Delta State University
College of Education
Annual Report
Executive Summary
2004-2005
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.
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 four divisions: Counselor Education and Psychology; Curriculum, Instruction, Leadership, and Research; Family and Consumer Sciences; and Health, Physical Education, and Recreation 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: A Planning and Assessment Committee composed of representative faculty meet regularly to discuss issues surrounding programmatic improvement, assessment/evaluation strategies, curricular changes, and accreditation needs. 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 four 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 Planning and Assessment 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, Arts and Sciences, and Business 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 where appropriate.

The planning and assessment process regularly produces changes in course configuration, student requirements, assessment strategy, 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). Candidate status has been granted to the Athletic Training Program by the Commission on Accreditation of Allied Health Programs (CAAHEP) with a site visit planned in the fall of the 2005-2006 school year.

Program Outcomes

All programs within the College of Education have established outcomes for students within each program. Program graduates have demonstrated proficiency 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, and portfolios utilized for both formative and summative purposes. An electronic data collection tool, TaskStream, was piloted as part of the assessment system during the 2004-2005 school year. It will be used more broadly in the 2005-2006 school year 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 the success of students in earning required grades also provides 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 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 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 professional development. Activities for the 2004-05 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 and faculty evaluations conducted by division chairs focus on goal related to teaching, service, and scholarly activity and form the foundation of the evaluation process. Course evaluation occurs each semester with the faculty evaluation process commencing when a faculty member is hired. All faculty establish annual goals in dialogue with division chairs; those goals then become the basis for 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 assessment each semester, and end of year review of other data. Analysis of all evaluation/assessment information drives the determination of goals for individuals, divisions, and the college for the following year. This process enables the college to utilize a continuous improvement cycle to positively impact all aspects of operation.
College of Education

Specific Accomplishments

2004-2005

State, regional, and national accreditation standards, assessment and evaluation processes, program refinement and enhancement, and facilities concerns were the areas of major focus for the College of Education during the 2004-2005 school year. Major accomplishments in each of these areas are noted below.

Accreditation Standards

State Accreditation

- Revised syllabi in Teacher Education to meet state standards on K-12 curriculum frameworks and new literacy requirements.
- Developed a Classroom Management course for Secondary Education
- Revised programs of study to meet the 124 hour per program rule established by the State Board of the Institutions of Higher Learning
- 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 four MDE Process and Performance Review visits to other campuses.
- Successfully met all Mississippi Department of Education Process and Performance Review Standards for Teacher Education and Educational Leadership

Regional Accreditation

- Established engagement emphasis within all programs
- Provided facility enhancements to foster student engagement in informal configurations
- Began refinement of outcomes-based assessment process
- Held professional development sessions on web-based data collection/assessment tool
- Began dialogue to develop strategic goals for the college in accordance with the University’s regional mission.
National Accreditation

- Financially supported faculty in attending national training/information sessions on accreditation standards
- Successfully completed the accreditation renewal process for the Division of Family and Consumer Sciences by the American Association of Family and Consumer Sciences (AAFCS)
- Successfully completed the initial accreditation process for the Nutrition/Dietetics Program by the American Dietetics Association (ADA)
- Successfully submitted candidacy portfolio by the Athletic Training Education Program for the Council for the Accreditation of Allied Health Education Professions (AAHEP)
- Established committees to develop all program components for meeting standards for the NCATE accreditation process
- Developed 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.
- Piloted the Teacher Work Sample model for use as a teacher education assessment tool
- Began refinement of the Student Teaching Assessment Instrument and other evaluation tools for the teacher education program
- Held monthly meetings with the College of Education Administrative Council to determine assessment related decisions
- Held training sessions and piloted TaskStream, a web-based data collection/assessment tool, for use as the framework for the COE assessment system
- Explored processes for graduate survey of programs
- Fully implemented student evaluation strategies for faculty/courses each semester
- Utilized the IDEA Center at Kansas State University to provide web-based evaluation of chairs by faculty
- Refined a PT-3 Technology Assessment for use with COE students in the 2005-06 school year
- Researched and selected software for use in remediation/review of students in the areas of reading, writing, mathematics, and technology
Program Refinement and Enhancement

- Began syllabi review/revision for all programs
- Continued curriculum refinement across all programs
- Began utilization of the redesigned NCATE Conceptual Framework for Educator Preparation Programs
- Reconfigured the doctoral program to represent four distinct tracks including the new Counselor Education track
- Developed and initiated the Master of Arts in Teaching Program
- Continued refinement of programs at auxiliary sites such as the SAFE elementary program at the GHEC
- Continued course enhancements through WebCT applications
- Established additional procedures for the Athletic Training Education Program
- Participated, by invitation, in the Stanford University study on school leadership
- Hosted the Academic Chairs’ Leadership Conference to provide professional development for chairs across the state
- Participated with the College of Arts and Sciences in the final year of the Standards-Based Teacher Education Program (STEP)
- Reconfigured the Division of Curriculum, Instruction, Leadership, and Research to the Division of Teacher Education and the Center for Rural School Leadership and Research

Facilities

- Completed furnishing of the technology suite in the Division of Curriculum, Instruction, Leadership and Research
- Reconfigured offices to accommodate the new Center for Rural School Leadership and Research and to provide a conference area in the Office of Field Experiences
- Provided internal signage to identify all division and administrative offices
- Enhanced the entry to Ewing Hall with a bulletin board display, decorative painting, a silk wall hanging, and Blues posters
- Added additional student artworks to the second floor gallery
- Requested and received additional handicapped parking spaces
- Partnered with the staff of the Physical Plant to:
  - facilitate ADA enhancements to an elevator
  - renovate the foods laboratory with a gift from the Viking Corporation
  - facilitate the installation of a SMART classroom for the Division of Counselor Education and Psychology
  - procure external services to clean all stairwells

Other Major Accomplishments

- Established College of Education Faculty Recognition Awards in Teaching, Scholarship, and Service as well as an Overall Achievement Award
- Successfully piloted an e-learning program in two area schools
Received continuation funding for the Delta Education Initiative Grant
Received a Teacher Institute Grant for Middle School Reading
Sponsored Professional Development Sessions on Publishing and Grant Writing for all University Faculty and Staff
Purchased laptop computers, an ELMO projector, and numerous overhead projectors and screens for use by faculty and chairs
Worked with the OIT to facilitate new computers for faculty and staff
Developed plans for The Learning Curve, a student remediation/review location housed in the Center for Teaching and Learning
Developed selection criteria for Tech Fellows to be utilized for faculty and student assistance in the Center for Teaching and Learning
Developed the design for Portable TekPaks to be made available to student teachers
Established two additional research labs for the Psychology program
Purchased a new copier and color printer for student use and installed flash drives in the Center for Teaching and Learning
Revised COE website information
Established web page links for Summer Institutes in Middle School Reading and in Mathematics
Identified potential web-based methods for surveys of program graduates
Published the Delta Education Journal each semester
Sponsored numerous outreach events such as a Homecoming Open House, semi-annual Graduation Breakfasts for students, guests, and faculty, and Shumate cook-outs
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
Established Dining with the Dean as a monthly faculty forum
Established the Dean’s Dozen as an advisory council with external membership
Five faculty were awarded tenure/one faculty member was promoted to Associate Professor

Improved productivity of faculty as follows:

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<th>Description</th>
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<td>State/Regional/National Presentations</td>
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<td>Publications</td>
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Grants awarded 2004-2005: $1,446,715
Other Data

ENROLLMENT BY DIVISION

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<th>DIVISION</th>
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<th>SPRING 05</th>
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<td>1713</td>
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GRADUATES BY DIVISION

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CREDIT HOUR PRODUCTION BY DIVISION

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<tr>
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<td>10,589</td>
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Projected Goals  
2005-2006

- Continue progress toward meeting all standards for NCATE accreditation
- Successfully complete the accreditation process for the Athletic Training Education Program
- Fully implement the assessment system for the educator preparation program using TaskStream
- Provide additional professional development opportunities for faculty on Teacher Work Samples, assessment, and other related topics
- Continue the curriculum review process in all programs
- Establish a more uniform method of collecting program review data from graduates
- Institute student orientation sessions for all graduate programs
- Continue to meet facility needs for furnishings and renovation as resources allow
- Fully implement use of the renovated foods laboratory
- Upgrade the environment in the Center for Teaching and Learning (CTL) to be more “user-friendly.”
- Fully implement *The Learning Curve, TechFellows, and TekPaks* in the CTL
- Continue upgrade of technology in the CTL
- Continue improvement of the COE website for all offices and divisions
- Seek funding sources for enhanced marketing materials for the COE and its divisions
- Identify methods for continuing to strengthen the relationship with the College of Arts and Sciences