

#### Unit Missions

##### CCED Mission Statement

###### **Mission statement**

The mission of the Center for Community and Economic Development is *Building and Empowering Relationships that Strengthen Communities* through teaching, outreach, research programs, project management, and support services that utilize, expand, and deepen the human resource base primarily in, but not limited to, the Yazoo-Mississippi Delta. Primary personnel resources are faculty associates, Delta State and external academic faculty and staff, successful practitioners, external experts, and organizations capable of contributing to the achievement of the Center's mission.

###### **Related Items**

There are no related items.

---

##### GCS Mission Statement

###### **Mission statement**

The mission of Graduate Studies is to promote and support excellence in graduate education for students, faculty, departments/divisions, and the university. Through Continuing Education it is also to provide the Delta's link to lifelong learning.

###### **Related Items**

There are no related items.

## User Outcomes

### CCED 01: UO America Reads Mississippi(1)

**Start:** 7/1/2012

**End:** 6/30/2013

#### **User Outcome**

Participants should be dedicated to and help students improve their reading skills.

Upon completion, participants should be knowledgeable in tutoring students, recruiting volunteers, implementing local community service projects, and engaging students in service learning citizenship projects.

#### **Data Collection (Evidence)**

Member, staff, and site supervisor evaluations are distributed at the beginning and end of the program year to determine effectiveness.

School administration surveys are distributed at the end of the program year to measure partnership satisfaction.

#### **Results of Evaluation**

#### **Use of Results and Recommendations**

#### **Related Items**

There are no related items.

---

### CCED 02: UO – AmeriCorps\*VISTA(1)

**Start:** 7/1/2012

**End:** 6/30/2013

#### **User Outcome**

Participants will know how to identify community needs, assist in developing projects and systems to solve community problems, establish goals and objectives to solve community problems, identify resources to support projects, and recruit volunteers to assist with projects.

#### **Data Collection (Evidence)**

Participant self-evaluations.

Site supervisor evaluations of participants.

Quarterly progress reports.

Evaluation results are submitted quarterly and the data are compiled bi-annually by the VISTA staff.

#### **Results of Evaluation**

#### **Use of Results and Recommendations**

#### **Related Items**

There are no related items.

---

### CCED 03: UO – AmeriCorps\*VISTA(2)

**Start:** 7/1/2012

**End:** 6/30/2013

#### **User Outcome**

Participants will value the opportunity of being in a national service program, and the service opportunity will improve their professional skills.

#### **Data Collection (Evidence)**

Annual focus groups.

Participant self-evaluations.

Feedback post completion of service.

#### **Results of Evaluation**

#### **Use of Results and Recommendations**

**Related Items**

There are no related items.

---

**CCED 04: UO – AmeriCorps\*VISTA(3)**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

Participants will coordinate workshops/events/activities in low-income communities that will educate and connect economically disadvantaged individuals to resources that will assist them in moving out of poverty.

**Data Collection (Evidence)**

A partnership has been established with the University of Mississippi and the University of Michigan to conduct the first phase of evaluation to determine the impact of the services provided by the program participants to economically disadvantaged individuals in communities.

**Results of Evaluation****Use of Results and Recommendations****Related Items**

There are no related items.

---

**CCED 05: UO College Savings Account(1)**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

From participating in this program, students should learn the value of coins/currency, how to count money, how to save, ways to spend money, and the purpose of a bank.

**Data Collection (Evidence)**

Pre and post-tests for students/parents.

Surveys of parents.

Quarterly/semi-annual reports.

**Results of Evaluation****Use of Results and Recommendations****Related Items**

There are no related items.

---

**CCED 06: UO College Savings Account(2)**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

From participating in this program, parents/caregivers should learn the importance of savings, time value of money, purpose/value of college savings accounts.

They should also know how to continue financial education in their homes.

**Data Collection (Evidence)**

Administration of financial literacy tests before and after program participation; compare results.

Survey after training sessions; aggregate data.

Quarterly reports from service locations.

Semi-annual reports to funder.

Study the progress of initiative as well as savings levels of participants.

### Results of Evaluation

### Use of Results and Recommendations

### Related Items

There are no related items.

---

#### CCED 07: UO College Savings Account(3)

**Start:** 7/1/2012

**End:** 6/30/2013

### User Outcome

Participants should open savings accounts and begin to save money for children's college educational endeavors.

### Data Collection (Evidence)

Monitoring the accounts – opening, closing, contributions, etc.

### Results of Evaluation

### Use of Results and Recommendations

### Related Items

There are no related items.

---

#### CCED 08: UO Developing Personal Wealth(1)

**Start:** 7/1/2012

**End:** 6/30/2013

### User Outcome

Participants should know how to keep track of their money, properly use credit cards, understand loans, realize the purpose of savings, be able to choose and keep a checking account, understand the importance of credit history, and be aware of the benefits and challenges of homeownership.

### Data Collection (Evidence)

Program participation records.

Participant questionnaires administered at the beginning and end of the program.

### Results of Evaluation

### Use of Results and Recommendations

### Related Items

There are no related items.

---

#### CCED 09: UO Developing Personal Wealth(2)

**Start:** 7/1/2012

**End:** 6/30/2013

### User Outcome

Participants will learn how to develop business plans, financial statements, complete homebuyer education training on how to manage and maintain a home, how to read a credit report, and complete a mortgage application and what to know when working with a lender.

### Data Collection (Evidence)

Program participation records.

### Results of Evaluation

### Use of Results and Recommendations

### Related Items

There are no related items.

---

#### CCED 10: UO Breast Education Program(1)

**Start:** 7/1/2012

**End:** 6/30/2013

### User Outcome

From participating in this program, low-income, at-risk females will report being able to make better lifestyle choices, conduct breast self-exams, and go for their annual mammograms.

### Data Collection (Evidence)

Sign-in sheets from workshops.

Pre-assessments.

Post-assessments.

Follow-up phone calls and reminder letters

Guest Speaker Evaluation Forms

**Results of Evaluation**

**Use of Results and Recommendations**

**Related Items**

There are no related items.

---

 **CCED 11: UO Breast Education Program(2)**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

The BEEP program has trained several outreach workers. They will educate women about breast health, provide information about cancer risks, identify screening facilities in the community, provide transportation to screening locations, and teach women how to do breast self-exams.

**Data Collection (Evidence)**

Training courses in breast health are conducted by "My Brother's Keeper."

Pre-assessments.

Post-assessments.

"Teach back" exams.

Certification of instructors.

**Results of Evaluation**

**Use of Results and Recommendations**

**Related Items**

There are no related items.

---

 **CCED 12: UO Cardiovascular Health-SMART(1)**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

Low-income individuals who are at high risk and uninsured/underinsured will become more aware, educated, and screened on cardiovascular disease.

**Data Collection (Evidence)**

Sign-in sheets from workshops.

Pre-assessments.

Post-assessments.

Follow-up phone calls.

**Results of Evaluation**

## Use of Results and Recommendations

### Related Items

There are no related items.

---

### CCED 13: UO Cardiovascular Health-SMART(2)

**Start:** 7/1/2012

**End:** 6/30/2013

#### User Outcome

Participants became more aware of cardiovascular disease and risk factors, more knowledgeable and skilled in preventive methods and self-management, and the most active and engaged participants saw improved health status.

Women learned how to make the right choices for their hearts, such as changing their eating habits, getting regular exercise and managing their cholesterol level and blood pressure.

#### Data Collection (Evidence)

A cardiovascular disease prevention for African Americans community health education instructor course was conducted by "My Brother's Keeper."

Pre-assessments.

Post-assessments.

Surveys

"Teach back" exams.

Certification to be instructors.

#### Results of Evaluation

#### Use of Results and Recommendations

#### Related Items

There are no related items.

---

### CCED 14: UO BE AWARE(1)

**Start:** 7/1/2012

**End:** 6/30/2013

#### User Outcome

Women will become more educated about their breast health and become advocates for other women through the African American Community.

Participants will identify the mammogram barriers for this population (African American Women). This information will be used to educate women about the barriers and the importance of early detection.

#### Data Collection (Evidence)

Focus group session questions and responses

Sign in sheets

Pre- Test

Post – Test

#### Results of Evaluation

#### Use of Results and Recommendations

#### Related Items

There are no related items.

---

**CCED 15: UO School-Based Asthma Management Program(1)**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

School nurses in designated service areas will provide case management services for students with asthma in their school districts with consultant support from SAM ARN (Asthma Resource Nurse).

Proactive health teams consisting of students, parents, health professionals, elected officials and community organizers will function as asthma champions and carry the message of disease management and care back to the communities they serve.

**Data Collection (Evidence)**

School Nurse Needs Assessment

Faculty Evaluations (Certified Asthma Educator Course)

Pre and Post Test Asthma Academy

**Results of Evaluation**

**Use of Results and Recommendations**

**Related Items**

There are no related items.

---

**CCED 16: UO Institute for Community Based Research(1)**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

Students will engage in applied research and communicate results in an appropriate and effective manner, orally and in writing, to multiple audiences.

**Data Collection (Evidence)**

Course-based research projects.

Evaluation services for CCED related programming.

**Results of Evaluation**

**Use of Results and Recommendations**

**Related Items**

There are no related items.

---

**CCED 17: UO Institute for Community Based Research(2)**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

Partnerships will be developed with community-based organizations, and research and evaluation projects will be carried out in collaboration with faculty, staff and students to inform their development work.

**Data Collection (Evidence)**

Number and diversity of organizational partners.

Number and substance of projects.

Reports, presentations, and other outcomes from projects.

**Results of Evaluation**

**Use of Results and Recommendations**

**Related Items**

There are no related items.

---

**CCED 18: UO Delta Evaluation and Support Institute(1)**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

Partnerships are used to provide evaluation and support services by credentialed and experienced individuals for the betterment and sustainability of CCED related projects.

**Data Collection (Evidence)**

Number of partners.

Number of evaluation and support services provided.

**Results of Evaluation**

**Use of Results and Recommendations**

**Related Items**

There are no related items.



## Unit Goals

### CCED 2013\_01 : data standards/integrity

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

Increase accountability and integrity of programmatic fiscal and evaluation records and reports through compliance with DSU and individual funder policy.

#### Evaluation Procedures

Number of reports submitted on time, training provided to all staff and faculty associates fiscally responsible for grant related programming, contracting through DESI to provide high quality evaluation services.

#### Actual Results of Evaluation

The Center does not have any designated staff for support of the various grants or for maintaining records at the center. The various grant staff have attempted to maintain reporting schedules; however, of the five grants, one grant returned funds to the funder, one grant has had no action, one grant was audited because of difficulties with the turnover in DSU staff in the Finance and Admin office; one grant has no funds left but is in limbo because a fiscal agent other than DSU has yet to be identified; one grant appears to be correct.

#### Use of Evaluation Results

To identify the extent of problems, a part-time director was hired by the VPAA with the express directive to analyze the problems and develop a plan for getting the center back on track. That director worked from March 2013 to July 2013. Her report is not yet complete.

#### Related Items

  SP4.Ind08: Campus Efficiencies

  SP4.Ind10: Data Integrity

---

### CCED 2013\_02: Reinvent the CCED with University support

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

The CCED has had several part-time leaders in the past several years. The grant programs are still effective, but the overall operation of the CCED as an outreach arm for the University needs leadership and guidance to bring it back to its former strength. A needs analysis was provided with the contracting of a former business operations manager to review strategies, structures, systems, skills and culture of the CCED and present findings.

#### Evaluation Procedures

Vickie Jackson, appointed interim director for the purpose of evaluating the current situation at the CCED, met with all program leaders and supervised operations for 4 months (March - June, 2013). Her observations are recorded in the Actual Results and Use of Results sections.

#### Actual Results of Evaluation

Challenges:

1. Lack of Economic Development plan / presence: A couple of programs were related to finance (savings plans), but were not implemented effectively or positioned for sustainability. It does not appear that the right resources were on board to execute the programs effectively. I did not see where the CCED was a part of facilitating or stimulating economic development in the community. Lack of strategic partnerships or presence with local entities (or those who came to the community for studies, presentations, etc.) with economic development responsibilities.
2. Lack of solid consistent leadership. Lack of needed support for existing leaders.
3. Existence of low-performing programs that were positioned to damage Center reputation further. Grants were on-boarded without proper support.
4. Funders did not view DSU leadership as supporting the efforts / programs of the Center.
5. Lack of funding. University funding stopped 3 years prior to my assessment. No new grants.
6. Demotivated staff. Existing staff did not have a sense of stability for themselves or the Center's future. Ironically, this did not result in more concentrated efforts. While employee capability was moderately high, employee commitment was low.
7. Lack of operational / administrative resources.
8. Unexploited opportunities. Center as a whole was not operating in a fashion that would allow them to take advantage of "low hanging fruit" – achieving additional success with minimal additional effort.

9. Limited technical capabilities. Did not use technology to work more effectively (shared files, printers, presentations, brochures, other media, etc.). No wireless capabilities. Did not present itself as a model for economic development.
10. Existing strategy was not realistic for the current condition of the Center. The plan appeared to be well thought out and reasonable for a semi-thriving entity.

Positives:

1. Knowledgeable Program Leaders: The program directors for the "main" CCED programs were highly knowledgeable about their areas of service.
2. Real Estate: Although the building is not on the main campus, it is large enough to house multiple programs.
3. The overall challenge of the Center is an opportunity to restart with fresh ideas and outlook. It is an opportunity to learn from the past, renew commitments, and outline a better future. This must start NOW. Stop the slide or it will be difficult to garner trust and support.
4. Commitment to outreach mission. Leaders and some support staff showed a true interest in their service area and providing assistance to the community.

**Use of Evaluation Results**

Recommendations:

1. Rebrand: The CCED needs a fresh, new start in order to position itself as the University's arm for outreach. This rebranding should include a name change. This is an opportunity to outline a plan of SMART goals with the University leaders as part of the rebranding effort.
2. Culture Change: The CCED's environment was not conducive for the pursuit of excellence in operations. First thing needed: accountability. Secondly, strategic plans should be in place for all programs (not just operational plans).
  1. Implement professional development plans for all CCED resources.
  2. Ensure each resource understands their role in the future growth of the Center. Develop performance plans with specific objectives with incentives and consequences. Communicate frequently to employees where they stand.
3. Improve Communications: Work done by CCED resources was often not communicated to the University, community or community leaders.
  1. Improve communications and marketing materials used to support efforts.
  2. Improve efforts with DSU communications & marketing department to ensure press release and other communication efforts are more effective.
  3. Improve general connection with the community.
  4. Ensure that the work of the Center is communicated effectively in the area. Not just by the distribution of print/electronic media, but by involving different University and community groups in the efforts. Communicate activities and the results.
  5. Require program directors to present at relevant symposiums / meetings.
4. Clean up. Work environment was not clean and organized. Old materials, broken equipment, furniture cluttered the office.
5. Improve capacity building efforts.
  1. Improve partnership with resources responsible for grant writing. The Center needs to have a strategy to add programming and resources to support additional programming.
  2. Establish partnerships across the service area.
  3. Establish partnerships with local business to be able to offer support. Establish and build corporate partnerships to help support and sustain service efforts (Walgreen's)
6. Install a committed leader. If economic development will be a solid arm of the Center's service – you need a person with business experience (not just academic experience). You need a person who can lead a total effort while engaging and utilizing the strengths of each academic unit / dept.
7. Adjust the Center's strategy to build momentum and achieve smaller goals that will allow for growth on a more stable platform.

**Related Items**

There are no related items.

 **GCS 2013\_01: Balanced Budget for GA's**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Review the budget for rationale and balance the budget for GA's. Up to now, the GA budget has been overdrawn every year and the overage has come from the university funds.

**Evaluation Procedures**

A rationale will be developed. A balanced budget will be created for 2013-14.

**Actual Results of Evaluation**


The budget for GA's was increased from \$474,000 to \$524,000. a rationale for disbursement was developed and shared with deans and vice-presidents. With tuition increasing slightly, the average disbursement per student increased by \$200/semester.

**Use of Evaluation Results**

All units appear to be adjusting to changes in distribution levels. Some units received more; some received less based on enrollment and/or other identified needs.

The goal will be altered for next year to include creating a better system of tracking GA positions and applications.

**Related Items**

 **SP2.Ind06: Graduate Assistantships**

 **SP4.Ind08: Campus Efficiencies**

 **GCS 2013\_02: Application and Placement Plan for GA's**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Develop an application process and placement plan for GA's.

**Evaluation Procedures**

Application guidelines for university-wide use will be developed, along with placement guidelines. Currently, the GA process is cumbersome, not well-articulated, and provides opportunities for favoritism in selection of GA's to positions.

**Actual Results of Evaluation**

Some progress has been made. GA positions are being shared with Career Services to help advertise openings across campus. The application form has been improved to reflect requirements for the GA positions and to clarify contract obligations.

**Use of Evaluation Results**

Student requests for positions will be monitored closely this next year, and successful applicants will be tracked in their positions to ensure consistency in application of rules.

**Related Items**

 **SP2.Ind06: Graduate Assistantships**

 **GCS 2013\_03: Expand off-site recreational offerings**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Expand profitable off-campus activities, particularly in cheer and gymnastics, which are much in demand.

**Evaluation Procedures**

Numbers of students in activities; balance sheet of income and expenses.

**Actual Results of Evaluation**

Enrollment in non-credit off-campus offerings has increased significantly

**Non Credit Courses**


	2010/2011	2011/2012	2012/2013
Number of courses	42	42	85
Enrollment	n/a	n/a	2456


**Use of Evaluation Results**

we will continue to expand to capacity in gymnastics and cheer. we will look for additional revenue-producing uses for the recreational facility currently used part time for the gymnastics and cheer activities

**Related Items**


 **SP5.Ind02: Continuing Education**

 **SP5: Improve the quality of life for all constituents**


 **SP5.Ind03: Campus facilities and space for use by external constituents**

 **SP5: Improve the quality of life for all constituents**

 **SP5.Ind06: Community Outreach**

 **SP5: Improve the quality of life for all constituents**

 SP5.Ind07: Economic Development

 SP5: Improve the quality of life for all constituents

 SP5.Ind08: Area Priorities (Delta, IHL, or state)

 SP5: Improve the quality of life for all constituents

---

 **GCS 2013\_04: Automate Graduate School application process**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Automate the Grad application process. Currently, all of the process is manual, with many time-consuming steps that create a lengthy wait for students.

**Evaluation Procedures**

Efficiencies are identified that will speed process. Workflow plan will be developed for use in 2013-14.

**Actual Results of Evaluation**

Workflow plan is designed. Will implement by Spring 2014. some efficiencies: Grad studies has increased security with applications, with password protected transmission of files. Coordinator

closely tracked the application process and regularly communicated with coordinators re: files' status.

**Use of Evaluation Results**

Some issues have been identified that indicate unique situations that may continue to need to be handled one-on-one.

**Related Items**

 SP2.Ind06: Graduate Assistantships

 SP4.Ind08: Campus Efficiencies

---

 **GCS 2013\_05: Increase grad school enrollment**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**


Continue to increase grad school enrollment. Currently, every year shows a small increase in grad students but a decrease in undergraduates needs to be mitigated by a larger increase in grad school enrollments. Develop stronger pool of international grad students.

**Evaluation Procedures**

Track enrollment numbers; evaluate by demographics

**Actual Results of Evaluation**

Graduate school enrollment increased this past year. See attached [document](#) for official figures.

 Fall 2012 Enrollment

**Use of Evaluation Results**

graduate students (not counting TFA cohort) were up from Fall 2011 count of 847 to Fall 2012 count of 866, an increase of 19 (2%). We will continue efforts to increase enrollment, particularly in new programs (DNP, MALS, MAS-GIT) and online programs.

**Related Items**

 SP2.Ind01: Enrollment

---

 **GCS 2013\_06: Staff development plan**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Develop staff professional development plan

**Evaluation Procedures**

Each staff member will have specific professional development goals to reach, set in Spring evaluation, to be accomplished in next fiscal year.


**Actual Results of Evaluation**


Employees who have been in the office for more than a year were asked to schedule at least one training activity and one presentation at state, regional, or national level. Both employees agreed. Two new employees will be assessed in 2013-14 year to determine training needs.

**Use of Evaluation Results**

Goals are written into the staff evaluation form and will be assessed again at end of 2013-14. This unit goal will roll over as in progress.

**Related Items**

 **SP3.Ind09: Professional development**

 **SP3.Ind10: Personnel Training -- HR and other**

**SWOT analyses**



**CCED SWOT**

**Start:** 7/1/2012

**End:** 6/30/2013

**Strengths**

**STRENGTHS:**

**BEEP Program:**

1. Positive community recognition and a strong presence in the community
2. Program cost advantages for low income women
3. Well established partnerships
4. Program series are being implemented in high need areas. The program travels to the areas.
5. The program has a strong infrastructure with the hospitals, clinics and the local health care providers and educators
6. Provides community health training sessions in collaboration with My Brother's Keeper
7. Knowledgeable and Skilled Workforce
8. Financial Resources
9. The cause that the program is promoting awareness (breast cancer)
10. Leadership Stability
11. Outstanding Navigation System for Clients
12. Lack of Dominant competition – the program is one of two programs that offer breast health services in the Mississippi Delta Communities free or at a low cost to the clients.
13. Warm and Welcoming environment for the low income medically underserved women; the program has a strong ethic of openness, commitment and increases the clients' confidence.
14. Strong relationships with the DSU School of Nursing, Susan G. Komen, University of Alabama, and Delta Health Alliance, Walgreens and Baxter
15. Diversity Training Skills of the staff
16. The commitment and compassion of the staff and the members to work long hours, travel throughout the MS Delta.
17. Signature BEEP program events hosted yearly.
18. Relationship with the Media.
19. The number of women the program has successfully screened.
20. The overall outreach of the program; clients call to be screened, businesses call to donate.
21. Location of the CCED building.

**AMERICA READS Program:**

1. Strong partnerships with school districts, state agencies, local community businesses and community residents.
2. Member trainings conducted by DSU College of Education, Division of Nursing and Health, Physical Education and Recreation Department.
3. Program recognition / participation by State Senators Derrick Simmons and Willie Simmons and U.S. Congressman Bennie G. Thompson.
4. Staff well trained in specific areas – project / fiscal program management, member training / development and serves on local boards with community agencies
5. Successful projects conducted outside and within the ARM program generating volunteer involvement and benefitting community residents
6. Program impact specifies students improved reading gains, partner satisfaction with member performance and members pursuing degrees using the educational award.

**School-based Asthma Program:**

**Inputs:**

1. CDC
2. MSDH
3. Local Hospital Systems
4. American Lung Association
5. Asthma Coalitions of MS
6. K-12 Schools
7. Community-based organizations
8. NAEP Guidelines for Diagnosis and Management of Asthma

**ACTIVITIES:**

1. Advocacy for asthma legislation
2. Ability to seek additional asthma funding
3. Collaboration with stakeholders
4. Promotion of healthy school and worksites
5. Increase asthma awareness
6. Participation in asthma surveillance system
7. Support of asthma research

**OUTPUTS:**

1. Facilitation of Asthma policies and legislation
2. Funding for ancillary programs (Asthma Camp and Bear to be Fit)
3. Relationships and communication between asthma program and stakeholders
4. Community engagement campaign
5. Frequency and number of asthma training and educational sessions and activities
6. Availability of asthma resources available to stakeholders and the general public
7. Access to asthma databases and asthma surveillance reports

**CCED Leadership:**

1. Research and Evaluation
2. Grant Writing / Reviewing
3. Good with Numbers
4. Tolerant / Even-tempered
5. Facilitated use of students for evaluation and research
6. Leadership skills
7. Determination and perseverance

**Weaknesses**

**WEAKNESSES:**

**BEEP Program:**

1. No Program Assistant or Support Staff
2. The Term of Service for the AmeriCorps Members
3. Rising Medical Healthcare cost, especially additional screenings
4. Lack of long term financial resources
5. Lack of formal budgetary skills for the program coordinator
6. Program Coordinator works part-time
7. Program's organization of sign-in sheets and other program items
8. Program needs space to file items; office space is over-crowded.
9. Missed deadlines for reports.

**America Reads Program:**

1. Program / funding restrictions not compatible regarding ARM's operation with all parties.
2. Program policy and procedures restrict ARM staff concerning member training and development
3. Local areas have been saturated by the large number of AmeriCorps programs and resources and/or member recruitment has been affected.
4. Continuous struggle with school sites regarding proper duties of ARM members and restricted / prohibited activities.
5. Lack of diversity with Corps members. The Corps consists of African American women with children. It's difficult to recruit Caucasian men and women into the program.
6. Disconnect with various DSU departments / employees regarding mission, operations and program structure at CCED.

**School-based Asthma Program:**

1. Lack of diversified funding
2. Need additional funding for ancillary programs
3. Extensive geographical service area
4. Small staff size
5. Lack of expertise in grant writing for major grant funding programs
6. Dependence on AmeriCorps members to build program capacity

**CCED Leadership:**

1. Research and evaluation
2. Grant writing
3. Keeping up with program & accounting processes
4. Tolerant / Even tempered
5. Too high of expectations for students
6. Leadership skills
7. Determination and Perseverance
8. Appropriately tapping all the resources of the CCED and networking appropriately to further the needs of the CCED and other responsibilities.

**Opportunities**

included in the CCED 2013\_02 Goal

**Threats**

Included in the CCED 2013\_02 goal

**Related Items**

There are no related items.





## Section IV.a

### Brief Description

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

## Section IV.b

### Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

#### Continuing Education Data for the 2012-13 Academic Year:

##### Travel Based Courses-

--Coordinate logistics for International travel based courses. Courses, under the discipline of Art, included an abroad travel based trip in Turkey. Information has already been gathered for the 2013/2014 year, which will include a Fashion Study Tour to Paris.

--Coordinate logistics for 4 domestic travel based courses to South Carolina, New York, Arkansas, Colorado & Houston, TX. The travel based trips included the disciplines of Art, Family and Consumer Sciences Fashion Design, and PER. Each travel based trip included community members for non-credit and teachers receiving CEU credits.

##### Intersession-

All Intersession courses, both Winter and Spring, are coordinated through Graduate & Continuing Studies. This is the program's ninth year in existence.

##### Non-credit programs-

CE offers adult non credit programming that includes, but is not limited to Pinterest Holiday Inspired Creations, Cooking with Cam, Zumba Fitness, Grant Writing 101, Introduction to Computers for Senior Adults, Health Related programs such as Heartsaver CPR/Heartsaver First Aid/Basic Life Support of Medical Professionals/Advanced Cardiac Life Support for Medical Professionals, Food Safety for School Workers, and ServSafe. Programming for children includes, but is not limited to, Kid's College Summer Program, Gymnastics, Delta Allstars Cheerleading, Swimming Lessons, Lifeguard Certification, Lil Bakers, and Youth Elite Soccer. The Gymnastics program, developed in 2011-2012, has been very successful. It is now enrolling over 140 students per semester. A similar new program, Delta AllStars Cheerleading (Recreational and Cheer Prep), has also been very successful with 80-plus students involved throughout the year.

##### Partnerships-

Continuing Education worked with the College of Business to begin a Corporate Scholarship Program with Baxter Healthcare to offer core course for the management degree and a management certificate program. G&CS offers many [Continuing Education Unit](#) opportunities, including continuing to partner with Career Step Medical Coding and Billing Certificate Program, which offers applicants the opportunity to train for a new career in the privacy of their home; Virtual Education Software Incorporated, which offer completely online CEU credits for educators; and Gatlin Education/Ed2Go, which resulted in many new options for certificate programs ranging from Project Management to Pharmacy Technician. Continuing Education also partners with the MS Law Enforcement Training Academy in Pearl, MS to offer officer cadets an opportunity to earn college credits in Criminal Justice while attending an intensive 12-week Officers Training, where officer cadets earn college credits in Criminal Justice while attending an intensive 12 week Officers Training Academy.

### Sources

-  [2012 2013 ConEd Annual Report Information CEU's](#)
-  [2012 2013 ConEd Annual Report Information for credit](#)
-  [2012 2013 ConEd Annual Report Information non credit](#)

## Section IV.c

### Diversity Compliance Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section IV.d

### Economic Development Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section IV.e

### Grants, Contracts, Partnerships, Other Accomplishments

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section IV.f

### Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

## Section IV.g

### Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

## Section IV.h

### Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative



## Section V.a

### Faculty (Accomplishments)

Noteworthy activities and accomplishments

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

## Section V.b

### Staff (Accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section V.c

### Administrators (accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

**Section V.d**

**Position(s) requested/replaced with justification**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

## Section V.e

### Recommended Change(s) of Status

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section VI.a

### Changes Made in the Past Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section VI .b

### Recommended Changes for the Coming Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

**DELTA STATE UNIVERSITY**  
**PRELIMINARY ENROLLMENT REPORT FALL 2012**

Listed below are the preliminary enrollment figures for the Fall 2012 semester, as of Tuesday September 5, 2012, 4:30 pm. Enrollment is compared to the corresponding date of the Fall 2011 registration process.

	Fall 2011 <sup>1</sup>		Fall 2012 <sup>2</sup>		1-year change	
	#	%	#	%	#	%
<b>On-Campus</b>						
Undergraduates	2,672	60.92%	2,546	56.41%	-126	-4.72%
<b>Graduates</b>	<b>1,714</b>	<b>39.08%</b>	<b>1,967</b>	<b>43.59%</b>	<b>253</b>	<b>14.76%</b>
First-time Freshmen	333	7.59%	384	8.51%	51	15.32%
First-time Transfers	488	11.13%	418	9.26%	-70	-14.34%
<b>First-Time Graduates Fall*</b>	<b>208</b>	<b>4.74%</b>	<b>304</b>	<b>6.74%</b>	<b>96</b>	<b>46.15%</b>
<b>First-Time Graduates Summer Terms I &amp; II</b>	<b>141</b>	<b>3.21%</b>	<b>209</b>	<b>4.63%</b>	<b>68</b>	<b>48.23%</b>
White	2,595	59.17%	2,642	58.54%	47	1.81%
Black	1,539	35.09%	1,546	34.26%	7	0.45%
Other	211	4.81%	289	6.40%	78	36.97%
Missing	41	0.93%	36	0.80%	-5	-12.20%
Male	1,510	34.43%	1,567	34.72%	57	3.77%
Female	2,853	65.05%	2,941	65.17%	88	3.08%
Missing	23	0.52%	5	0.11%	-18	-78.26%
MS Residents	3,119	71.11%	2,920	64.70%	-199	-6.38%
Non-Residents	1,256	28.64%	408	9.04%	-848	-67.52%
Missing	11	0.25%	44	0.97%	33	300.00%
Teach for America	896	20.43%	1,141	25.28%	245	27.34%
<b>Total On-Campus</b>	<b>4,386</b>	<b>100.00%</b>	<b>4,513</b>	<b>100.00%</b>	<b>127</b>	<b>2.90%</b>
<b>Unduplicated<sup>3</sup> Off-Campus</b>						
First-time Freshmen	1	0.42%	0	0.00%	-1	-100.00%
First-time Transfers	28	11.76%	16	6.40%	-12	-42.86%
<b>First-Time Graduates Fall</b>	<b>13</b>	<b>5.46%</b>	<b>19</b>	<b>7.60%</b>	<b>6</b>	<b>46.15%</b>
Undergraduates	209	87.82%	210	84.00%	1	0.48%
<b>Graduates</b>	<b>29</b>	<b>12.18%</b>	<b>40</b>	<b>16.00%</b>	<b>11</b>	<b>37.93%</b>
White	183	76.89%	228	91.20%	45	24.59%
Black	51	21.43%	18	7.20%	-33	-64.71%
Other	4	1.68%	4	1.60%	0	0.00%
Missing	0	0.00%	0	0.00%	0	NA
Male	63	26.47%	105	42.00%	42	66.67%
Female	175	73.53%	144	57.60%	-31	-17.71%
Missing	0	0.00%	1	0.40%	1	NA
MS Residents	226	94.96%	235	94.00%	9	3.98%
Non-Residents	12	5.04%	14	5.60%	2	16.67%
Missing	0	0.00%	1	0.40%	1	NA
<b>Total Unduplicated Off-Campus</b>	<b>238</b>	<b>100.00%</b>	<b>250</b>	<b>100.00%</b>	<b>12</b>	<b>5.04%</b>
<b>TOTAL ENROLLMENT</b>	<b>4,624</b>		<b>4,763</b>		<b>139</b>	<b>3.01%</b>
<b>Off-Campus (Duplicated<sup>4</sup>)</b>						
Clarksdale	16	14.04%	14	25.00%	-2	-12.50%
Greenville	42	36.84%	2	3.57%	-40	-95.24%
Other Locations	56	49.12%	40	71.43%	-16	-28.57%
<b>Total Off-Campus (Duplicated)</b>	<b>114</b>	<b>100.00%</b>	<b>56</b>	<b>100.00%</b>	<b>-58</b>	<b>-50.88%</b>

<sup>1</sup> Enrollment for Fall 2011 as of Tuesday September 13, 2011, 4:30pm

<sup>2</sup> Enrollment for Fall 2012 as of Wednesday September 5, 2012, 4:30pm

<sup>3</sup> Unduplicated Enrollment figures count students only once for each institution, even if the student is enrolled at more than one campus.

<sup>4</sup> Duplicated Enrollment figures include duplicate counts of students who are concurrently enrolled at more than one campus.

\* First time graduate students do not include Teach for America participants

Source: Institutional Research and Planning; Date: September 13, 2012



## CEU Workshop 3 Year Trend

	Number of Courses (series 1)	Enrollment (series 2)
2010/2011	210	1771
2011/2012	291	1797
2012/2013	253	1951



### 2012-2013 CEU Workshops Facilitated/Hosted by Continuing Education

Workshop	Number of Participants
Drama for the Classroom	0
Intro to Paper Mache	0
Pottery for Adults	0
Sustaining Excellence Through Spec Ed Legislati	1
Envirothon Teacher Workshop	8
Teacher Workshop Water Quality	12
Environmental Education Teachers Workshop	17
Revealing Student Talent Through Arts: Whole School Institut	80
Barksdale Reading Universe	3
Barksdale Read Well	10
Barksdale Literacy & Cultural Induction	8
Turn It Up Adviser Development Workshop	0
Turn It Up Adviser Development Workshop	5
Developing an Emotionally Literate School	3

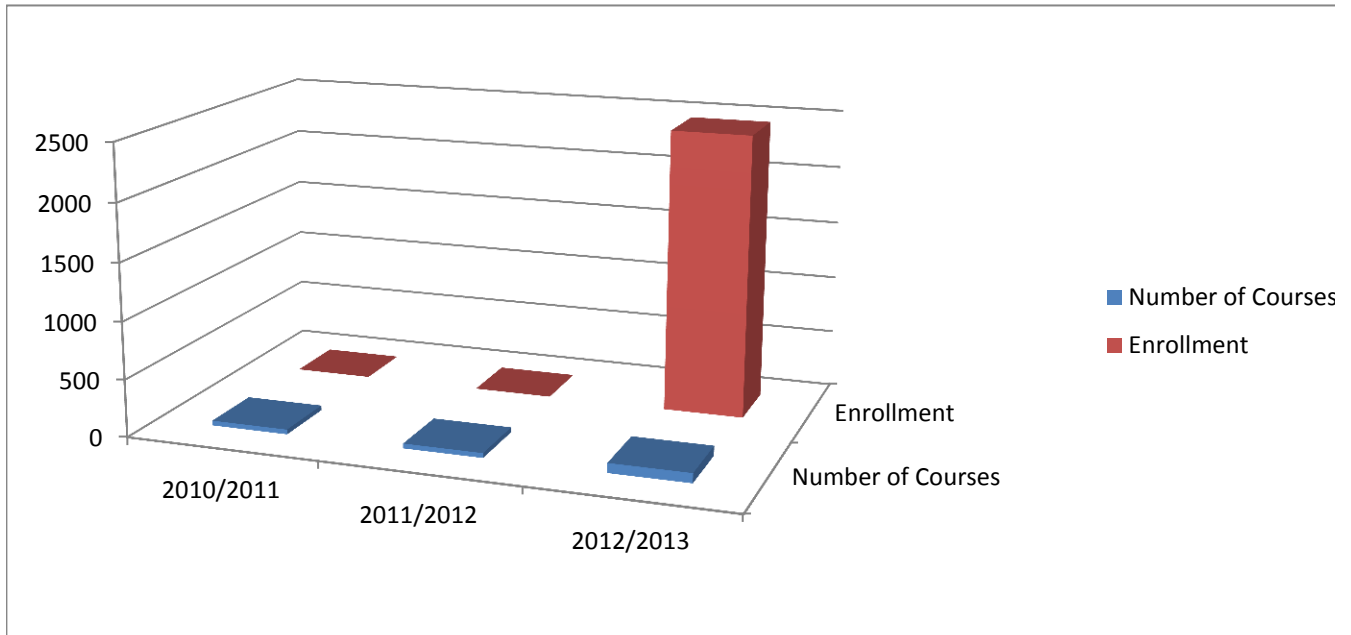
CCSS Grades 9-12 ELA	2
CCSS Grades 9-12 Math	2
Data Analysis & Practical Uses for Instruction	0
Regional Intensive Training	0
Common Core Curriculum Integration	6
Project WET	7
Grant Writing 101	2
Water Journey Workshop	26
The Arts: A Logical, Universal Design for Learning	14
The Arts: A Logical, Universal Design for Learning	23
The Arts: A Logical, Universal Design for Learning	18
Reach Struggling Readers: SPIRE Intervention W	4
Teaching Math Conceptually for Educators	12
Art, Science & Common Core	8
Heartsaver AED CPR for Educators	8
Tennessee Williams' Mississippi Delta	4
MAPE Regional	1
Grand Rounds	0
Standards for Professional Learning	10
Painting for Beginners	10
Storytelling, Social Studies & Common Core	6
Computer Fundamentals	18
Ceramics for Adults	10
Charateristics of Students with ADHD	6
MAPE Regional	6
The Essentials of Co-Teaching	12
Western Line Professional Development	25
McDowell Environmental Workshop	1
MAPE Regional Training	0
Heartsaver CPR for Educators	3
Directed Teaching Internship	36
Visual Arts for the Classroom	16
Dream Big!	11
Joining Arts Integration with Inclusion	9
Joining Arts Integration with Inclusion	19
Heartsaver CPR for Educators	2
Pots & Platters, Pottery for Adults	6
Joining Arts Integration with Inclusion	20
From the Studio to the Students: Paper Mache	4
Heartsaver CPR for Educators	3
Heartsaver CPR for Educators	0
Basic Computer Skills	1
Nursing Annual Research Day	6
Teach Like A Champion	4
Wilderness First Aid	0
32nd Annual Woodall Spring Conference	20
Introducing Dance & Zumba in Self Contained Classroom	4

Western Line Professional Development	21
McDowell Environmental Workshop	0
PDS Common Core/Technology 2012-2013	9
Special Education Professional Development	16
Curriculum Development	0
Curriculum Development	0
Curriculum Development MGJHS	0
Directed Teaching Internship	33
Heartsaver CPR for Educators	3
Instructional Strategies	10
Understanding Food Webs	21
The Most Southern Place on Earth	1
NWMS SPED Consortium Conference	89
Conservation and You - Part I	25
Conservation and You - Part II	21
Environmental and You - Part I	23
Environmental and You - Part II	23
Ag & Conservation In The Classroom	28
Natural Resources in the Classroom	26
Play Therapy Training Institute Annual Conferenc	1
M-Star Made Easy - Module 1	1
Common Core 201 - Grade 6-8	9
Common Core 201 - Grade 3-5	5
Common Core 201 - K-2	5
Common Core 201 - 6-8	10
Organizing Schools for Learning	0
Heartsaver First Aid Workshop	3
Environmental Education Teacher Workshop	14
Bringing Awareness of Resources to Teachers I	0
Literacy Across the Curriculum	6
<b>Total number of workshops</b>	<b>91</b>
<b>Total number of CEU applications</b>	<b>955</b>

<b>DAAIS workshops/Partnering with Continuing Education</b>	<b>135</b>
---	------------

## For Non - Credit Courses 3 Year Trend

	Number of Courses	Enrollment
2010/2011	42	not known
2011/2012	42	not known
2012/2013	85	2456



## 2012/2013 Non Credit Courses

	Enrollment
Gingerbread Houses 1 - CCHEC	11
Gingerbread Houses 2 - CCHEC	8
Cupcake Wars 1 - CCHEC	14
Cupcake Wars 2 - CCHEC	11
Easter Cakes - CCHEC	12
Valentine Cookie Bouquets - CCHEC	14
Cooking with Cam	9
Dough Re Me	13
Gingerbread Houses with Cam	12
Grant Writing 101	34
Hoop Dance	12
Intro to Computer for Seniors	9
Microsoft Applications for Seniors	13
Lil Bakers	9
Mini Merry Makers	11
Pinterest Holiday inspired Creations	17
Pumpkin Decorating	9

Pinterest Spring Inspired Creations	8
Lifeguard Certification	11
Zumba 1	10
Zumba 2	6
Youth Elite Soccer Camp (Ages 4 - 7)	27
Youth Elite Soccer Camp (Ages 8 - up)	4
Kid's College Summer Camp	53
Gymnastics Session 1	71
Gymnastics Session 2	83
Gymnastics Session 3	85
Gymnastics Sesssoin 4	85
Gymnastics Sesssion 5	83
Gymnastics Session 6	81
Gymnastics May Summer program	159
Gymnastics June Summer Program	162
Recreational Cheerleading August	71
Recreational Cheerleading September	71
Recreational Cheerleading October	71
Recreational Cheerleading November	67
Recreational Cheerleading December	67
Recreational Cheerleading January	67
Recreational Cheerleading February	67
Recreational Cheerleading March	66
Recreational Cheerleading April	66
Cheer Prep August	5
Cheer Prep September	8
Cheer Prep October	8
Cheer Prep November	8
Cheer Prep December	8
Cheer Prep January	8
Cheer Prep February	8
Cheer Prep March	8
Cheer Prep April	8
Cheer June Summer Program	79
Swimming Session 1 5:15 class	14
Swimming Session 2 5:15 class	13
Swimming Session 2 6pm class	14
Swimming Session 2 6:45 class	2
Swimming Session 3 5:15 class	25
Swimming Session 3 6pm class	26
Swimming Session 3 6:45pm class	4
Basic Life Support	10
Teaching Math Conceptually	16
CPR	12
ACLS	10
Heartsaver	14
LZ Safety	12

Food Safety	22
Food Safety	24
Studetn Learning Outcomes	74
Basic Life Support	13
First Aid	10
Heartsaver	18
Heartsaver	19
Heartsaver	16
Heartsaver	18
ServSafe	12
Karate - Aug	12
Karate - Sept	12
Karate - Oct	12
Karate - Noc	12
Karate - Dec	12
Karate - Jan	9
Karate - Feb	9
Karate - March	9
Karate - April	9
Karate - May	9
MAPE	47
<b>Total number of participants</b>	<b>2457</b>
<b>Number of Workshops</b>	<b>85</b>