

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

2005-2006

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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 model the competencies, skills, and dispositions expected of Delta State University graduates.

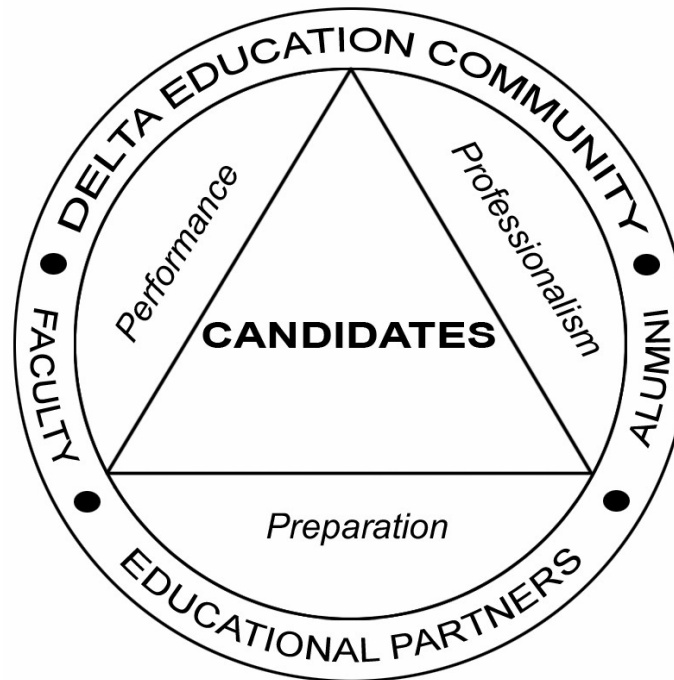
Quality of instruction and professional service are critical to the mission of both the college and university. Scholarly works and publications are strongly encouraged as professional outcomes for the entire university faculty and administration. Through program evaluation processes, the effectiveness 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 traditions 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)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

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, 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; Rural School Leadership and Research; and Teacher Education* with approximately 45 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 planning and assessment process for each of the divisions is basically the same: The Faculty Committee for each division (composed of representative faculty) meets regularly to discuss issues surrounding programmatic improvement, assessment/evaluation strategies, curricular changes, and accreditation needs, and other planning issues. Recommendations from these committees are forwarded to the College of Education Administrative Council (CEAC) for review and approval at one of its monthly meetings. The members of CEAC include 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 34 member consortium of Delta school districts that works closely with the COE.

If any questions or concerns that cannot be resolved arise during the CEAC approval process, the proposed recommendation is returned to the division Faculty Committee for further discussion. The proposed recommendation is then returned to CEAC for approval with further explanations. Any recommendations that impact teacher education programs are also taken to the Teacher Education Council (TEC) for approval. The TEC is composed of faculty representatives of all teacher education programs within the Colleges of Education and Arts and Sciences, as well as practitioners representing teachers and administrators, and DSU student representatives. After approval by CEAC and TEC, if applicable, the COE recommendations are then forwarded to Academic Council for approval, when appropriate.

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 fully accredited by the appropriate accrediting body including 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 of 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). The Psychology Program also participated in a positive site review process conducted by an external evaluator. Additionally, it is anticipated that the Athletic Training Program will be fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) during the summer of 2006 after a successful site visit during the 2005-2006 school year.

Program Outcomes

All programs within the College of Education have established outcomes for students. Program graduates have demonstrated proficiency 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, was used for the first time during the 2005-06 academic year for educator preparation programs, as well as a selection of other programs, as a means of assessing both program and student outcomes.

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. 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 strong liberal arts foundation for all students at Delta State.

Professional Development

On-going 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 2005-06 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 is requested to prioritize its respective budget requests to ensure that limited funds are used effectively. Technology upgrades, safety needs, accreditation requirements, and curriculum issues receive primary consideration for allocating financial resources during budget hearings 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, a new process for the 2005-06 school year, is conducted when merit pay raises are available for faculty. All faculty 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 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 drives the determination of 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 Specific Accomplishments 2005-2006

State, regional, and national accreditation standards, assessment and evaluation processes, and program refinement and enhancement were the areas of major focus for the College of Education during the 2005-2006 school year. Major accomplishments in each of these areas are noted below.

Accreditation Standards

State Accreditation

- Implemented revised course syllabi in Teacher Education to meet state standards on K-12 curriculum frameworks and new literacy requirements.
- Implemented the new Classroom Management course for Secondary Education
- Participated in training provided by the Mississippi Department of Education (MDE) on Process and Performance Review requirements.
- Served as both committee members and chairs of five MDE Process and Performance Review or NCATE visits to other campuses.
- Successfully met all Mississippi Department of Education Process and Performance Review Standards for Teacher Education and Educational Leadership

Regional Accreditation

- Implemented activities to foster enhanced student engagement within all programs
- Implemented facility enhancements to foster student engagement in informal configurations in common areas, the Center for Teaching and Learning, and classrooms
- Continued refinement of outcomes-based assessment processes
- Held professional development sessions on web-based data collection/assessment tool
- Implemented strategic goals in each division
- Provided opportunities for faculty development in multiple assessment strategies across all programs

National Accreditation

- Financially supported faculty in attending national training/information sessions on accreditation standards
- Successfully submitted candidacy portfolio by the Athletic Training Education Program for the Council for the Accreditation of Allied Health Education Professions (CAAHEP)
- Hosted a successful accreditation site visit for the Athletic Training Education Program
- Continued committee work in developing all program components for meeting standards for the NCATE accreditation process
- Implemented a new conceptual framework for all educator preparation programs

Assessment and Evaluation Processes

- Engaged faculty in division dialogue sessions regarding assessment of student outcomes
- Supported faculty in attendance at training sessions and conferences featuring information on assessment of student outcomes.
- Implemented the Teacher Work Sample model for use as a teacher education assessment tool
- Implemented the refined Student Teaching Assessment Instrument and other evaluation tools for the teacher education program
- Developed assessment strategies for all educator preparation programs at the undergraduate and graduate level
- Held monthly meetings with the College of Education Administrative Council to determine assessment related decisions
- Held training sessions and refined use of TaskStream, a web-based data collection/assessment tool
- Explored processes for graduate survey of programs
- Fully implemented student evaluation strategies for faculty/courses each semester
- Implemented a Technology Assessment requirement for all educator preparation programs
- Implemented *THE LEARNING CURVE* as a “lab within a lab” for use in remediation/review of students in the areas of reading, writing, mathematics, and technology

Program Refinement and Enhancement

- Implemented extensive syllabi review/revision for all programs
- Continued curriculum refinement across all programs
- Continued refinement in the utilization of the redesigned NCATE Conceptual Framework for Educator Preparation Programs
- Implemented the reconfigured doctoral program to represent four distinct tracks including the new Counselor Education track
- Initiated the Master of Arts in Teaching Program
- Continued refinement of programs and course offerings at auxiliary sites such as the SAFE elementary program at the GHEC
- Continued course enhancements through WebCT applications
- Developed additional on-line course offerings
- Established additional procedures for the Athletic Training Education Program
- Hosted an Early Childhood Conference for early childhood educators
- Implemented the new Division of Teacher Education and the Center for Rural School Leadership and Research

Other Major Accomplishments

- Continued the College of Education Faculty Recognition Awards in Teaching, Scholarship, and Service as well as an Overall Achievement Award
- Expanded the E-Learning Program in area high schools
- Received continuation funding for the Delta Education Initiative Grant
- Received a Teacher Institute Grant for Middle School Reading
- Implemented Tech Fellows to be utilized for faculty and student assistance in the Center for Teaching and Learning
- Implemented the use of Portable TekPaks to be made available to student teachers
- Developed plans for the decentralization of duplication processes for the college
- Published the *Delta Education Journal* each semester
- Sponsored numerous outreach events such as a Homecoming Hospitality Tent, semi-annual Graduation Breakfasts for students, guests, and faculty, and the Leadership Celebration
- Participated in Delta State University recruitment initiatives

- Collaborated with a number of entities including the Delta Area Association the Improvement of Schools, the Mississippi Association of School Administrators, the Mississippi Association of School Superintendents, and the Mississippi Department of Education
- Hosted the April meeting of the Mississippi Board of Education
- Hosted a symposium on the impact of the Constitution on Education
- Implemented *Dining with the Dean* as a monthly faculty forum
- Implemented the *Dean's Dozen* as an advisory council with external membership
- One faculty member was promoted to Associate Professor; two faculty members won DSU awards in Service and Research; a COE faculty member was selected to receive the Kossman Teaching Award for 2005, a student in Educational Leadership was designated a B.F. Smith Scholar.
- Improved productivity of faculty as follows:

	03-04	04-05	05-06
State/Regional/National Scholarly Presentations	57	85	143
Publications	19	38	41
- Grants awarded 2005-06 \$1,098,400

Other Data

ENROLLMENT BY DIVISION

DIVISION	FALL 05	SPRING 06	SUMMER 05
C. Ed/Psy.	196	196	89
FCS	147	179	69
HPER	268	252	287
Teacher Ed.	487	435	240
Ldrshp./Research	128	137	116
TOTAL	1226	1199	801

GRADUATES BY DIVISION

DIVISION	FALL 05	SPRING 06	SUMMER 05
C. Ed/Psy.	15	19	0
FCS	20	13	0
HPER	30	37	10
Ldrshp/Res	21	6	0
Teacher Ed.	65	50	0
Totals	151	125	10

CREDIT HOUR PRODUCTION BY DIVISION

DIVISION	FALL 05	SPRING 06	SUMMER 05
C. Ed/Psy.	1519	2598	769
FCS	1343	1490	161
HPER	3058	3035	233
Ldrshp/Res.	929	979	940
Teacher Ed.	4129	3362	2395
Totals	9635	11464	4498

Projected Goals 2006-2007

- Continue progress toward meeting all standards for the NCATE accreditation review in Spring, 2007
- Successfully implement all programmatic revisions approved during the 2005-06 academic year
- Fully implement the assessment system for the educator preparation program using TaskStream and other data management processes
- Provide additional professional development opportunities for faculty on Teacher Work Samples, assessment, and other related topics
- Continue the curriculum review/refinement process in all programs
- Establish methods of collecting program review data from graduates and employers for all programs
- Expand student orientation processes for all graduate programs
- Continue to meet facility needs for furnishings and renovation as resources allow
- Fully implement use of the renovated foods laboratory to include additional Outreach activities
- Continue the implementation of *The Learning Curve* and the use of *TechFellows* in the CTL
- Increase the number of TekPaks available for use by student teachers
- Continue improvement of the COE website for all offices and divisions
- Seek ways to expand partnership activities with community entities, local, state, & national agencies, community colleges and other four-year institutions