District (additional course, CEL 312 Language Arts, added to onsite course offerings to involve practitioners)
- Held professional development on topics including the following: electronic portfolios, online course development, writing for publication, P-12 curriculum topics such as Response to Interventions and Depth of Knowledge, TaskStream utilization, mentoring, and others
- Hosted the A – Z Early Childhood Conference
- Hosted the F. E. Woodall Spring Helping Professions Conference
- Distributed Nutritional Toolkits as service learning project in Family and Consumer Sciences
- Hosted four day-long “Saturdays in the Park” events to introduce area school children to outdoor recreation and physical fitness activities
- Divisions of Counselor Education and Psychology, Educational Leadership and Research, Family and Consumer Science, and Health, Physical Education, and Recreation sponsored a plethora of successful student research projects
- Partnered with Mississippi Valley State University to conduct mentoring program for first-year teachers in the Delta (made possible by Delta Health Alliance grant)
- Mr. Tim Colbert served as a laboratory instructor for the Student Southeastern Athletic Trainers’ Association Symposium
- Dr. Thomas R. Taylor served as an ETS reviewer for the School Leaders Licensure Assessment in Princeton
- Dr. Donna Sheperis served as President of the Mississippi Licensed Professional Counselor’s Association.
- Dr. Jan Haynes served as President of the Mississippi Association of Family & Consumer Sciences.
- Dr. Tommy Taylor was appointed by Mississippi Governor Haley Barbour to the Mississippi Juvenile Justice Advisory Committee

Promotions and Awards

- Dr. Jenetta Waddell, in addition to serving as Chair of the Division of Teacher Education, assumed the title of Chair of the Thad Cochran Center for Rural School Leadership and Research and was promoted to Associate Professor of Teacher Education.
- Dr. Leslie Griffin, Dean of the College, was promoted to Professor of Teacher Education.
- Dr. Kathy Davis was selected as the Outstanding Dietetics Educator of the Year for the State of Mississippi by the Mississippi Dietetic Association.

- Dr. Corlis Snow was recipient of the Higher Education Appreciation/Working for Academic Excellence (HEADWAE) Award established by the Mississippi Legislature.

Faculty Scholarly Productivity

State/Regional/National Scholarly Presentations, Workshops, and Juried Presentations:

03-04	04-05	05-06	06-07	07-08	08-09
57	85	143	149	146	188

Publications:

03-04	04-05	05-06	06-07	07-08	08-09
19	38	41	43	39	28

Grants:

- Delta Health Alliance (Delta Health Initiative Cooperative Agreement) \$1,250,000.00
- Delta State University/Tishomingo County School District Partnership (Tri-State Foundation) \$180,000.00
- Middle School Institute for Content Literacy (IHL/U.S. Dept. of Education) \$76,700.00 (Dr. Levenia Barnes, Director)
- Carol M. White Physical Education Program (Partnership between DSU and Cleveland School District; sponsored through U. S. Dept. of Education) \$1,225,282 over three-year period (Cleveland School District is fiscal manager) (Dr. John Alvarez)
- National Writing Project \$84,500 (Dr. Gerry Sultan)
- Praxis Project for the People of Mississippi Partnership (Dr. Corlis Snow, Project Director) \$5,000.00
- Increasing Intrigue for Cotton Apparel Among Delta State University Students (Cotton Board) \$10,000.00 (Dr. Jan Haynes)
- Healthy Campus/Community Initiative (Blue Cross & Blue Shield of Mississippi Foundation) \$700,000.00
- AT&T funded 30 iPods for instructional use in the teacher education program

Appropriation:

- E-Learning - \$300,000 (from Mississippi Legislature)

Other Data

ENROLLMENT BY DIVISION

DIVISION	SUMMER 06	FALL 06	SPRING 07	SUMMER 07	FALL 07	SPRING 08	SUMMER 08	FALL 08	SPRING 09
C. Ed/Psy.	106	222	184	90	206	173	84	166	157
FCS	62	186	200	103	168	148	67	161	135
HPER	104	256	303	79	269	234	90	279	248
Teacher Ed.	199	484	409	221	465	421	234	519	501
Ldrshp./ Research	94	121	136	70	112	106	71	87	90
TOTAL	565	1269	1232	563	1220	1082	546	1212	1131

GRADUATES BY DIVISION

DIVISION	FALL 06	SPRING 07	FALL 07	SPRING 08	FALL 08	SPRING 09
C. Ed/Psy.	26	25	19	29	13	29
FCS	16	25	21	21	27	20
HPER	41	34	26	35	26	37
Ldrshp/Res	25	12	23	9	33	10
Teacher Ed.	53	38	63	40	56	41
Totals	161	134	152	134	155	137

CREDIT HOUR PRODUCTION BY DIVISION

DIVISION	SUMMER 06	FALL 06	SPRING 07	SUMMER 07	FALL 07	SPRING 08	SUMMER 08	FALL 08	SPRING 09
C. Ed/Psy.	825	2539	2529	936	2520	2486	837	2571	2637
FCS	308	1883	1796	385	1521	1751	315	1879	1648
HPER	687	3055	2664	629	2949	2869	581	3007	3085
Ldrshp/Res.	894	832	781	929	979	778	789	684	966
Teacher Ed.	1935	3526	3177	1881	3337	3119	1785	3676	3070
Totals	4649	11835	10947	4760	11306	11003	4307	11817	11406

Goals and Related Outcomes 2008-2009

- Initiate and charge College of Education task forces in critical areas (e.g., fundraising, recruiting, outreach, others), with the establishment of target goals for each task force [SP Goal(s) 3; QEP Goal(s) 4] **Outcome(s):** Fundraising and recruiting task forces have been fully operational this past year. The fundraising committee launched the first phase of a COE fundraising campaign, during which they will approach faculty to support the initiative. A challenge gift from a faculty member served as a catalyst to challenge other faculty to participate. A fund has been established in the Foundation to support the professional growth of faculty. The College of Education Administrative Council (CEAC) served as the task force for spearheading recruitment events. The resulting recruitment campaign, coordinated by Dr. Janice Dean, resulted in approximately 10,693 e-mail notifications; 386 responses to e-mail inquiries; 950 information packet mail-outs; 13 interest meetings; and 145 telephone calls. The viability of graduate (particularly online) programs in teacher education and educational leadership is in part attributed to this campaign.
- Develop a proposal for the redesign of initial teacher preparation programs in accordance with the Blue Ribbon Committee for The Redesign of Teacher Education, a joint effort of the Mississippi Institutions of Higher Learning (IHL) and the Mississippi Department of Education (MDE) [SP Goal(s) 1, 4, 5; QEP Goal(s) 1, 4] **Outcome(s):** A comprehensive proposal was submitted to the Institutions of Higher Learning in March 2009 for the redesign of teacher preparation programs at Delta State University. The far-reaching plan spans all teacher preparation programs, allows for expanded field

experiences, more extensive partnerships with P-12 public schools and other educational partners, and improves mentoring/follow-up for graduates of programs. Initial informal feedback is positive; results of the evaluation of the plan are pending. Implementation begins fall 2009.

- Increase overall enrollment in the College of Education by five percent through increased recruitment, retention, and outreach efforts [SP Goal(s) 2; Goal(s) 1, 4] **Outcome(s):** Enrollment increased by close to one percent (.008), up 24 students from the previous year. The most extensive recruiting campaign mounted by the COE in the past 10 years was held prior to and throughout each semester of the reporting period (newspaper ads in state papers; e-mail campaigns; interest meetings throughout the state; mail-outs). Due to the suppressed economy and overall challenge associated with increasing enrollment, even this slight increase is encouraging. However, it falls short of the projected goal of five percent. This was the first year to attach such a projection to a goal, so it may have been unrealistic. The goal will be revised to reflect a more reasonable growth pattern. It is difficult to establish a trend beyond the past two reporting cycles; prior to these years, it was not clear if all chairs used data from Institutional Research for reporting. Therefore, the 07-08 and 08-09 data will constitute baselines. It will be important for the COE to analyze trends *within divisions* in order to pinpoint particular programs that reflect growth/decline and plan accordingly.
- Increase overall credit hour production in the College of Education by five percent through increased recruitment, retention, and outreach efforts [SP Goal(s) 2; QEP Goal(s) 1, 4] **Outcome(s):** Credit hour production increased from the 07-08 to 08-09 reporting period by almost two percent (.017). While this falls short of the projected five percent gain, it was nonetheless a gain, and important to note in a year of economic downturn and tuition revenue shortfalls at the university. As with the enrollment goal, this was the first year to attach such a projection to a goal, so it may have been somewhat unrealistic. The goal will be revised to reflect a more realistic growth pattern. It is difficult to establish a trend beyond the past two reporting cycles.
- Increase visibility within and beyond the region through a strategic advertising campaign [SP Goal(s) 4, 5; QEP Goal(s) 4] **Outcome(s):** This goal was accomplished through both a comprehensive advertising campaign and partnerships. A partnership with the Tishomingo County School District resulted in a master's cohort of 29 students who are scheduled to receive the M.Ed. in Elementary Education in December 2009. The Delta Hinds Partnership (DHP) 2 + 2 program with Hinds Community College was established to provide seamless progression into the undergraduate elementary education program for teacher candidates at that community college. The program has attracted other area students; over 20 students are enrolled for the fall semester classes in the program, which has transitioned to primarily online coursework. Online master's and specialist's degree offerings in elementary education initiated during the past year have increased visibility beyond the region as well.

- Establish a presence in locations beyond the Delta region via distance classes, online, and off-campus sites [SP Goal(s) 2; QEP Goal(s) 1, 2, 4] **Outcome(s):** This goal was addressed in the previous response related to a strategic advertising campaign. The COE was successful in accomplishing the goal.
- Improve student advising services through faculty professional development [SP Goal(s) 2, 3; QEP Goal(s) 1, 4] **Outcome(s):** A focus of professional development related to advisement has been the training of new and adjunct faculty. An orientation is provided annually for new faculty and each semester, including summer, for adjuncts. The training for adjuncts is now conducted electronically to reach all faculty members, as many were not able to attend campus-based training sessions, resulting in uneven training opportunities. Additionally, training has been provided on the advisement of students who are on suspension or academic probation. Counseling for these students has been enhanced, with a requirement that an improvement plan be developed with each student with either of these statuses. This improvement plan is filed in the Dean's office, and conferences are held with students at the advisor, chair, and dean levels. Future consideration should be given a tracking system to determine how many students who are placed on probation or suspension persist to graduate. In addition to individualized advisement, programs are required to conduct regular orientation/information sessions for students.
- Work with Retention Office to develop a tracking system for retention [SP Goal(s) 1, 2; QEP Goal(s) 1, 4] **Outcome(s):** This goal was only partially met. A limited pilot effort was made in CUR 300, Introduction to Education. The Division of Teacher Education set a goal of Improving, by five percent, the percentage of candidates in CUR 300 who complete the course with a grade of "C" or better. The Division worked with the Office of Retention to identify candidates, prior to mid-term, who were in danger of dropping the class, cutting out, or making a grade of "D" or "F" and, with the student, developing an intervention plan. Data indicate a 6% increase in candidates completing CUR 300 with a "C" or better when comparing fall 2007 and fall 2008 percentages. Trend data will be followed and the College of Education Administrative Council (CEAC) will consider if a similar approach would be beneficial in other classes. Retention efforts will be a fall 2009 retreat agenda item for CEAC as well.
- Increase faculty scholarly productivity (publications and presentations) by 10% through collaboration, support, and professional development [SP Goal(s) 4, 5] **Outcome(s):** Overall, this goal was met and exceeded during the past year, with a 17% increase in the number of scholarly presentations and publications (combined). The number of presentations in the COE has increased 230% from five years ago; the number of publications has increased 47%. While the number of presentations rose significantly over the past reporting period, the number of publications decreased. This could be due to

the number of broad and time-consuming initiatives taking place during this period and will be addressed through goal-setting for the coming year.

- Establish baseline for assessing growth of distance classes (videoconferencing, online, hybrid) [SP Goal(s)2] **Outcome(s):** Robert Strawbridge, Director of Distance Education, worked with the Office of Institutional Research and Planning to establish baseline data during this reporting period. This baseline now exists, with data for 2002 – 2009. Chairs will utilize the data to assess growth of online courses and programs each semester and annually.
- Improve the physical plants housing the College of Education (Ewing Hall, Wyatt Gym) [SP Goal(s) 4, 5; QEP Goal(s) 1] **Outcome(s):** Initial work is underway to repair the Dean’s Conference Room and the Faculty Commons in Ewing, transforming them into technology-equipped meeting rooms for faculty and school practitioners/community partners. Existing Foundation funds provided by the Nissan Corporation in recent years are being utilized for the updates. As the result of a Blue Cross & Blue Shield of Mississippi Foundation grant, two classrooms in Wyatt Gymnasium have undergone the initial renovation phase to provide a Health and Wellness Center comprising a nutrition counseling office and exercise physiology lab. Additionally, the Wyatt Gym lobby was updated with new furniture and two flat-screen televisions/monitors.
- Strengthen existing and build new partnerships through outreach efforts and joint endeavors [SP Goal(s) 5; QEP Goal(s) 2] **Outcome(s):** Partnerships identified through expanded programs include the following: Tishomingo Master’s Cohort in Elementary Education; DeSoto County partnership for Specialist’s in Educational Leadership and Ed.D.; and Delta Hinds Partnership – B. S. in Elementary Education. In addition, a partnership was formed with the Blue Cross & Blue Shield of Mississippi Foundation to initiate a Healthy Campus Initiative with coordination through the COE. This partnership will pervade the campus and surrounding community, including P-12 schools. The Delta Connection was continued in Teacher Education, allowing teacher candidates at Blue Mountain College and Delta State University to engage in reciprocal experiences that promote diversity. The first annual COE Outstanding Alumni program was established during fall 2009 to honor outstanding alumni of the COE and promote partnerships among this group. Six individuals were recognized during this inception year. The Division of Health, Physical Education, and Recreation continued a partnership with the Cleveland public schools to build and implement a physical education program throughout the district.
- Continue curriculum and program review/refinement in all programs [SP Goal(s) 1; QEP Goal(s) 1 – 4] **Outcome(s):** All programs are currently accredited; teacher preparation programs have gone through an extensive redesign; the Athletic Training Education Program has undergone extensive review and revision; a request has been made to propose a new

degree – the Master of Science in Human Performance; and the elementary education master’s and specialist’s program is now offered in an entirely online format. Other programs are under review and continually refine/update their curricula.

Projected Goals 2009 – 2010

Explanation of Reduction in Goals: In previous years, goals have been numerous and often redundant. Therefore, goals have been streamlined. Many activities associated with former goals have been institutionalized or subsumed.

- Clarify vision for practices that constitute effective teaching in the College of Education and establish measures of same
Evaluation: Review of vision statement and associated measures [SP 3; QEP 1, 4]
- Increase funding through grants and contributions by a minimum of 2%
Evaluation: Documentation of funding awards and contributions [SP 4, 5]
- Increase overall enrollment in the College of Education by a minimum of 2% (through expanded programs and innovative program/course offerings, as well as vigorous recruiting practices) [SP 1, 2; QEP 1, 2, 3, 4]
Evaluation: Review of enrollment reports from Institutional Research and Planning
- Increase overall credit hour production in the College of Education by a minimum of 2% (through expanded programs/ and innovative program/course offerings, as well as vigorous recruiting practices) [SP 1, 2; QEP 1, 2, 3, 4]
Evaluation: Review of enrollment reports from Institutional Research and Planning
- Increase annual number of graduates for the College of Education by 2% (through attention to advisement/retention efforts) [SP 1, 2; QEP 1, 2, 3, 4]
Evaluation: Review of graduation numbers reported by Institutional Research and Planning)
- Increase scholarly publications by College of Education faculty by 15% (through faculty development efforts) [SP 3,5; QEP 1,3,4]
Evaluation: Review of summary of faculty activity scholarship reports
- Implement strategies identified for the Redesign of Teacher Preparation Programs [SP 1,2,3; QEP 1, 2, 3, 4]

Evaluation: Analysis of results of external review of program proposal and State Process and Performance Review Report

- Improve physical plant (i.e., new carpet in Ewing; complete renovations to Ewing Conference Room and Faculty Commons; install fitness trail for intramural field; completion of Health and Wellness Center [SP 4, 5])

Evaluation: Inspection of identified improvements

- Meet accreditation guidelines for National Association for the Education of Young Children (NAEYC) for Child Development Center [SP 1]

Evaluation: External assessment of Center programs by evaluators