Unit level report 2013
Department: College of Education

Unit Missions

CEDP Mission Statement

Mission statement
Counseling Program Mission Statement

The faculty and staff of the Delta State University Counselor Education Program through teaching, training, supervision, and experiential activity, develop ethical, competent counselors who are prepared to work in school or community settings. Program faculty seek to foster within students a life-long disposition toward respecting, caring for, and valuing individuals in all stages of development, cultural sensitivity, continued growth and learning, interpersonal openness, and practical application of sound principles and practices in their work as professional counselors.

Psychology Program Mission Statement
The Delta State University Psychology Program consists of committed, knowledgeable, and engaging faculty who represent a diverse selection of the subfields of psychology. The Program emphasizes excellence in instruction by providing a friendly environment, small classes and opportunities for students to develop intellectually, professionally and socially. The Psychology Program encourages significant student-faculty interactions which promote intellectual, cultural, ethical, and social development, allowing students to develop the ability to respect and evaluate the thoughts of others; to develop, assess, and express their own thoughts effectively; and to use the techniques of research and performance associated with the discipline of psychology. Through challenging coursework and one-on-one empirical research opportunities with faculty, students have the opportunity to develop the skills and competence in psychology needed for post baccalaureate careers or graduate school.

Related Items
There are no related items.

COEHS Mission Statement

Mission statement
College of Education and Human Sciences Mission

The mission of the College (Unit) is aligned with the mission of the University, which partially states, "…the University provides programs and services that promote intellectual, cultural, ethical, physical, and social development. Students from different cultural, socio-economic, and ethnic backgrounds will develop the ability to respect and evaluate the thoughts of others; to develop, assess, and express their own thoughts effectively; and to use the techniques of research and performance associated with their disciplines" (Bulletin of Delta State University, 2012, p. 8). The College of Education and Human Sciences 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 and Human Sciences 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 (COE 2010-2011 Annual Report).

Conceptual Framework

Faculty members within the College of Education and Human Sciences continually refine a conceptual framework that articulates how all stakeholders in the COEHS unit are critical to the preparation of candidates through the delivery of programs. These programs are designed to ensure that candidates attain and/or develop the appropriate knowledge, skills, and dispositions to be effective in their respective professions. The following three critical candidate components form the basis of the unit's programs and its assessment system: performance, preparation, and professionalism.

1. Preparation (knowledge) includes the professional training components of each of the unit's programs for the preparation of educators. Effective candidates must demonstrate proficiencies that verify they have mastered the content of their disciplines, have exhibited knowledge of the skills necessary to effectively communicate this content to all of their students, and have displayed knowledge of the systems of education including teaching, assessment, classroom management, and decision making. In advanced programs, candidates demonstrate knowledge of new content, professional skills and current research to enhance the architecture of their professional competence in order to better serve the complex needs of students in the region and beyond. Leadership candidates learn the ways in which they can establish distributed models of leadership (Spillane, Halverson, & Diamond, 2004) and the critical components of school leadership (Portin, et al., 2003).
2. Performance (skills) are developed through the field-based components of each program. Field experiences are sequenced, intensive, reflective, and require data-driven supervision to ensure candidates' growth in meeting proficiencies in the skills and dispositions needed to positively impact student learning for all students. Field experiences provide the foundation for candidates to develop an effective and dynamic teaching repertoire, enhancing skills to serve a diverse student population. In the case of advanced programs, candidates develop in-depth knowledge of teaching and learning as well as leadership and counseling skills to assist their students.
3. Professionalism (dispositions) are the developing characteristics that candidates demonstrate as they assume new professional roles and are committed to the welfare of their students. These dispositions reflect the ways in which their concern for students is manifested in interactions with not only the students, but with colleagues, families, and community stakeholders. These professional behaviors manifest the candidates' beliefs about their roles as professionals and include: compassion, critical self-reflection, diversity, ethical practice, management of time and resources, creativity, flexibility, appreciation for and commitment to life-long learning, collaboration, and the belief that all students can learn.

All three components of the Unit's conceptual framework work together to provide high quality preparation for candidates in initial and advanced programs. Each of the three components of the conceptual framework is interdependent on the others ensuring coherence across the entire Unit to include curriculum, instruction, field experiences, clinical practice, and assessment of both candidate proficiencies and Unit operations. Utilizing a student-centered approach, all stakeholders (faculty, the Delta education community, alumni, and other educational partners) fulfill varying roles, ensuring that consistency and coherence are maintained across all programs.

Five Guiding Principles

As an educational community, the Unit supports and uses the following principles and knowledge bases to inform the key components highlighted above. Each reflects its alignment with the Delta State University Strategic Plan (see brackets after each Guiding Principle (GP).

GP 1. Education is a lifelong endeavor.

[SP1.Ind2; SP1.Ind3; SP1.Ind4; SP1.Ind5; SP1.Ind6; SP1.Ind7;SP2.Ind2; SP2.Ind3;

SP2.Ind4; SP2.Ind6; SP2.Ind7; SP5.Ind1; SP5.Ind2; SP5.Ind4; SP5.Ind6; SP5.Ind8]

GP 2. Education is interactive and reflective.

[SP1.Ind5; SP1.Ind6; SP1.Ind7; SP5.Ind 4; SP5.Ind5]

GP 3. Education is culturally contextualized.

[SP1.Ind5; SP3.Ind6; SP5.Ind5; SP5.Ind6]

GP 4. Education is dynamic.

[SP1.Ind2; SP1.Ind4; SP1.Ind6; SP2.Ind4; SP4.Ind9; SP4.Ind10; SP4.Ind11; SP4.Ind12;

SP5.Ind6; SP5.Ind8]

GP 5. Education is enhanced by technology.

[SP1.Ind7; SP3.Ind3; SP3.Ind4; SP3.Ind8; SP4.Ind5; SP4.Ind6; SPR.Ind10; SP5.Ind1;

SP5.Ind2]

Related Items
There are no related items.

FCS Mission Statement

Mission statement
The mission of the Division is to provide professional education in Family & Consumer Sciences and to provide complementary educational experiences for other disciplines, and to provide individuals opportunity for developing competencies that enhance the quality of life.

Related Items
There are no related items.

FE Mission Statement

Mission statement
Program Mission: The primary mission of the Office of Field Experiences is to provide a high quality field experience program for teacher education candidates and other future practitioners prior to and during internship. Field experiences and internships are considered by many to be the most important phases of professional preparation. Engaging in field experiences allows the prospective teacher/practitioner to apply and test the principles, theories, and methods learned throughout the various programs. A second mission of the Office of Field Experiences is to provide information and support regarding licensure to teacher education candidates, graduates, public school personnel, faculty, and the public and university community. For most endorsements and graduate programs as well as licensure in other states, institutional recommendation is provided based on completion of state-approved and NCATE accredited programs.

Related Items
There are no related items.

HPER Mission Statement

Mission statement
The Division of Health, Physical Education and Recreation has a two-fold responsibility. The first is to develop a campus-wide program of health, safety, physical education, and recreation experiences to help all students achieve and maintain a high level of mental, physical, and social competence. The second is to train teachers, coaches, and fitness leaders, athletic trainers, and recreation leaders capable of advancing high standards in their profession.

Related Items
There are no related items.

RFAC

Mission statement
The Department of Recreational Facilities and Aquatics mission is emphasizing health and recreation for faculty, staff, students and the citizens of Mississippi's Northern Delta counties. Emphasis is also placed on service, with special attention to a friendly environment.

Related Items
There are no related items.

TELR Mission Statement

Mission statement
The purpose of the Teacher Education Programs is to prepare highly qualified and confident teachers who will provide effective instruction that will positively impact the learning of a diverse student population. The Educational Leadership Program prepares educational leaders who can address the unique challenges of the Mississippi Delta region by providing the knowledge necessary to improve leadership effectiveness, teacher quality, and thus, student achievement.

Related Items
There are no related items.

Learning Outcomes

BA-PSY 01: LO Learning and Cognition
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Students will recognize and apply terminology of the major concepts and theories in learning and cognition.

Data Collection (Evidence)

Course assessments in PSY 402 Learning and Cognition (a core course) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 Senior Seminar [a core course]) are used to measure student learning in the area of learning and cognition.

PSY 402 Learning and Cognition course assessments are conducted through two unit tests, a final exam (FE) and reflection papers (RP). Average proportion scores were recorded for 2011-2012.

PSY 490 (Senior Seminar) Capstone Course Assessment:

MFT PSY assessment indicator for Memory and Cognition

Results of Evaluation
PSY 402 Learning and Cognition Course Assessment Data

PSY 402 Learning and Cognition assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from spring 2011 to spring 2013 are reported below:

PSY 402

	S11	F11	S12	F12	S13
Quizzes	NA	NA	NA	0.79	0.81
Test 1	0.82	0.74	0.82	0.87	0.84
Test 2	0.83	0.97	0.83	0.89	0.85
FE	0.83	0.86	0.82	0.74	0.83
RP 1	0.8	0.72	0.81	0.69	0.72
RP 2	NA	0.77	NA	0.72	0.67
RP 3	NA	NA	NA	0.74	0.78
RP 4	NA	NA	NA	0.78	0.86

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Memory and Cognition = 32 (national average = 44). There was a 3-point improvement from 2012 to 2013.

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Note – Mean MFT Memory and Cognition student scores are below the national average.

Note – Due to the number of courses transferred to DSU and course scheduling issues, some transfer students take PSY 490 *before* taking PSY 402. This adversely affects their Memory and Cognition scores on the MFT PSY. We continue to explore ways to resolve this problem.

Note - Average TOTAL MFT PSY score:

15 PSY students = 150 out of a possible 200. National average is 156. This is a 6-point improvement from 2012. Two area assessment indicators on the MFT PSY (i.e., clinical/abnormal and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. The sub-scores from these areas may adversely affect the total MFT PSY score.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students who plan on attending graduate school averaged a score of 165.5 on the MFT PSY (above the national average of 156). Two students scored as high as 179 and 172, respectively.

Summary Table

Major Field Test (MFT) in Psychology Assessment Indicators

Year (spring)	Number of Students Tested	Overall MFT Score (national average)	Memory and Thinking (national average)	Sensory and Physiology (national average)	Developmental (national average)	Measurement and Methodology (national average)
2010	14	152 (155)	44 (48)	38 (38)	43 (46)	44 (52)
2011	20	148 (156)	47 (48)	33 (38)	38 (46)	49 (52)
2012	19	144 (156)	29 (44)	45 (49)	38 (52)	45 (55)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Use of Evaluation Results
Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.

Tests are periodically revised to reflect current course content.

Due to the four-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

The PSY program continued to host writing and plagiarism workshops to address noticeable student writing weaknesses.

PSY 402 Learning and Cognition

In order to increase student learning, the topical reflection paper selections were refined.

Related Items
SP1.Ind02: National / Standardized Test Scores

SP1.Ind03: Academic and support services

SP1.Ind05: Diversity -- access to diverse ideas/programs

SP1.Ind08: Curriculum Development and Revision

BA-PSY 02: LO Biological Psychology
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Students will recognize and apply terminology of the major concepts and theories in biological psychology.

Data Collection (Evidence)
Course assessments in PSY 409 Biological Psychology (a core course) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 Senior Seminar [a core course]) are used to measure student learning in the area of biological psychology.

PSY 409 Biological Psychology course assessments are conducted through unit tests, a final exam (FE), and reflection papers (RP). Average proportion scores were recorded for 2011-2012.

PSY 490 (Senior Seminar) Capstone Course Assessment:

MFT PSY assessment indicator for Sensory and Physiology.

Results of Evaluation
PSY 409 Biological Psychology Course Assessment Data

PSY 409 Biological Psychology assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from spring 2011 to spring 2013 are reported below:

PSY 409

	S11	S12	S13
Quizzes	NA	NA	0.76
Test 1	0.83	0.8	0.68
Test 2	0.82	0.85	0.76
FE	0.77	0.72	0.66
RP	0.69	0.81	NA
RP	0.71	0.81	NA
Paper	NA	NA	0.72

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Sensory and Physiology = 51 (national average = 49). There was a 6-point improvement from 2012 to 2013.

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Note – Mean MFT PSY Sensory and Physiology student scores increased this year and are two points ABOVE the national average.

Note - Average TOTAL MFT PSY score:

15 PSY students = 150 out of a possible 200. National average is 156. This is a 6-point improvement from 2012. Two area assessment indicators on the MFT PSY (i.e., clinical/abnormal and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. The sub-scores from these areas may adversely affect the total MFT PSY score.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students who plan on attending graduate school averaged a score of 165.5 on the MFT PSY (above the national average of 156). Two students scored as high as 179 and 172, respectively.

Summary Table

Major Field Test (MFT) in Psychology Assessment Indicators

Year (spring)	Number of Students Tested	Overall MFT Score (national average)	Memory and Thinking (national average)	Sensory and Physiology (national average)	Developmental (national average)	Measurement and Methodology (national average)
2010	14	152 (155)	44 (48)	38 (38)	43 (46)	44 (52)
2011	20	148 (156)	47 (48)	33 (38)	38 (46)	49 (52)
2012	19	144 (156)	29 (44)	45 (49)	38 (52)	45 (55)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Use of Evaluation Results
Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.

Tests are periodically revised to reflect current course content.

Due to the four-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

The PSY program continued to host writing and plagiarism workshops to address noticeable student writing weaknesses.

PSY 409 Biological Psychology

In order to increase student learning the following were carried out in PSY 409 Biological Psychology:

Introduced detailed semester writing assignment on topic of interest to students that was pertinent to the content of the course.

Provided systematic feedback to students on papers throughout the semester and assisted them in formulating an outline for their paper.

Introduced detailed rubric in syllabus that listed all expected paper components and the grading scale associated with each component (see attached).

Rubric for PSY 409 Papers

Related Items
SP1.Ind02: National / Standardized Test Scores

SP1.Ind03: Academic and support services

SP1.Ind08: Curriculum Development and Revision

BA-PSY 03: LO Developmental Psychology
Start: 7/1/2012
End: 6/30/2013
Learning Outcome
Students will recognize and apply terminology of the major concepts and theories in developmental psychology.
Data Collection (Evidence)
Course assessments in PSY 307 Developmental Psychology (a core course) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 Senior Seminar [a core course]) are used to measure student learning in the area of developmental psychology.

PSY 307 Developmental Psychology course assessments are conducted through four unit tests. Average proportion scores were recorded for 2011-2012.

PSY 490 (Senior Seminar) Capstone Course Assessment:

MFT PSY assessment indicator for Developmental Psychology.
Results of Evaluation
PSY 307 Developmental Psychology Course Assessment Data

PSY 307 course trend data based on four-unit test average:

Spring 2011   .83   (N= 27)
Fall 2011   .79   (N = 31)
Spring 2012   .77   (N = 34)
Fall 2012   .80.5 (N = 26)
Spring 2013   .85   (N = 21)

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Developmental = 49 (national average = 52). There was an 11-point improvement from 2012 to 2013.

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Note – Mean MFT PSY Developmental student scores improved dramatically from 2012 to 2013. They are now just three points below the national average.

Note - Average TOTAL MFT PSY score:
15 PSY students = 150 out of a possible 200. National average is 156. This is a 6-point improvement from 2012. Two area assessment indicators on the MFT PSY (i.e., clinical/abnormal

and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. The sub-scores from these areas may adversely affect the total MFT PSY score.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students who plan on attending graduate school averaged a score of 165.5 on the MFT PSY (above the national average of 156). Two students scored as high as 179 and 172, respectively.

Summary Table

Major Field Test (MFT) in Psychology Assessment Indicators

Year (spring)	Number of Students Tested	Overall MFT Score (national average)	Memory and Thinking (national average)	Sensory and Physiology (national average)	Developmental (national average)	Measurement and Methodology (national average)
2010	14	152 (155)	44 (48)	38 (38)	43 (46)	44 (52)
2011	20	148 (156)	47 (48)	33 (38)	38 (46)	49 (52)
2012	19	144 (156)	29 (44)	45 (49)	38 (52)	45 (55)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Use of Evaluation Results
Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.

Tests are periodically revised to reflect current course content.

Due to the three-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

The PSY program continued to host writing and plagiarism workshops to address noticeable student writing weaknesses.

PSY 307 Developmental Psychology

In response to student performance on unit tests and the MFT assessment indicator, the instructor incorporated more group work and group discussions in the course meetings. Students suggested that more activities be incorporated wherein they could be more active learners. Consequently, these activities are designed to allow students to engage in more peer-to-peer dialogue, incorporate more real-world scenarios into the discussions, and apply more of the text information to their specific disciplinary interests.

Related Items
▸ 📄 **SP1.Ind02: National / Standardized Test Scores**

▸ 📄 **SP1.Ind03: Academic and support services**

▸ 📄 **SP1.Ind05: Diversity -- access to diverse ideas/programs**

▸ 📄 **SP1.Ind08: Curriculum Development and Revision**

▸ 🕐 **GE 05: Self**

📄 **BA-PSY 04: LO Statistics**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Students will produce and interpret descriptive and inferential statistics.

Data Collection (Evidence)
Course assessments in PSY 331 Statistics (a core course) are used to measure students' abilities to produce and interpret descriptive and inferential statistics.

PSY 331 Statistics course assessments are conducted through six tests and homework assignments. Average proportion scores were recorded for 2011-2012.

Results of Evaluation
PSY 331 Statistics Assessment Data

PSY 331 has been on a six-test system since fall 2010. Average proportion scores from 2012-2013 are reported below. All tests are strongly correlated with each other. This suggests reliability at minimum. N = 35, 2 sections, one taught in each semester. Homework did not predict Tests 3, 5, 6. Homework was scored more leniently, either 8/10 or 10/10 if they did it. Average of .82 is factoring in a lot of zeroes. Note - 2011-2012 data are also report to provide trend data.

PSY 331

	2011/2012	2012/2013
Test 1	0.74	0.77
Test 2	0.81	0.87
Test 3	0.73	0.69
Test 4	0.73	0.73
Test 5	0.78	0.76
Test 6	0.75	0.76
Homework	0.84	0.82
Sem. Avg.	0.77	0.78

See attached file for additional analyses and interpretation.

PSY 331 Statistics Data Analyses

Use of Evaluation Results
PSY 331 Statistics
In order to improve student learning, additional "Screencasting" was implemented. "Screencasting," in which a professor narrates over static or changing content on a screen, was used to demonstrate computer applications of statistics as they are done on SPSS. "Screencasting" allows the professor to demonstrate without affecting a lab setting. While the class itself is chiefly about the concept of statistical processes, computer-approaches therein are an important component.

Related Items
» SP1.Ind03: Academic and support services

» SP1.Ind08: Curriculum Development and Revision

» GE 01: Critical and Creative Thinking

BA-PSY 05: LO Research Design Writing
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Students will be able to demonstrate effective research design and scientific writing skills using APA style which culminates in an executable research proposal.

Data Collection (Evidence)
Course assessments in PSY 330 Research Methods I (formerly 102) and PSY 332 Research Methods II (formerly 201) (both core courses) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 Senior Seminar [a core course]) are used to measure student learning in the areas of research design and writing skills.

Detailed assessments in PSY 330 and PSY 332 were implemented in fall 2010. Comparison data was first available in spring 2012 after the redesign had been fully implemented.

PSY 330 and PSY 331 course assessments are conducted through tests and structured graduated writing assignments. Average proportion scores were recorded for 2011-2012.

PSY 490 Capstone Course Assessment: MFT PSY assessment indicator for Measurement and Methodology was used to measure student learning of research design.

Student research and presentation production was also recorded. Students incorporate conceptual learning in professional research presentations that require students to present concepts to professionals in the area of psychology.

Results of Evaluation
Research Methods Redesign Grade distribution data from 2006 to 2009 compared to data from 2010 to fall 2011 indicate that the redesign has been ineffective in increasing student pass rates (pre-redesign 75% pass rate compared to post-redesign 73% pass rate). However, the spring 2012 pass rate increased to 79% and the fall 2012 pass rate increased to 90%. The pass rate for spring 2013 was 75%.

PSY 330 Research Methods I Assessment Data

PSY 330 assessment trend data (i.e., unit tests, research topic proposal, annotative bibliography [Bib], rough draft [Draft], final literature review [Lit R] and final exam [FE]) for spring 2011 to spring 2013 are reported below:

PSY 330

	S11	S12	F12	S13
Quizzes	NA	NA	0.77	0.72
Test 1	0.76	0.83	0.78	0.82
Test 2	0.83	0.88	0.76	0.79
Proposal	0.62	0.77	0.85	0.67
Bib	0.74	0.7	0.42	0.7
Draft	0.64	0.84	0.72	0.69
Lit R	0.73	0.8	0.81	0.82
FE	NA	NA	0.66	0.85

PSY 332 Research Methods II Assessment Data

PSY 332 has been on the four-test system since fall 2006. Average proportion scores from 2012-2013 are reported below. There is an early-semester talk to peers designed to pressure them for the details for their project. There is also an annotated bibliography, first draft, and second draft.

The 2012-2013 tests were not always correlated with each other this year (n = 17). The grades for Test 1 did not predict later tests. However, Test 2 and Test 3 did **strongly** predict later tests, which may show that the better students recalibrated. This suggests reliability at minimum.

The tests also **strongly** predicted draft performance (second table). The students performed similarly on these, a suggestion that the class was drawing on the same constructs. One thing that leverages in favor of finding strong correlations is the incredibly wide range of student raw ability. The best student is literally four times as capable was the worst student and outperforms the worst student on every conceivable facet. Note - 2011-2012 data are also report to provide trend data.

PSY 332

	2011/2012	2012/2013
Test 1	0.77	0.77
Test 2	0.7	0.77
Test 3	0.81	0.87
Test 4	0.79	0.74
Talk	0.82	NA
Bib	0.66	0.77
Draft 1	0.65	0.74
Draft 2	0.8	0.83
Sem. Avg.	0.77	0.79
Quiz Avg.	NA	0.55 (n = 8)

See attached file for additional analyses and interpretation.

<u>MFT PSY Assessment Data</u>

MFT Assessment Indicators for Measurement and Methodology (Mean Percent Correct) demonstrated a 9-point improvement from 2012 to 2013:

2010: 44 (52 national average)

2011: 49 (52 national average)

2012: 45 (55 national average)

2013: 54 (55 national average)

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012

Note – Mean MFT PSY Measurement and Methodology student scores improved dramatically from 2012 to 2013 and are now just one point below the national average. This is the highest score in the four years of administering the MFT PSY.

Note - Average TOTAL MFT PSY score:

15 PSY students = 150 out of a possible 200. National average is 156. This is a 6-point improvement from 2012. Two area assessment indicators on the MFT PSY (i.e., clinical/abnormal and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. The sub-scores from these areas may adversely affect the total MFT PSY score.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students who plan on attending graduate school averaged a score of 165.5 on the MFT PSY (above the national average of 156). Two students scored as high as 179 and 172, respectively.

<u>Student Research and Presentation Production</u>

Psychology students conducted a good number of research projects. Dr. Hutchens' PSY 315 (Social Cognition) students presented three professional research presentations in 2012 at The Mid-South Psychology Conference (one student was awarded first place for Best Research Poster). One of Dr. Drury's students also presented a professional research presentation at The Mid-South Psychology Conference in 2012.

Summary Table

Major Field Test (MFT) in Psychology Assessment Indicators

Year (spring)	Number of Students Tested	Overall MFT Score (national average)	Memory and Thinking (national average)	Sensory and Physiology (national average)	Developmental (national average)	Measurement and Methodology (national average)
2010	14	152 (155)	44 (48)	38 (38)	43 (46)	44 (52)
2011	20	148 (156)	47 (48)	33 (38)	38 (46)	49 (52)
2012	19	144 (156)	29 (44)	45 (49)	38 (52)	45 (55)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

PSY 330 Research Methods Data Analyses

Use of Evaluation Results

Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.

Tests are periodically revised to reflect current course content.

Due to the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

The PSY program continued to host writing and plagiarism workshops to address noticeable student writing weaknesses.

<u>PSY 330 Research Methods I</u>

In order to increase student learning the following were carried out:

Changed topical selections of papers to focus on topics students were interested in studying (e.g., false memories and attention).

Refined the structure of the writing components of the course to make the criteria for evaluation consistent across all assignments.

Provided systematic feedback to students on papers throughout the semester and assisted them in formulating an outline for their paper.

Introduced a detailed rubric in syllabus that listed all expected components of student paper preparations (this rubric is attached).

PSY 332 Research Methods II
The following grading changes were carried out:

The annotated bibliography was re-weighted from .06 to .08 and the weight of the final draft of the paper was increased by .02.

Tests were reduced to less than .50 the final grade.

Research Methods Redesign:
The redesign has been ineffective in increasing student pass rates. It was determined that students are taking PSY 330 (Research Methods I) too early in the course sequence to have appropriate knowledge to begin a research paper. Thus, the redesign has been recalibrated again by changing the course sequence of PSY 330 (Research Methods I), 331 (Statistics), and 332 (Research Methods II). Now, students take PSY 331 (Statistics) first, and then take PSY 330 and 332. Pushing PSY 330 back a semester allows students to take other topical psychology courses and learn more about psychology before taking PSY 330.

Note – Around ten years ago PSY 493 (Independent Research) was developed to give students an opportunity to take a course solely devoted to conducting research and writing an APA research paper. The course was productive in the past. However, the intensive nature of the course is not conducive to an enrollment of 10 or more. As a result, due to budget constraints over the last five years, PSY 493 has not been offered as part of a faculty member's course load. Thus, PSY 493 has only been offered sporadically to a few students over the last five years for per-head faculty pay.

Rubric for PSY 330 Literature Review

Related Items
SP1.Ind02: National / Standardized Test Scores

SP1.Ind03: Academic and support services

SP1.Ind05: Diversity -- access to diverse ideas/programs

SP1.Ind08: Curriculum Development and Revision

SP2.Ind02: Retention

SP2.Ind03: Graduation Rate

GE 01: Critical and Creative Thinking

BS-AT 01: Clinical Decision-Making
Start: 7/1/2012
End: 6/30/2013
Learning Outcome
Graduates of the Athletic Training Program have the working knowledge sufficient to make clinical decisions required of Certified Athletic Trainers.

Data Collection (Evidence)
1. The Board of Certification Examination results is used to determine the achievement of this learning outcome.

2. The Board of Certification Examination results were collected and reported by the Board of Certification, Inc. office to the Athletic Training Program Director.

3. The Athletic Training Program Curriculum Committee performed a program analysis in light of the certification examination results. The Committee submitted their recommendations to the HPER Undergraduate Curriculum Committee for approval.

Results of Evaluation
The Athletic Training Program had five athletic training graduates. These individuals took the examination and two of the five (40.0%) passed on the first attempt. Three students are scheduled to attempt the examination on the next available examination date. The analysis revealed that conducting frequent formal evaluations requiring clinical decision making application within the didactic component over the year was necessary; but was not closely monitored compared to last reporting period. Additionally, the areas of athletic training student weaknesses were identified as acute and emergency care and organization and administration in athletic training.

Use of Evaluation Results
1. The Athletic Training Program integrated more real-time clinical decision making opportunities, directly linked to clinical experience assignments, across all components of the Athletic Training Program based on feedback from the Board of Certification Examination results and student feedback. In addition, the Program revised the logical progression of course delivery, added necessary courses and deleted courses that were shown to have course objectives that were redundant and unbeneficial for student preparation.

2. The Athletic Training Program added two courses to improve scores in the areas of weakness for the students. They were HSE 252: Acute Care and Emergency Management in Athletic Training and HSE 458: Organization and Administration in Athletic Training. [TC1] These courses are pivotal for continual improvement in the cognitive area of the national examination.

Related Items
GE 05: Self

BS-AT 02: Practical Ability
Start: 7/1/2012
End: 6/30/2013
Learning Outcome
Graduates of the Athletic Training Program have the practical ability to provide appropriate treatments, prescribe therapeutic exercise programs, and incorporate injury prevention management strategies for athletes and patients.

Data Collection (Evidence)
1. Completed Clinical Experience Evaluations of the Athletic Training Students by the Clinical Supervisors for on-campus clinical assignments are used to determine the achievement of this learning outcome.

2. The Athletic Training Program Director collects all clinical experience evaluations on the athletic training students by the clinical supervisor and they are housed in the Division of Health, Physical Education and Recreation in the Athletic Training Students' portfolios.

3. The Athletic Training Program Curriculum Committee performed a program analysis of this information. The Committee submitted their recommendations to the HPER Undergraduate Curriculum Committee for approval.

Results of Evaluation
The Athletic Training Program had 21 athletic training students assigned to clinical experiences during the fall term 2012 and 15 in the spring term 2013, at on-campus sites. Five students were off-campus at internship sites during the spring term 2013 while the remaining one student was not registered for athletic training courses during the spring term 2013. Each student was evaluated twice during each the on-campus clinical assignment, respectively. The evaluations measured the students' abilities to perform practical skills appropriate for each level of the clinical component of the program. Additionally, the evaluations scored students' behavioral attributes. According to the Clinical Supervisors' comments, the athletic training students demonstrated skills consistent with those at the same level. Behavioral attributes were also consistent with those at the same level and across levels. The analysis revealed that conducting frequent formal evaluations requiring athletic training students to demonstrate practical skills on athletes and patients showed no improvement from the first evaluation to the second evaluation for most students during the on-campus clinical experience for the students within the clinical component of the program.

Use of Evaluation Results
1. The Athletic Training Program provided a formal evaluation of practical skill application and assessment of behavioral attributes for each student during the on-campus clinical experience throughout the year.

2. A new Athletic Training Program position, Clinical Education Coordinator, was recommended to assist the Program's clinical staff with ensuring the students are performing and achieving practical skills on patients, on a planned and regular basis. In addition, training sessions are scheduled to address the specific areas that clinical supervisors need to continually evaluated and note student improvements.

Related Items
There are no related items.

BS-AT 03: Clinical Skills
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Graduates, upon completion of the Internship in Athletic Training course, achieved the appropriate level of clinical skills necessary to perform the duties of an Athletic Trainer in the appropriate chosen setting.

Data Collection (Evidence)
1. Internship Experience Evaluations were used to determine clinical performance of athletic training students.

2. The Internship Coordinator collected the data from the Internship Supervisor and they are housed in the Division of Health, Physical Education and Recreation in the Athletic Training Students' portfolios.

3. The Athletic Training Program Curriculum Committee performed a program analysis of this information. The Committee submitted their recommendations to the HPER Undergraduate Curriculum Committee for approval.

Results of Evaluation
The athletic training students met qualifications to correctly perform all clinical skills necessary for Entry-Level Athletic Trainers. According to the Internship Supervisors' comments, athletic training students made progress and improved their clinical skills and exhibited an appropriate professional demeanor, respectively. Additional comments confirmed that the athletic training students demonstrated competence at his/her skill level.

Use of Evaluation Results
1. The Athletic Training Education Program provided quality internship experience placement for athletic training students in order to achieve the appropriate level of clinical skills to perform Athletic Trainer duties based on his/her personal and professional attributes and job setting goals.

2. A maximum of 40 hours per week was required during the 15-16 week internship.

Related Items
There are no related items.

BS-FCS-CD 01: LO Understanding of life development stages
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Identify and assess the stages of human development from conception through adolescence in areas of physical/motor, social, and emotional growth.

GE 1, GE 4, GE 5

Data Collection (Evidence)
Lab evaluations: Using the Child Development Student Assessment form, students are evaluated by child development teachers on their ability to interact well with children and to recognize developmentally appropriate practices when working with children of various ages (Appendix 1). These evaluations are reviewed by faculty to determine areas for improvement.

Objective examinations: Students are given exams and asked to write reports to determine their content knowledge concerning the stages of human development. These exams and reports determine the students' basic knowledge of child development. If they do not have at least 70% knowledge of the material, they will not be able to effectively apply the knowledge with children. The students are required to repeat the course until content and application portions of the course reach at least the 70% level.

Appendix 1

Results of Evaluation
Final analysis of the points on the student assessment tool over the past three years indicated that at least 70% of the students received an average rating of at least 3.5 out of 5 on the assessment tool. This is considered acceptable, safe to practice. 25% of the students received an average rating of over 4, with a 5 rating being considered outstanding, effective practice. The remaining five percent of the students were considered marginal or unacceptable.

Results of examinations and written reports over the past three years demonstrate that at least 75% of the students are meeting desired content knowledge thresholds.

Use of Evaluation Results
Lab evaluation forms were last modified to allow consistency in evaluation procedures throughout the student's course of study. These forms, filed in the student's personal folder in the Division office, are used to determine improvement throughout the course of study. This model has been used for four years. Students continue to be evaluated at midterm so that they are informed before the semester's end of any difficulties they may be having. The Child Development Student Assessment tool was reviewed for expansion to incorporate more of the variables that are assessed for the student interns. More space for written comments was also included in the revised form.

Instructional materials and assessment tools are reviewed and revised throughout the year.

Related Items
GE 01: Critical and Creative Thinking

GE 04: Inquiry and Technology

GE 05: Self

BS-FCS-CD 02: LO Developmentally appropriate practices
    Start: 7/1/2012
    End: 6/30/2013

    Learning Outcome
Plan and implement activities and administer programs for children that incorporate early childhood principles and are based on developmental needs and characteristics of children.

    GE 1, GE 4, GE 5, GE 8

    Data Collection (Evidence)
    Lab evaluations:

Using the Likert-type Child Development Student Assessment form, students are evaluated by child development teachers on their ability to recognize and apply appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement. This model has been used for several years.

    Development and implementation of developmentally appropriate projects and activities:

In the courses 377 Methods and Materials for Preschool Programs and FCS 378 Principles and Procedures of Preschool Programs, students are required to demonstrate that they understand and can apply developmentally appropriate practices to the projects and activities that they create and use with young children. Students' activities are reviewed by child development teachers and peers to determine the level of appropriateness of activities. Child development faculty members also indicate the amount of assistance required by the students in the development of such activities and lesson plans. Students must revise their plans until they receive at least a satisfactory instructor evaluation before the activity is implemented with children.

    Internship Evaluations:

During their capstone internship experience, students spend 200-400 hours in an early childhood classroom setting. The students observe, interact, teach, and perform all other requirements expected of a teacher. The student is evaluated by the supervising teacher at midterm and the end of the term. The supervising teacher completes the Likert-type Student Internship Assessment form when the student teaches a unit of instruction (Appendix 2). The internship academic supervisor collects the evaluations from the supervising teachers. These forms are filed in the office of the internship supervisor for future reference. At midterm the evaluations are used to give feedback to the student in areas that need improvement. The internship supervisor meets with the individual students to review their progress. At the end of the term the internship supervisor assigns a grade according to the performance of the student. Students are given copies of the evaluations and meet individually with the internship supervisor. Recommendations for improvement are made to help improve students' ability to work with children.

    Appendix 2

    Results of Evaluation
According to lab evaluations, students needed some additional classroom instruction on the development of age appropriate activities. Lab evaluation findings further indicated that students need more opportunities to participate in and/or implement activities and programs that they had developed for children in the classroom. In the next year, students will be required to write and teach additional lesson plans

Results of faculty evaluations of student projects indicated that 85% of the child development students in these courses were able to develop their activities without instructor assistance; 10% of the students required activity review by the instructor one or two times before it was satisfactory; 5% required three or more instructor reviews before their projects/activities were satisfactory.

85% of the students in the past five years have achieved at least a rating of 3 on the 4-point Likert-type scale (Appendix 2) on their first assessment during their internship experience. This is defined as acceptable, safe to practice. Students who failed to meet these acceptable expectations were required to repeat until acceptable performance was achieved. At the end of the internship experience, 95% of the student interns received a rating of at least 3 (acceptable, safe to practice) on the assessment. Based on findings over the past five years from the internship evaluations, the following recommendations were made and changes implemented accordingly:

1.   In the area of dependability, students need to understand the importance of their consistency in working with children and employers.

2.   Students need to work with less supervision during their internship experiences.

    Appendix 2, Internship Assessment Form

    Use of Evaluation Results
Additional opportunities were created for participation in activities and programs with young children and for implementation of activities and programs for young children. Students designed and implemented developmentally appropriate activities for children of various age groups. Students spent more lab hours in all classrooms to develop a better understanding of developmentally appropriate activities for children birth to four years of age. Increased opportunities were created for students to visit local kindergarten classrooms and share activities on particular topics related to evaluation findings, such as the need for exposure to age-appropriate activities. Students were required to write and teach additional lesson plans.

Additional class time is dedicated to the instruction of creating developmentally appropriate activities. Blackboard is used to hold student discussions, and additional web resources for students are utilized to locate developmentally appropriate activities for children.

Faculty determined several years ago that students cannot successfully take over 12 semester hours, including the internship hours, during their internship semester. Student interns are now required to meet as a group six times with the internship academic supervisor to receive detailed instructions regarding internship requirements, which is an increase from the earlier requirements.

There is consideration of requiring all interns to work for 400 hours rather than 200, increasing the credits fom 3 to 6.

Before reporting to the internship site, interns must meet once individually with the academic supervisor to discuss specific requirements and to address questions. Internship rubric and evaluations have been modified to help students understand the expectations prior to their evaluations. A packet of expectations that the student must meet has been developed for the supervising teacher. The supervising teacher is encouraged to allow the student to work independently. Meetings are held by the internship academic supervisor and the supervising teacher when an adequate level of independence is not being allowed. The evaluation form was revised last year to accommodate more written comments from the Child Development teachers.

The Student Internship Assessment Form was revised and the Likert-type scale was changed from the four point scale in the Appendix 2 form to a five point scale for the next year, as seen in Appendix 3.

    Appendix 3 Internship Assessment Form

    Related Items
    GE 01: Critical and Creative Thinking

    GE 04: Inquiry and Technology

    GE 05: Self

    GE 08: Perspectives

BS-FCS-CD-03: LO Professional Development
    Start: 7/1/2012
    End: 6/30/2013
    Learning Outcome

Identify and asses the level of professionalism that students possess and identify knowledge and skills needed in the workforce.

Data Collection (Evidence)
Portfolios: Students in FCS 447 Professional Development are required to compile a professional portfolio composed of assignments that showcase the skills and knowledge they have acquired during their program of study. Each portfolio is evaluated by two instructors in the Division in addition to the course instructor. A 100 pt. rubric is used for evaluation and all three reviewer scores are averaged. The purpose of a professional portfolio is to provide evidence of professional skills and knowledge, including organizational skills, communication skills, presentation skills, teaching skills, and marketing skills. Documents include examples   of assignments, internships, and work experiences completed during college.

Results of Evaluation
The results of the portfolio over the past three years demonstrate that at least 70% of the students achieved a grade of at least 80% on the portfolio.

Use of Evaluation Results
The instructional materials, rubrics, and other evaluative materials are reviewed annually.

Related Items
GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

BS-FCS-FM 01: LO Requirements and skills
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Identify responsibilities and demonstrate skills necessary for a variety of positions in the fashion industry.

GE 1, GE 2, GE 4, GE 5

Data Collection (Evidence)
Internship Evaluation; Internship Manual; Research papers;

Using specific competencies that have been suggested by our Division's Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments. (Appendix 3). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective rating sheet is used by the instructor to objectively evaluate research papers.

appendices

Results of Evaluation
Over the past twelve years, 90% of the student interns have been rated above average or higher on their evaluation forms by employment supervisors. 90% of these students were also rated satisfactory or higher on their internship manuals by their academic advisor and employment supervisors. Based on an evaluation rating sheet, 80% of students earned a grade of 80% or higher from the instructor on their career research papers.

Use of Evaluation Results
In the past two years, an in-depth research project was added to enhance their knowledge base and improve their written communication skills.

Related Items
GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

BS-FCS-FM 02: LO Merchandise selection
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Correctly evaluate and select merchandise based on individual and family values and lifestyles.

Data Collection (Evidence)
Students develop a style and design portfolio and perform a wardrobe analysis, creating an accompanying portfolio. Class projects and case studies are assigned. An objective evaluation form is used to evaluate portfolios and projects.

Results of Evaluation
80% of students produced portfolios and projects that earned a grade of 80% or higher by the instructor.

Use of Evaluation Results
Wardrobe analysis project has been amended several times to incorporate revised software and other available tools.

Related Items
GE 01: Critical and Creative Thinking

GE 04: Inquiry and Technology

GE 06: Social Institutions

GE 10: Values

BS-FCS-FM 03: LO Consumer acceptance theories
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Correctly identify theories of change which have impact on consumer acceptance.

Data Collection (Evidence)
Trend board development; Various class portfolios; Style portfolio; An objective evaluation form is used to evaluate trend boards, portfolios and projects. Some trend boards are submitted to Dallas Fashion Career Day, where they are judged by professionals.

Results of Evaluation
Trend boards and projects required all students to satisfactorily design or construct projects that incorporated their content knowledge and research. Photoshop technology was incorporated into Trend Board design last year. At least 80% of students earned a grade of 80% or higher on the trend board assignment. At least 80% of students earned a grade of 80% or higher on their portfolio assignments.

Use of Evaluation Results
Current assessment methods are continually evaluated. Current assessment methods are considered satisfactory.

Related Items

- ♪ 🔵 **GE 01: Critical and Creative Thinking**

- ♪ 🔵 **GE 04: Inquiry and Technology**

- ♪ 🔵 **GE 06: Social Institutions**

- ♪ 🔵 **GE 07: Cultural Awareness**

- ♪ 🔵 **GE 08: Perspectives**

BS-FCS-FM 04: LO Apparel industry roles
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Correctly identify the roles of manufacturers, retailers and consumers as related to the apparel industry.

Data Collection (Evidence)
Internship evaluation; Internship manual; Research papers; Using specific competencies that have been suggested by our Division's Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments (Appendix 3). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective evaluation form is used to evaluate papers.

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Results of Evaluation
Over the past thirteen years, 90% of student interns have been rated 3 (above average) or higher on their 4-point Likert type evaluation forms by employment supervisors. 95% of student interns were rated above average or higher on their internship manuals by their academic advisor. At least 80% of the students have earned a grade of at least 75% on their research papers.

Use of Evaluation Results
Additional readings have been assigned in class to enhance knowledge base for research papers and knowledge of current issues in the industry.

Related Items
- ♪ 🔵 **GE 01: Critical and Creative Thinking**

- ♪ 🔵 **GE 04: Inquiry and Technology**

- ♪ 🔵 **GE 06: Social Institutions**

- ♪ 🔵 **GE 08: Perspectives**

BS-FCS-FM 05: LO Business and creative concepts
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Effectively design, prepare and present activities which incorporate business and creative concepts.

Data Collection (Evidence)
Design portfolio; Historic costume portfolio; Style portfolio; Historic costume project; Trend board project; Apparel Design workshop. An objective evaluation form is used to evaluate portfolios and projects by the instructor. Professional Development Portfolios are evaluated by three faculty members in the Division, using an objective evaluation form.

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Results of Evaluation
80% of students earned at least a grade of 80% or higher from their instructor on class portfolios and projects; 90% of students earned a very satisfactory or higher rating on class portfolios and projects; The results of the portfolio over the past three years demonstrate that at least 90% of the students achieved a grade of at least 80% on the Professional Development portfolio.

Use of Evaluation Results
Students who earned less than 80% on portfolios and projects received additional instructions for increasing their knowledge and improving their skills in areas of deficiency.

Related Items
- ♪ 🔵 **GE 01: Critical and Creative Thinking**

- ♪ 🔵 **GE 02: Communication**

- ♪ 🔵 **GE 04: Inquiry and Technology**

- ♪ 🔵 **GE 06: Social Institutions**

BS-FCS-FM 06: LO Product knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Effectively evaluate the impact of fabrication, design and the function of apparel and/or textile products on human behavior and lifestyles.

Data Collection (Evidence)
Lab notebook; Exams;

An objective evaluation form is used to evaluate notebooks.

Results of Evaluation
80% of students earned a grade of 80% or higher from their instructor on textile lab notebooks. 70% of students earned at least an 80% or higher on their textile exams.

Use of Evaluation Results
Students who earned less than an 80% grade on notebooks received additional instructions for increasing their knowledge in areas of deficiency.

Related Items
- ♪ 🔵 **GE 01: Critical and Creative Thinking**

- ♪ 🔵 **GE 04: Inquiry and Technology**

- ♪ 🔵 **GE 07: Cultural Awareness**

⚑ 🔵GE 08: Perspectives

📄 **BS-FCS-ND 01: LO Nutritional care process**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Effectively perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.

Data Collection (Evidence)
95% of students will receive a mean average ≥ 4 out of 5 on the preceptor evaluation for patient assessments.

95% of students will receive a mean average of ≥ 4 on the preceptor evaluation for nutrition diagnosis in assessments.

📄 appendix 4

Results of Evaluation
95% of students met the benchmark for both assessment and diagnosis.

Use of Evaluation Results
Faculty members are pleased with the results of the 2012 evaluations. Faculty will continue to bring new knowledge and technology to the program and incorporate these into student learning activities to allow attainment of required competencies.

Related Items
⚑ 🔵GE 01: Critical and Creative Thinking

⚑ 🔵GE 04: Inquiry and Technology

⚑ 🔵GE 05: Self

📄 **BS-FCS-ND 02: LO Nutrition interventions**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Effectively plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.

CRD 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

Data Collection (Evidence)
Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the Academy of Nutrition and Dietetics (A.N. D.) the facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments.

Results of Evaluation
95% of students will receive a mean average of ≥ 4 on the preceptor evaluation for nutrition diagnosis in assessments.

Use of Evaluation Results
Faculty members are pleased with the results of the 2012 evaluations. Based on the results of evaluations, the faculty may increase the number or specific types of nutrition assessments and case studies required (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.).

Related Items
⚑ 🔵GE 01: Critical and Creative Thinking

⚑ 🔵GE 02: Communication

⚑ 🔵GE 04: Inquiry and Technology

⚑ 🔵GE 05: Self

📄 **BS-FCS-ND 03: LO Nutritional cultural diversity**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Successfully develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

Data Collection (Evidence)
Class assignments include role-playing of employee disputes, problem-solving steps, employee scheduling and other foodservice management functions. Students develop a professional portfolio with written documentation of these experiences as well as accounts of their onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific Supervised Practice rotation.

Results of Evaluation
95% of students will receive a mean average of ≥ 4 on the preceptor evaluation for nutrition diagnosis in assessments. Facility preceptors indicated that student experiences in commercial/institutional kitchens/bakeries prior to beginning the rotation are very helpful.

Students have been successfully utilizing the Ada Swindle Mitchell Foods Laboratory since the beginning of the spring semester 2006 to gain foodservice experience.

Use of Evaluation Results
Based on the results of the 2012 evaluations, faculty have continued to implement more "hands-on" projects within foodservice organizations prior to the beginning of the Supervised Practice. To facilitate this, more hands-on experiences have been integrated into the program. These will allow the students to gain experiences and apply content in both retail and institutional foodservice operations. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations).

Related Items
⚑ 🔵GE 01: Critical and Creative Thinking

⚑ 🔵GE 02: Communication

⚑ 🔵GE 04: Inquiry and Technology

⚑ 🔵GE 05: Self

📄 **BS-FCS-ND 04: LO Guidelines and literature**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Appropriately apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

Data Collection (Evidence)
Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the Academy of Nutrition and Dietetics (A.N.D.), the facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments.

Results of Evaluation
95% of the students received scores of "met" or "exceeded entry-level requirements" on their nutrition assessment competency. 85% of the students received a grade of 80% or higher on their written case study and on their case study presentation.

Use of Evaluation Results
Faculty members are pleased with the results of the 2012 evaluations. Based on the results of future evaluations, the faculty may increase the number or specific types (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.) of nutrition assessments and case studies required. Since the number of hours in FCS 479 (clinical aspect of Supervised Practice) was increased from 360 to 540 hours to provide for adequate hands-on experience in medical nutrition therapy.

Related Items
➧ GE 01: Critical and Creative Thinking

➧ GE 04: Inquiry and Technology

➧ GE 05: Self

BS-FCS-ND 05: LO Food service plan
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Develop a realistic plan to provide or develop a product, program or service that includes a budget, staffing needs equipment, and supplies.

Data Collection (Evidence)
Students develop a business plan and budget for a mythical business of their choosing. Students develop a professional portfolio with written documentation of the business plan, budget and other necessary elements. The contents of the portfolio are evaluated by the instructor using a rubric that is in concert with the ACEND competencies for the specific Supervised Practice rotation. Additionally, content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478).

Results of Evaluation
80% of the students received a grade of 75% or higher on their business plan portfolio. 95% of the students in Supervised Practice rotations received scores of "met" or "exceeded entry-level requirements" on this competency.

Use of Evaluation Results
Based on the results of the prior year's evaluations, faculty members determined that there was a need for increased exposure to business planning from a grant/regulatory standpoint. Additional experiences were added to the course FCS 460 Management in Nutrition/Dietetics. They also had a workshop on writing business plans. These activities allowed the students to gain experiences and apply content knowledge in both retail and institutional foodservice operations. Facility preceptors indicated that students would benefit from information integrated from Small Business Administration for business development, financial sustainability and market demand. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations).

Related Items
➧ GE 01: Critical and Creative Thinking

➧ GE 03: Quantitative Skills

➧ GE 04: Inquiry and Technology

➧ GE 05: Self

➧ GE 06: Social Institutions

BS-FCS-ND 06: LO Environment
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment

Data Collection (Evidence)
Students in FCS 360 Quantity Foods participate in laboratory experiments, menu design for catering, and produce catering events for DSU and Cleveland community events. Students include these events in the professional portfolio, in which written documentation of the menu, budget and other necessary elements can be found. Additionally, content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific SP rotation

Results of Evaluation
At least 80% of the students in FCS 360 earned an average grade of 80% on these projects in the course. 95% of the students received scores of "met" or "exceeded entry-level requirements" on this competency in their Supervised Practice rotation. Students have been successfully utilizing the Ada Swindle Mitchell Foods Laboratory since the beginning of spring 2006 to gain foodservice experience.

Use of Evaluation Results
Facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the SP rotation.

Based on the results of the 2012 evaluations, faculty members determined that there may be a need for more "hands-on" projects within foodservice organizations prior to the beginning of the Supervised Practice. Students are now utilizing the Foods Laboratory to provide catering for a number of functions on campus. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations) so that the recipient of the catered function can provide objective and subjective (taste and presentation) feedback.

Related Items
➧ GE 01: Critical and Creative Thinking

➧ GE 02: Communication

➧ GE 03: Quantitative Skills

➧ GE 04: Inquiry and Technology

➧ GE 05: Self

BS-FCS-ND 07: LO Sanitation
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Effectively perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

Data Collection (Evidence)
Students participate in laboratory experiences that include food preparation, sanitation and service. Many of these experiences are linked to catering events, which are documented in the professional portfolio. Content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478) and by the completion of the ServSafe® Certification. Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific SP rotation.

Results of Evaluation
At least 90% of students in the SP must receive a mean average score of 3 out of 5 or higher on evaluation for a safety and sanitation inspection. In addition, all students become ServSafe® Certified prior to or during the Supervised Practice FCS 478. The ServSafe® program has become the industry standard in food safety training and is accepted in almost all United States jurisdictions that require foodservice employee certification. The ServSafe® program provides accurate, up-to-date information for all levels of students/employees on all aspects of handling food, from receiving and storing to preparing and serving.

Use of Evaluation Results
Faculty members are pleased with the results of the 2012 evaluations, in which all of students successfully completed the ServSafe® program certification. We also now offer the ServSafe® training in-house. Based on future results, the faculty will determine necessary changes in laboratory experiences.

Related Items
GE 01: Critical and Creative Thinking

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

GE 05: Self

GE 06: Social Institutions

BS-HPER-ES 01: Exercise Program Design
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Assess clients, interpret test results, and design appropriate exercise programs for the general population.

Data Collection (Evidence)
1. A client profile was designed for PER 461 Exercise Prescription that included programs for cardio-respiratory fitness, muscle fitness, flexibility, and body composition.

2. This data is collected by the instructor of PER 461 Exercise Prescription.

3. This data is analyzed by the instructor of PER 461 Exercise Prescription.

Results of Evaluation
Over 78.5% of students (11/14) were rated at the acceptable level or above.

Use of Evaluation Results
1. Added a skill retention test to senior seminar class to ensure maintenance of skills taught.
2. Adopted a supplemental book that is a review of clinical guidelines to help ensure carry over to more advanced testing procedures.

Related Items
There are no related items.

BS-HPER-ES 02: Group Exercise Leadership
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Prepare and teach a group exercise class ag an acceptable level.

Data Collection (Evidence)
1. Students Planned, choreographed, and produced a group exercise class in PER 361 Clinical Experience in Exercise Science II.

2. This data is collected by the instructor of PER 361 Clinical Experience in Exercise Science II Exercise Prescription.

3. Data is analyzed by the Coordinator of the Exercise Science Program.

Results of Evaluation
81.8% of all students (9/11) were rated at the acceptable level or above.

Pre-test 9/11= 81.8

Use of Evaluation Results
1. Sought more quality practical experiences in "real world" settings to provide all students more hands on opportunities with diverse populations.
2. The scale has been modified to allow for more discrimination of levels of proficiency.

Training of new instructor on the use of the instrument is required to ensure accuracy in scoring.

Related Items
There are no related items.

BS-HPER-ES 03: Integration of Content Knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome

Integrate acceptable content knowledge related to exercise testing and prescription, as well as the health benefits of physical activity.

Data Collection (Evidence)

1. A capstone course was developed called PER 465 Internship in Exercise science that includes work experiences in the health and fitness field.

2. This data is collected by the instructor of PER 465 Internship in Exercise Science.

3. This data is analyzed by the instructor of PER 461 Exercise Prescription.

Results of Evaluation
A 0-9 scales was used to determine professional knowledge

Pre test 1 of 7 scored at a 9

2 students scored at a level of 8; 1 student scored at a level of 7; student scored at a level of 6; 2 students scored at a level of 5. Post test all students were reported to have improved. 5 students reported at a level of 9; 1 student at a level of 8 and 1 student at a level of 6.

One facility reported that professional knowledge was not directly observed. Overall students improved from an average of 6.8 on the pr-test to an 8.4 on the post-test.

Use of Evaluation Results
1. Updated information in the internship manual to streamline the process and maintain rigor.
2. Built relationships with internship sites and sought out new sites with a list of expectations for each facility that will strengthen the experiences of our future professionals.
3. Experiences that were clinical in nature generally showed the greatest improvement compared with those that fitness were fitness oriented

Adopted a supplemental book that is a review of clinical guidelines to better prepare students for their experience.

Related Items
GE 05: Self

BS-HPER-ES 04: Fitness Testing
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Administer a fitness test at an acceptable level of competence.

Data Collection (Evidence)
1. A practical examination was administered in PER 460 Exercise Testing that measured cardio-respiratory endurance, body composition, muscular strength, flexibility, and muscle endurance.

2. This data is collected by the instructor of PER 460 Exercise Testing.

3. This data is analyzed by the instructor of PER 460 Exercise Testing.

Results of Evaluation
78.5% of students (11/14) were rated at the acceptable level or above. 6 of the 11 students had at least one area where skill was rated low and had to be remediated. The area of fitness testing where remediation was more prevalent was material where most of the practice occurred during the introductory clinical class and then reviewed in later classes. These skills were techniques to measure strength, flexibility and endurance.

Use of Evaluation Results
1. Restructured the introductory clinical experience in exercise science to include only majors within the exercise science concentration.

2. Added a skill retention test to senior seminar class to ensure maintenance of skills taught.

Related Items
There are no related items.

BS-HPER-HPE 01: Historical Concepts
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

Data Collection (Evidence)
1. An individual scoring rubric is used for the oral presentation in PER 300 HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION.

2. The rubrics will be collected after the oral presentation by the instructor of PER 300.

3. This data will be analyzed by the instructor of PER 300.

Results of Evaluation
During the summer 2012 online section of PER 300, 23 students averaged 3.334/4 on the content knowledge section of the grading rubric and 3.178/4 on the past/current relationship to the field of HPER.

During the fall 2012 section of PER 300, 18 students averaged 3.5/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

During the spring 2013 section of PER 300, 18 students averaged 3.667/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results
1. Developed new HPER specific rubrics for use in this class.

2. Writing and project rubrics have been assessed and restructured to better evaluate performance-based content knowledge.

Related Items
There are no related items.

BS-HPER-HPE 02: Organization and Administration
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

Data Collection (Evidence)
1. PER 391 ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL

EDUCATION AND RECREATION PROGRAMS has class projects to design a facility, staff a facility, and develop a budget for a facility.

2. These assignments will be collected by the instructor of PER 391.

3. This data will be analyzed by the instructor of PER 391.

Results of Evaluation
There were a total of 18 projects scored. 16/18 were at the acceptable level.

The analysis revealed that the grading rubric will need to be revised and include the specific elements of the project. The elements that were included did not provide enough discrimination between levels. Overall the students were able to produce acceptable projects. Clarification was needed routinely regarding the use of the budget in the project.

Use of Evaluation Results
1. Developed a scoring rubric to be used with the class project.

2. The additional assignment of developing an emergency action plan was added to the course.

Related Items
There are no related items.

BS-HPER-HPE 03: Skill Set Assessment
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
The physical education teacher candidates will be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness.

Data Collection (Evidence)
1. Skill assessment tests and Individual Fitness testing was used.

2. Skill assessment-PER 314/315: Each teacher candidate was required to pass or demonstrate proficiency in movement and skill performance. Fitness test-CUR 300: Each teacher candidate was fitness tested during the semester of CUR 300.

3. Data was analyzed within the HPER Division and within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation
The Skill and Fitness tests were given as part of the assigned classes. All students scored in the acceptable ranges. One teacher candidate was not proficient at the PACER test (cardiovascular endurance test). She was placed on an improvement plan and allowed to repeat the test.

Use of Evaluation Results
1. If students are found not proficient, they will be put on an improvement plan that may include taking certain activity courses for remediation.

2. These assessments were implemented in the Spring 2011 semester because of new state and national standards. Changes were made to CUR 300 requiring all HPER teacher candidates to be fitness tested. The NASPE Standard requires teacher candidates to achieve and maintain fitness levels; therefore a second fitness test was implemented in PER 487.

Related Items
There are no related items.

BS-HPER-REC 01: Historical Concepts
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

Data Collection (Evidence)
1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION.*

2. The rubrics will be collected after the oral presentation by the instructor of PER 300.

3. This data will be analyzed by the instructor of PER 300 and included in the division and unit reports to be analyzed by the division chair for the Annual Report.

Results of Evaluation
During the summer 2012 online section of PER 300, 23 students averaged 3.334/4 on the content knowledge section of the grading rubric and 3.178/4 on the past/current relationship to the field of HPER.

During the fall 2012 section of PER 300, 18 students averaged 3.5/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

During the spring 2013 section of PER 300, 18 students averaged 3.667/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results
1. Developed new HPER specific rubrics for use in this class.

2. Writing and project rubrics have been assessed and restructured to better evaluate performance-based content knowledge.

Related Items
There are no related items.

BS-HPER-REC 02: Organization and Adminstration
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

Data Collection (Evidence)
1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL*

EDUCATION AND RECREATION PROGRAMS has class projects to design a facility, staff a facility, and develop a budget for a facility.

2. These assignments will be collected by the instructor of PER 391.

3. This data will be analyzed by the instructor of PER 391, the division chair, and included in the HPER annual report.

Results of Evaluation
There were a total of 18 projects scored. 16/18 were at the acceptable level.

The analysis revealed that the grading rubric will need to be revised and include the specific elements of the project. The elements that were included did not provide enough discrimination between levels. Overall the students were able to produce acceptable projects. Clarification was needed routinely regarding the use of the budget in the project.

Use of Evaluation Results
1. Developed a scoring rubric to be used with the class project.

2. The additional assignment of developing an emergency action plan was added to the course.

Related Items
There are no related items.

BS-HPER-REC 03: Planning and Implementation
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Plan and implement a recreational activity based on current discipline–specific scientific and theoretical concepts.

Data Collection (Evidence)
1. PER 435 *RECREATION SEMINAR* is a capstone class for Recreation Leadership. The project for this course is to plan and implement a large-scale recreational activity for the community, campus, or schools in the Delta.

2. Journal article reviews and writing assignments will be collected by the instructor of PER 435.

3. This data will be analyzed by the instructor of PER 435, the division chair, and included in the HPER annual report.

Results of Evaluation
During the spring 2013 semester 29 students took this course. All students were required to participate in a class project. Project 1: Create, market, and host an outdoor photo and film festival. Project 2: Review, research, and participate in a low/high element ropes/leadership course. This was the second time this course had been taught since it was included in the Recreation Leadership concentration. A standardized grading rubric was used in scoring the article reviews yielding an 8.669 average. In addition, each student is required to write a comprehensive and insightful reflection concerning the large-scale course-developed activity.

Use of Evaluation Results
1. A rubric has been developed to properly and appropriately assess and evaluate participation in the final projects.

2. Students were given options for the final project in this course to meet concentration realms and alternative date issues.

Related Items
There are no related items.

BS-HPER-SI 01: Historical Concepts
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

Data Collection (Evidence)
1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION*.

2. The rubrics will be collected after the oral presentation by the instructor of PER 300.

3. This data will be analyzed by the instructor of PER 300 and included in the division and unit reports to be analyzed by the division chair for the Annual Report.

Results of Evaluation
During the summer 2012 online section of PER 300, 23 students averaged 3.334/4 on the content knowledge section of the grading rubric and 3.178/4 on the past/current relationship to the field of HPER.

During the fall 2012 section of PER 300, 18 students averaged 3.5/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

During the spring 2013 section of PER 300, 18 students averaged 3.667/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results
1. Developed new HPER specific rubrics for use in this class.

2. Writing and project rubrics have been assessed and restructured to better evaluate performance-based content knowledge.

Related Items
There are no related items.

BS-HPER-SI 02: Organization and Administration
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

Data Collection (Evidence)
1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL*

EDUCATION AND RECREATION PROGRAMS has class projects to design a facility, staff a facility, and develop a budget for a facility.

2. These assignments will be collected by the instructor of PER 391.

3. This data will be analyzed by the instructor of PER 391, the division chair, and included in the HPER annual report.

Results of Evaluation
There were a total of 18 projects scored. 16/18 were at the acceptable level.

The analysis revealed that the grading rubric will need to be revised and include the specific elements of the project. The elements that were included did not provide enough discrimination between levels. Overall the students were able to produce acceptable projects. Clarification was needed routinely regarding the use of the budget in the project.

Use of Evaluation Results
1. Developed a scoring rubric to be used with the class project.

2. The additional assignment of developing an emergency action plan was added to the course.

Related Items
There are no related items.

BS-HPER-SI 03: Professional Dispositions
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate dispositions that reflect professional growth and development required of sports information professionals by engaging in professional activities.

Data Collection (Evidence)
1. The Internship Evaluation Form will be used for this assessment.

2. The internship coordinator will collect these forms.

3. This data will be analyzed by the internship coordinator.

Results of Evaluation
There were no student interns.

Use of Evaluation Results
1. Monitor candidate performance in PER 475 Internship in Sports Information to determine if poor performance may indicate needed curricular changes.

Related Items
There are no related items.

BS-HPER-SM 01: Historical Concepts
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

Data Collection (Evidence)
1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION.*

2. The rubrics will be collected after the oral presentation by the instructor of PER 300.

3. This data will be analyzed by the instructor of PER 300 and included in the division and unit reports to be analyzed by the division chair for the Annual Report.

Results of Evaluation
During the summer 2012 online section of PER 300, 23 students averaged 3.334/4 on the content knowledge section of the grading rubric and 3.178/4 on the past/current relationship to the field of HPER.

During the fall 2012 section of PER 300, 18 students averaged 3.5/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

During the spring 2013 section of PER 300, 18 students averaged 3.667/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results
1. Developed new HPER specific rubrics for use in this class.

2. Writing and project rubrics have been assessed and restructured to better evaluate performance-based content knowledge.

Related Items
There are no related items.

BS-HPER-SM 02: Organization and Administration
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

Data Collection (Evidence)
1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL*

EDUCATION AND RECREATION PROGRAMS has class projects to design a facility, staff a facility, and develop a budget for a facility.

2. These assignments will be collected by the instructor of PER 391.

3. This data will be analyzed by the instructor of PER 391, the division chair, and included in the HPER annual report.

Results of Evaluation
There were a total of 18 projects scored. 16/18 were at the acceptable level.

The analysis revealed that the grading rubric will need to be revised and include the specific elements of the project. The elements that were included did not provide enough discrimination between levels. Overall the students were able to produce acceptable projects. Clarification was needed routinely regarding the use of the budget in the project.

Use of Evaluation Results
1. Developed a scoring rubric to be used with the class project.

2. The additional assignment of developing an emergency action plan was added to the course.

Related Items
There are no related items.

BS-HPER-SM 03: Professional Dispositions

Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate dispositions that reflect professional growth and development required of sport managers by engaging in professional activities.

Data Collection (Evidence)
1. The Internship Evaluation Form will be used for this assessment.

2. The internship coordinator will collect these forms.

3. This data will be analyzed by the internship coordinator.

Results of Evaluation
There was one intern during the spring 2012 semester. That intern successfully completed his internship. Strengths of this intern included being eager and willing to learn. His weakness included a general lack of knowledge about the sports agency business. This intern was highly motivated and rated an 8 out of 9 for professional knowledge and a 9 out of 9 for practical skills.

Use of Evaluation Results
1. Utilized a new off campus site for this internship.

Related Items
There are no related items.

BSE-ELE 01: LO Mastery of the appropriate content and skills.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate mastery of the appropriate content and skills.

Data Collection (Evidence)
1. Institutional reports and individual score reports for the Praxis II Subject Area Test in Elementary Education and the Praxis II Principles of Learning and Teaching (PLT) were the assessment tools used. In addition, all Praxis attempts have been captured in Banner to provide a more detailed analysis of first-time pass rates.

2. These assessments are norm-referenced measures, the passage of which is required to receive a teaching license in Mississippi. The assessments are taken by all candidates prior to admission to the teaching internship.

3. The assessment results were analyzed using Task Stream reports. Data results were compared with those of past years to identify trends in strengths and weaknesses in candidates' knowledge of content and pedagogy

Results of Evaluation
Spring 2012 – Campus Group

(N = 21). The mean score on the Praxis II Subject Area Test was 168.81, with a median score of 168; the minimum passing score is 158. On the Praxis II PLT, the mean score was 166.24 and the median 166; the minimum passing score is 152. Two failed on the first two attempts, and four candidates failed on the first attempt. This indicates only a 71% first-time pass rate. All but four students successfully passed the Praxis II PLT on the first attempt. This indicates an 81% first time pass rate. All candidates successfully completed the internship and all met the minimum GPA requirement for Admission to Teacher Education and Admission to Internship.

Spring 2012 – Hinds Group

(N = 5). The mean score on the Praxis II Subject Area Test was 174.40, with a median score of 176; the minimum passing score is 158. On the Praxis II PLT, the mean score was 163.60 and the median 166; the minimum passing score is 152. Two candidates failed the Praxis II Subject Area Test on the first attempt. This indicates only a 60% first-time pass rate. All but two students successfully passed the Praxis II PLT on the first attempt. This indicates a 60% first time pass rate. All candidates successfully completed the internship and all met the minimum GPA requirement for Admission to Teacher Education and Admission to Internship.

Fall 2012 – Campus Group

(N = 21). The mean score on the Praxis II Subject Area Test was 174.48, with a median score of 173; the minimum passing score is 158. Five candidates did not pass the Praxis II Subject area test on the first attempt and two students did not pass on the second attempt. This indicates on a 76% first time pass rate. All candidates successfully completed the internship and all met the minimum GPA requirement for Admission to Teacher Education and Admission to Internship.

Fall 2012 – Hinds Group

(N = 7). The mean score on the Praxis II Subject Area Test was 169.43, with a median score of 167; the minimum passing score is 158. Two candidates did not pass the Praxis II Subject area test on the first attempt. This indicates only a 71% first time pass rate. All candidates successfully completed the internship and all met the minimum GPA requirement for Admission to Teacher Education and Admission to Internship.

Use of Evaluation Results
Continue to track the Praxis II Subject Area Test scores and Principles of Learning and Teaching test scores. Track first-time pass rates for the Praxis I. Provide for interventions prior to the first test administration for all teacher education candidates.

First time pass rate on the Praxis II Subject Area Test continue to be a concern. Therefore, workshops prior to test taking have been implemented.

Related Items
GE 03: Quantitative Skills

BSE-ELE 02: LO Demonstrate mastery of content knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate mastery of content knowledge.

Data Collection (Evidence)
1. College BASE (C-Base), a criterion-referenced academic achievement exam (covering mathematics, social studies, science, and English) was administered. The C-Base was developed at the University of Missouri and is used across the U.S. as an assessment of content knowledge for pre-service elementary education teacher candidates. Scores range from 40 – 560, with a mean score of 300. Reports provide mean scores and standard deviations for each tested group.

2. The assessment was administered to all candidates in CEL 301 *Introduction to Elementary Education*/CUR 302 *Orientation and Field Experiences*, as a measure of students' content knowledge.

3. An institutional summary and individual score reports provided descriptive data. Data results were compared with those of past years to identify trends in strengths and weaknesses in candidates' knowledge of content.

Results of Evaluation
The following results are reported on four groups of candidates. Group one consists of on-campus students taking the C-Base test in March 2012. Group two consists of candidates enrolled in the Hinds 2 + 2 Program who took the test in March 2012. Group three consists of on-campus candidates taking the C-Base test in September 2012. Group four consists of candidates enrolled in the Hinds 2 + 2 Program who took the test in September 2012.

 (*N = 29*), Averages and standard deviations respectively were English, 232 and 65; mathematics, 250 and 49; science 210 and 65; and social studies, 219 and 46. The composite score for candidates was 229.

The highest average performance was in the area of Math (Average = 250). The math score is 21 points higher than the composite score of 229, indicating a meaningful difference between these candidates' performance in math and their overall performance on the C-Base. The second highest average performance was in the area of English (Average = 232). The English score is 3 points higher than the composite score of 229. Because this group of candidates' math score and English score exceeds the composite score, they have demonstrated a relative strength in math and English as compared to other areas in which they were tested. The standard deviation for this group in math is 49. While the math scores are the highest of this group of candidates, the standard deviation indicates that English had greater variance of student scores than math.

For this group of candidates, science scores were the lowest at an average of 210, which is 19 points lower than the group composite score of 229. Nineteen points represents a meaningful difference, thus this group of candidates shows a minor weakness in science as compared to other tested areas. The standard deviation for science scores is 49. It indicates a smaller variance in scores compared to English with a standard deviation of 65.

Spring 2012 – Hinds Group

 (*N = 14*) Averages and standard deviations respectively were English, 252 and 55; mathematics, 262 and 37; science 260 and 52; and social studies, 231 and 50. The composite score for candidates was 259.

The highest average performance for these candidates was in the area of math (Average = 262). However, the math score is only 3 points higher than the composite score of 259, not indicating a difference between these candidates' performance in math and their overall performance on the C-Base. The science score also exceeds the composite score, but only by 1 point. Because this group of candidates' math scores and science scores exceed the composite score, they have demonstrated a slight strength in these areas as compared to other areas in which they were tested. The standard deviation for this group in math is 37 and the standard deviation in science is 52.

For this group of candidates, social studies scores were the lowest at an average of 231, which is 28 points lower than the group composite score of 259. This represents a meaningful difference and indicates a significant weakness in social studies as compared to other tested areas.

Fall 2012 – Campus Group

 (*N = 33*) Averages and standard deviations respectively were English, 231 and 51; mathematics, 257and 45; science 218 and 51; and social studies, 202 and 49. The composite score for candidates was 224.

The highest average performance was in the areas of math (Average = 257). The math score is 33 points higher than the composite score of 224, indicating a meaningful difference between these candidates' performance in math and their overall performance on the C-Basel. The second highest average performance was in the area of English (Average = 231). The English score is 7 point higher than the composite score of 229. Because this group of candidates' math score and English score exceeds the composite score, they have demonstrated a relative strength in math and a slight strength in English as compared to other areas in which they were tested. The standard deviation for this group in math is 45. While the math scores are the highest of this group of candidates, the standard deviation indicates that English had greater variance of student scores than math.

For this group of candidates, social studies scores were the lowest at an average of 202, which is 22 points lower than the group composite score of 224. Twenty-two points represents a meaningful difference, thus this group of candidates shows a weakness in social studies as compared to other tested areas. The standard deviation for social studies scores is 49.

Fall 2012 – Hinds Group

 (*N = 13*) Averages and standard deviations respectively were English, 231 and 41; mathematics, 285 and 47; science 218 and 54; and social studies, 206 and 22. The composite score for candidates was 237.

The highest average performance was in the area of mathematics (Average = 285). The math scores are 48 points higher than the composite score of 237, indicating a meaningful difference between these candidates' performance in mathematics and their overall performance on the C-Base. Because this group of candidates' mathematics scores exceed the composite score, they have demonstrated a relative strength in mathematics as compared to other areas in which they were tested. The standard deviation for this group in mathematics is 47.

For this group of candidates, social studies and science scores were the lowest. Social studies scores were an average of 206, which is 31 points lower than the group composite of 237. Science scores were an average of 218, which is 19 points lower than the group composite score of 237. This represents a meaningful difference and indicates a weakness in social studies and science as compared to other tested areas. The standard deviation for social studies scores is 22. The standard deviation for science scores is 54. The scores indicate that the smallest variance for this group is in the area of social studies.

Trends Noted

On the C-Base, candidates typically score highest in the area of English and lowest in the areas of social studies and science. However, when compared to the national norms, the candidates demonstrated low to marginal content knowledge of science, social studies, English, and math.

Use of Evaluation Results
Candidates began taking the C-Base in 2006. The results for each group of candidates taking the test have been low to marginal and this trend continues. However, the 2012 scores are beginning to show an increase from all scores since the 2006 scores. Actions based upon those trends have been to conference with candidates regarding their individual scores. Faculty will continue to meet with candidates and offer tutoring advice. Faculty can now offer specific sites for candidates to receive help in the different content areas. Candidates may use the writing lab and the Office of Academic Support Services. The departments of science and social studies are working on tutorials for candidates who score low in these areas.

It appears that candidates in both the campus program and the Hinds program performed strongest on measures related to Association for Childhood Education International Standards 2.1 (Reading, Writing, and Oral Language); and 2.3 (Mathematics); with 2.2 (Science) and 2.4 (Social Studies) being areas of weakness. The Hinds candidates performed better than the on-campus students in all areas with the exception of the Fall 2012 group in English and Science. The scores were the same in those two areas. The scores are consistent with data provided by ACT composite averages for students entering the Elementary Education Program at this institution. Elementary faculty will continue to use this test data to establish a baseline reference upon which to determine how best to direct students in their efforts to compensate for content area weaknesses. Even though candidates take the C-Base test upon entering the elementary education program, the test is not used as an admission requirement. The instructor for the introductory course in which the C-Base is given, meets with each candidate individually after scores are received. The instructor, along with the candidate's advisor, discusses the score report with the candidate. Low scores provide a basis for the advisor to devise an action plan with the candidate to improve his/her content knowledge.

Faculty members will continue to review courses of action for improving the content preparation of candidates entering the elementary education program with content area deficits.

Related Items
⇗ ⟳ **GE 01: Critical and Creative Thinking**

⇗ ⟳ **GE 02: Communication**

⌗ **BSE-ELE 03: LO Plan an integrated unit of instruction for a diverse student population.**
  Start: 7/1/2012
  End: 6/30/2013

Learning Outcome

Demonstrate the ability to plan an integrated unit of instruction for a diverse student population.

Data Collection (Evidence)

1.a. The Integrated Units are scored with grading rubrics developed by the faculty; the grading rubrics are linked to the Association for Childhood Education International (ACEI) standards, the international professional association that guides Elementary Education teacher preparation programs. The grading rubrics contain the following components: Contextual Factors and Class Description, Learning Goals: Objectives, Concepts, and Skills, Lesson Planning Structure and Content, Assessment Plan, Subject Area Integration, Assessment Plan, Home/School/Community Connection, and Reflection and Self-Evaluation.

2.a. Data was collected in TaskStream, the online information technology system used by the College of Education.

3.a. TaskStream reports I provided means and score distributions.

(See Appendix A, Instrument 1 for the Integrated Lesson Plan scoring guide.)

1.b. The Teacher Intern Assessment Instrument Indicators 1 – 9 were used to assess the candidates' ability to plan instruction.

2.b. Data were collected during CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*, as well as in the teaching intern experience.

3.b. A 4-point rubric was used. TaskStream reports provided descriptive data.

(See Appendix A, Instrument 2 for the Teacher Intern Assessment Instrument scoring guide.)

Appendix A, Instrument 1
Appendix A, Instrument 2

Results of Evaluation

Spring 2012- Campus Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood*

 (N=25) Overall results showed that candidates in the CEL 317 – *Principles and Techniques of Early Childhood* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit. An area that is of concern is that of assessment planning. In spring 2012, 8% of the candidates scored at the emerging or unacceptable level in this category.

Spring 2012 Hinds Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood*

 (N=9) Overall results showed that candidates in the CEL 317 – *Principles and Techniques of Early Childhood* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit. An area that is of concern is that of differentiated instruction. In spring 2012, 11% of the candidates scored at the emerging level in this category.

Overall, with the exceptions of assessment planning and differentiated instruction the candidates in both groups demonstrated that they were able to effectively and appropriately plan for elementary students.

Spring 2012 - Campus Group – CEL 318 *Principles and Techniques of Teaching in the Middle Grades*

(N=25) Overall results showed that candidates in the CEL 318 *Principles and Techniques of Teaching in the Middle Grades* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit. An area that is of concern is that of using a variety of materials. In Spring 2012, 29% of the candidates scored at the emerging level in this category.

Spring 2012- Hinds Group – CEL 318 *Principles and Techniques of Teaching in the Middle Grades*

(N = 11) Overall results showed that candidates in the CEL 318 *Principles and Techniques of Teaching in the Middle Grades* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit.   An area that is of concern is that of Differentiated Instruction. In Spring 2012, 52% of the candidates scored at the emerging level in this category.

Overall, with the exception of Differentiated Instruction and Using A Variety of Materials, the candidates in both groups demonstrated that they were able to effectively and appropriately plan for elementary students.

Fall 2012- Campus Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood*

 (N=22) 95% of candidates were able to articulate appropriate and clear learning goals for students, while 90% of candidates effectively and appropriately aligned learning objectives with standards. Eighty-eight percent of candidates developed learning goals that were significant, challenging and varied. Within the CEL 317, *Principles and Techniques of Teaching in Early Childhood*, Lesson Plan component, *which was completely revised to more thoroughly address each of the content areas and candidates' ability to plan for each of these areas*, 81-85% of candidates were able to effectively plan objectives, instructional activities, and materials for all areas of language arts. The weakest areas of the language arts section of lesson planning were related to the candidates' abilities to differentiate instruction and to the area of writing. This was evident with only 76% of the candidates scoring at an acceptable or target level. In the area of social studies, 86-92% of candidates were able to effectively plan objectives, instructional activities, and materials. As with language arts, the weakest area of social studies lesson planning was related to the candidates' abilities to differentiate instruction with only 83% of candidates at the acceptable or target level. In the area of mathematics, 87-92% of candidates were able to effectively plan objectives, instructional activities, and materials. Even though the weakest area of mathematics lesson planning was related to the candidates' abilities to differentiate instruction, it was not extremely low with 86% of candidates at the acceptable or target level. The lowest area of mathematics lesson planning was related to diagnosing mathematical errors with 80% of candidates at the acceptable or target level. In the area of science, 85-93% of candidates were able to effectively plan objectives, instructional activities, materials, and differentiate instruction. The weakest area of science lesson planning was related to the candidates' abilities to plan for engaging students through inquiry with only 76% of candidates at the acceptable or target level. For the integrated areas of the arts, physical education and health, 77-81% of candidates were at the acceptable or target levels for planning in these areas with physical education being the lowest area at 77%. For the CEL 317 Assessment Plan component, 80% of candidates aligned learning goals and instruction and 91% used multiple modes and approaches of assessment at the acceptable level or target level while 83% of candidates appropriately adapted assessments based on the individual needs of students.

Other areas of the Integrated Unit included Contextual Factors, Home/ School/ Community Connections, and Reflection and Self-Evaluation. For Contextual Factors, 86% of candidates adequately displayed knowledge of students' varied approaches to learning, students' skills and prior learning, and implications for instructional planning and assessment. The weakest areas of contextual factors were knowledge of community, school, and classroom factors and characteristics of students with only 80% of candidates at the acceptable or target levels. The instructor is aware of this potential weakness and is addressing this through identification of specific websites regarding contextual factors and how this affects teaching and learning. Ninety to ninety-three percent of candidates performed at the acceptable or target level for all indicators of Home/School/Community Connections. In regard to Reflection and Self-Evaluation, 86-90% of candidates effectively interpreted student learning, gained insights on effective instruction and assessment, and were able to articulate implications for future teaching and professional development.

Fall 2012 Hinds Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood* .

(N= 9) 100% of the Hinds candidates were able to articulate appropriate and clear learning objectives for students that were significant, challenging and varied, while 98% of candidates appropriately aligned objectives with national, state, and local standards. Within the CEL 317, *Principles and Techniques of Teaching in Early Childhood*, Lesson Plan component, *which was completely revised to more thoroughly address each of the content area and candidates' ability to plan for each of these areas*, 96-100% of candidates were able to effectively plan objectives, instructional activities, and materials for all areas of language arts. The weakest areas of the language arts section of lesson planning were related to the candidates' abilities to differentiate instruction. This was evident with only 75% of candidates scoring at an acceptable or target level. In the area of social studies, 88-92% of candidates were able to

effectively plan objectives, instructional activities, and materials. As with language arts, the weakest area of social studies lesson planning was related to the candidates' abilities to differentiate instruction with only 75% of candidates at the acceptable or target level. In the area of mathematics, 96-100% of candidates were able to effectively plan objectives, instructional activities, and materials. Again, the weakest area of mathematics lesson planning was related to the candidates' abilities to differentiate instruction, with 78% of candidates at the acceptable or target level. In the area of science, 89-92% of candidates were able to effectively plan objectives, instructional activities, and materials. The weakest area of science lesson planning was related to the candidates' abilities to differentiate instruction with only 75% of candidates at the acceptable or target level. For the integrated areas of the arts, physical education and health, 92-95% of candidates were at the acceptable or target levels for planning. For the CEL 317 Assessment Plan component, 98% of candidates aligned learning goals and instruction and 96% used multiple modes and approaches of assessment at the acceptable level or target level while 93% of candidates appropriately adapted assessments based on the individual needs of students.

Other areas of the Integrated Unit included Contextual Factors, Home/ School/ Community Connections, and Reflection and Self-Evaluation. For Contextual Factors, 100% of candidates adequately displayed knowledge of students' varied approaches to learning, students' skills and prior learning, and implications for instructional planning and assessment. Eighty-one to eighty-nine percent of candidates performed at the acceptable or target level for all indicators of Home/School/Community Connections. In regard to Reflection and Self-Evaluation, 93-95% of candidates effectively interpreted student learning, gained insights on effective instruction and assessment, and were able to articulate implications for future teaching and professional development.

Fall 2012 - Campus Group – CEL 318 *Principles and Techniques of Teaching in the Middle Grades*

(N = 22)

Overall results showed that candidates in the CEL 318 *Principles and Techniques of Teaching in the Middle Grades* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit. An area that is of concern is that of instructional planning and assessments. In Fall 2012, 30% of the candidates scored at the emerging level in this category.

Fall 2012- Hinds Group – CEL 318 *Principles and Techniques of Teaching in the Middle Grades*

(N = 23)

In fall 2012 within the Learning *Objectives* component for CEL 318, 81-86% of candidates were able to articulate appropriate and clear learning objectives for students, while 96% of candidates effectively and appropriately aligned learning objectives with standards. Eighty-nine percent of candidates developed learning goals that were significant, challenging and varied. Within the CEL 318 Lesson Plan component, *which was completely revised to more thoroughly address each of the content area and candidates' ability to plan for each of these areas*, 73-79% of candidates were able to effectively plan objectives, instructional activities, and differentiate instruction for all areas of language arts. The weakest areas of the language arts section of lesson planning were related to the candidates' abilities to plan assessment for the different areas of language arts. This was evident with only 69% of candidates scoring at an acceptable or target level for this areas. In the area of social studies, 68-71% of candidates were able to effectively plan objectives, and differentiate instruction. The weakest area of social studies lesson planning was related to the candidates' abilities to plan instructional activities for teaching social studies with only 60% of candidates at the acceptable or target level. In the area of mathematics, 76-79% of candidates were able to effectively plan objectives, materials, and differentiate instruction. As with social studies, the weakest area of mathematics lesson planning was related to the candidates' abilities to plan instructional activities with 69% of candidates at the acceptable or target level. In the area of science, 70-81% of candidates were able to effectively plan objectives, materials, and differentiate instruction. The weakest area of science lesson planning was again related to the candidates' abilities to plan instructional activities for teaching science with only 67% of candidates at the acceptable or target level. For the integrated areas of the arts, physical education and health, 71-87% of candidates were at the acceptable or target levels for planning in these areas with health being the lowest area at 71%. For the CEL 318 Assessment Plan component, 68% of candidates aligned learning goals and instruction and 81% used multiple modes and approaches of assessment at the acceptable level or target level while only 66% of candidates appropriately adapted assessments based on the individual needs of students.

Other areas of the Integrated Unit included Contextual Factors, Home/ School/ Community Connections, and Reflection and Self-Evaluation. For Contextual Factors, 86-93% of candidates adequately displayed knowledge of community, school, and classroom and characteristics of students, knowledge of students' varied approaches to learning, students' skills and prior learning. The weakest area of contextual factors was implications for instructional planning and assessment with only 81% of candidates at the acceptable or target level. Eighty-one to eighty-nine percent of candidates performed at the acceptable or target level for all indicators of Home/School/Community Connections. In regard to Reflection and Self - Evaluation, 74-86% of candidates effectively gained insights on effective instruction and assessment, aligned goals, instruction, and assessment, and were able to articulate implications for future teaching and professional development. The weakest areas of reflection and self-evaluation were interpretation of student learning with 78% of candidates at the acceptable or target level, and implications for professional development with 72% at the acceptable or target

While there are some areas of concern for both groups of candidates, in the majority of categories, candidates demonstrated that they were able to effectively and appropriately plan for middle school students.

Methods Courses

Spring 2012- Campus Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*

 (N = 24) – Indicators 1-9 of the Teacher Intern Assessment Instrument was used, with a rating scale of 0-3. For CEL 317, *Principles and Techniques of Teaching in Early Childhood*, mean ratings ranged from 2.00/3 on incorporates diversity to 2.04 on using knowledge of student interests to 2.33 on prepares appropriate assessments, 2.38 on integrates knowledge from several subject areas to 2.50 on selects a variety of appropriate materials and technology and plans appropriate teaching procedures to 2.63 on selects developmentally appropriate objectives for lessons based on state frameworks to 2.83 to using assessment information. The overall mean score was 2.40/3. For CEL 318, *Principles and Techniques of Teaching in the Middle Grades*, mean ratings ranged from 2.08/3 on prepares appropriate assessments to 2.48/3 on uses assessment information and incorporates diversity. The overall mean was 2.30/3.

Spring 2012- Hinds Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*

(N = 9) – Indicators 1-9 of the Teacher Intern Assessment Instrument was used, with a rating scale of 0-3. For CEL 317, *Principles and Techniques of Teaching in Early Childhood*, mean ratings ranged from 1.78/3 on incorporates diversity to 1.89/3 on using a variety of strategies to 2.11/3 on using knowledge of student interests to 2.22/3 on prepares appropriate assessments and uses assessment information to 2.33 on integrates knowledge from several subject areas to 2.44 on selects a variety of appropriate materials and technology and plans appropriate teaching procedures to 2.56 on selects developmentally appropriate objectives. The overall mean score was 2.03/3. For CEL 318, *Principles and Techniques of Teaching in the Middle Grades*, mean ratings ranged from 1.67/3 on plans appropriate teaching procedures to 1.89/3 on selects developmentally appropriate objectives for lessons based on state frameworks, selects a variety of appropriate materials and technology, incorporates diversity, and uses a variety of strategies.

Fall 2012- Campus Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*

(N = 21) – Indicators 1-9 of the Teacher Intern Assessment Instrument were used, with a rating scale of 0-3. For CEL 317 *Principles and Techniques of Teaching in Early Childhood*, mean ratings ranged from 2.30/3 on "Incorporates diversity" to 2.70/3 on "Selects a variety of appropriate materials and technology for lessons". The overall mean was 2.51/3. For CEL 318 *Principles and Techniques of Teaching in the Middle Grades,* mean ratings ranged from 1.90/3 on "Selects a variety of appropriate materials and technology for lessons" to 2.48/3 on "Selects developmentally appropriate objectives for lessons based on state frameworks and best practices". The overall mean was 2.15/3.

Fall 2012- Hinds Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*

(N = 20) – Indicators 1-9 of the Teacher Intern Assessment Instrument were used, with a rating scale of 0-3. For CEL 317 *Principles and Techniques of Teaching in Early Childhood*, mean ratings ranged from 2.25/3 on "Incorporates diversity, including multicultural perspectives, into lessons" to 2.85/3 on "Selects developmentally appropriate objectives for lessons based on state frameworks and best practices, Plans appropriate teaching procedures, and Integrates knowledge from several subject areas in lessons". The overall mean was 2.74/3. For CEL 318 *Principles and Techniques of Teaching in the Middle Grades*, mean ratings ranged from 1.82/3 on "Plans appropriate teaching procedures." to 2.32/3 on "Selects developmentally appropriate objectives for lessons based on state frameworks and best practices". The overall mean was 2.06/3.

For the methods courses, 2012 data identified a strength in "Selecting developmentally appropriate objectives". A weakness was identified in "Incorporates diversity".

Teaching Internship

Spring 2012 – Campus Group

(N = 14) – On the Teacher Intern Assessment Instrument (TIAI), Cooperating Teacher mean ratings ranged from 2.71/3 on incorporates diversity to 2.86/3 on using assessment information and integrates knowledge from several subject areas to 2.93 on using knowledge of student interests, plans appropriate teaching procedures, using a variety of strategies, selects a variety of appropriate materials and technology, selects developmentally appropriate objectives for lessons based on state frameworks and prepares appropriate assessments to 3.00/3 on selects a variety of appropriate materials and technology . On the final observation, DSU Supervisor mean ratings ranged from 2.79/3 on prepares appropriate assessments and integrates knowledge from several subject areas to 3.0/3 on plans appropriate teaching procedures, selects a variety of appropriate materials and technology, and uses a variety of

strategies.

Spring 2012 – Hinds Group

(N = 16) – On the Teacher Intern Assessment Instrument (TIAI), Cooperating Teacher mean ratings ranged from 1.44/3 on incorporates diversity to 1.75/3 on integrates knowledge from several subject areas to 1.94 in using assessment information to 2.06 on using knowledge of student interests to 2.63 on using a variety of strategies to 2.69 on selects a variety of appropriate materials and technology to 2.88 on selects developmentally appropriate objectives for lessons based on state frameworks and prepares appropriate assessments to 3.00/3 on plans appropriate teaching procedures. On the final observation, DSU Supervisor mean ratings ranged from 1.44/3 on incorporating diversity to 3.0/3 on appropriate teaching procedures.

Fall 2012 – Campus Group

(N = 22) - On the Teacher Intern Assessment Instrument , Cooperating Teacher mean ratings ranged from 2.59/3 on "Uses higher-order questions to engage students in analytical, creative, and critical thinking and uses family and/or community resources (human or material) in lessons to enhance student learning," to 3.00/3 on "Communicates high expectations for learning to all students." On the final observation, Delta State University Supervisor mean ratings ranged from 2.86/3 on "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.)" to 3.0/3 on "Plans appropriate teaching procedures and "Integrates knowledge from several subject areas in lessons."

Fall 2012 – Hinds Group

(N = 7) - On the Teacher Intern Assessment Instrument , Cooperating Teacher mean ratings ranged from 2.29/3 on "Maintains records of student work and performance and appropriately communicates student progress." to 2.86/3 on "Conveys enthusiasm for teaching and learning and Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment." On the final observation, Delta State University Supervisor mean ratings ranged from 2.29/3 on "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.)" to 3.0/3 on "Uses a variety of strategies to introduce and close lessons and conveys enthusiasm for teaching and learning."

Trends Noted

For the methods courses, 2012 data identified strengths in using assessment information and selecting developmentally appropriate objectives. A 2012 weakness was identified in incorporates diversity at both the campus and Hinds sites. For the internship, 2012 data identified a strength in selects a variety of appropriate materials and technology by the Cooperating Teachers and the DSU Supervisors. Other areas indicating strengths were plans appropriate teaching procedures and uses a variety of strategies.

Data from 2009, 2010, and 2011 identified incorporating diversity into planning and teaching as a weakness and this seems to be improving with the 2012 data. Field trips to diverse settings and seminars regarding diversity are continuing to be implemented.

Use of Evaluation Results
Faculty in all classes that require candidates to plan lessons will continue to emphasize each component of the planning process. A concentrated effort will be made to continue to teach candidates how to differentiate instruction to meet the needs of diverse learners. Seminars will be offered to candidates in the area of differentiated instruction. Special attention will also be given to variety of ways to assess students, to include using prior knowledge and a variety of instructional activities.

Data from 2010-11 identified incorporating diversity into planning and teaching as a weakness and this seems to be improving with the 2012 data. Field trips are planned to diverse settings and seminars regarding diversity are continuing to be implemented.

Candidates' performance in several areas showed an increase from 2010. Faculty will closely monitor these areas to determine any long term trends.

Related Items
⤴ 🌀**GE 07: Cultural Awareness**

⤴ 🌀**GE 08: Perspectives**

⤴ 🌀**GE 09: Cross-disciplinary Appreciation**

⤴ 🌀**GE 10: Values**

BSE-ELE 04: LO Demonstrate the pedagogical and professional knowledge, skills, and dispositions
    Start: 7/1/2012
    End: 6/30/2013

Learning Outcome
Demonstrate the pedagogical and professional knowledge, skills, and dispositions needed to successfully complete the teaching internship and be deemed safe to practice.

Data Collection (Evidence)
1. During the teaching internship that comprises the candidate's final semester in the program, the Teacher Intern Assessment Instrument (TIAI) was used to assess pedagogical and professional knowledge, skills, and dispositions. The Teacher Intern Assessment Instrument, cross-referenced to Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, is an instrument used statewide to measure teacher candidates' abilities within the following domains: planning and preparation, communication and interaction, teaching and learning, managing the learning environment, assessment of student learning, and professionalism and partnerships. The instrument has a 4-point scale (0 - 3) with a rating of 2 deemed Acceptable and safe to practice.

2. Observation data from the candidate's Cooperating Teacher and Delta State University Supervisor was collected.

3. Data were collected and analyzed in TaskStream. Analysis reports contain means, medians, and distribution of scores for each indicator. Aggregate ratings of cooperating teachers and Delta State University Supervisors were studied by the faculty to identify strengths and weaknesses in the performance of the interns and the results were compared with those of past years to identify trends.

(See Appendix A, Instrument 2 for the Teacher Intern Assessment Instrument scoring guide.)

    📄 Appendix A, Instrument 2

Results of Evaluation
Domain II focuses on Communication and Interaction

Spring 2012 – Campus Group

(N = 14) – Cooperating Teachers identified a weakness in "Establishing opportunities for communication with parents and guardians" (2.79/3) and a strength in "Conveys enthusiasm for teaching and learning and providing opportunities for cooperating and interaction; uses acceptable written, oral, and nonverbal communication; and provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning" (3.0/3). On the final observation, Delta State University Supervisors identified no weaknesses; a strength was identified in "conveying enthusiasm for teaching and learning and communicates high expectations for learning to all students" (3.0/3).

(N = 16) - Cooperating Teachers identified a weakness in "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.) " (1.38/3) and a strength in "Uses acceptable written, oral, and nonverbal communication" (3.0/3). On the final observation, Delta State University Supervisors identified a weakness in "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.) " (1.38/3) and a strength in "Uses acceptable written, oral, and nonverbal communication" (3.0/3).

Fall 2012 – Campus Group

(N = 22) – Cooperating Teachers identified a weakness in "Establishing opportunities for communication with parents and guardians" (2.68/3) and a strength in "Communicating high expectations for learning to all students and uses acceptable written, oral, and nonverbal communication " (3.0/3). On the final observation, Delta State University Supervisors identified a weakness in "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.)" (2.86/3); a strength was identified in "Providing clear directions, communicating high expectations for learning, conveying enthusiasm for teaching and learning and establishing opportunities for communication with parents" (3.0/3).

Fall 2012 – Hinds Group

(N = 7) – Cooperating Teachers identified a weakness in "Provides clear, complete written and/or oral directions for instructional activities" (2.43/3) and a strength in "Conveys enthusiasm for teaching and learning". (2.86/3). On the final observation, Delta State University Supervisors identified a weakness in "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.)." (2.29/3);   a strength was identified in "communicating high expectations for learning and conveying enthusiasm for teaching and learning". (3.0/3).

Domain III focuses on Teaching for Learning

Spring 2012 – Campus Group

(N = 14) – Cooperating Teachers identified weaknesses in "Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners)i.e., learning styles, multiple intelligences and enrichment/remedial needs); provides opportunities for students to apply concepts in problem solving and critical thinking; uses high-order questions to engage students in analytical, creative, and critical thinking; and uses family and/or community resources (human or material) in lessons to enhance student learning (2.86/3). Identified strengths were in Demonstrates knowledge of the subject(s) taught; uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.); responds to and elicits student input during instruction; and allows sufficient and equitable wait time to encourage students to expand and support their responses (3.00/3). On the final observation, Delta State University Supervisors also identified a weakness in "uses family and/or community resources (human or material) in lessons to enhance student learning" (2.91/3) and identified a strength in the remaining indicators in this domain (3.0/3).

Spring 2012 – Hinds Group

(N = 16) – Cooperating Teachers identified a weakness in "Uses family and/or community resources (human or material) in lessons to enhance student learning (1.25/3) and a strength in "Demonstrates knowledge of the subject(s) taught (2.94/3); On the final observation, Delta State University Supervisors also identified a weakness in "uses family and/or community resources (human or material) in lessons to enhance student learning (1.25/3) and a strength identified is "Responds to and elicits student input during instruction" (2.88/3).

Fall 2012 – Campus Group

(N = 22) - Cooperating Teachers identified weaknesses in "Using community resources and uses higher-order questions to engage students in analytical, creative, and critical thinking." (2.59/3) and a strength in "Responding to and eliciting student input and Demonstrates knowledge of the subject(s) taught." (3.0/3). On the final observation, Delta State University Supervisors also identified a weakness in "Using higher order questions" (2.95/3); a strength was identified in "Demonstrates knowledge of the subject(s) taught." (3.0/3).

Fall 2012 – Hinds Group

(N = 7) - Cooperating Teachers identified a weakness in "Uses family and/or community resources (human or material) in lessons to enhance student learning (1.25/3) and a strength in "Demonstrates knowledge of the subject(s) taught (2.94/3) and "Responds to and elicits student input during instruction" (2.88/3). On the final observation, Delta State University Supervisors also identified a weakness in "uses family and/or community resources (human or material) in lessons to enhance student learning and uses high-order questions to engage students in analytical, creative, and critical thinking" (2.29/3) and a strength identified is Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (2.86/3).

Domain IV focuses on Management of the Learning Environment

Spring 2012 – Campus Group

(N = 14) - Cooperating Teachers identified no weaknesses in this domain. Strengths were in all areas of this domain. (3.0/3). On the final observation, Delta State University Supervisors identified no weaknesses in this domain. Strengths were in Demonstrates knowledge of the subject(s) taught and Responds to and elicits student input during instruction and Allows sufficient and equitable wait time to encourage students to expand and support their responses (3.00/3).

Spring 2012 – Hinds Group

(N = 16) - Cooperating Teachers identified a weakness in "Adjusting lessons" (2.06/3) and a strength in "Uses instructional time effectively (3.00/3) and "Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment" (2.94/3). On the final observation, Delta State University Supervisors identified weaknesses in "Adjusts lessons according to individual student cues, professional reflections, and group responses (2.06/3) and a strength was identified in "Uses instructional time effectively (3.00/3).

Fall 2012 – Campus Group

(N = 22) - Cooperating Teachers identified a weakness in "Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs." (2.82/3), and a strength in "Adjusting lessons, using a variety of strategies, and demonstrating fairness and supportiveness" (3.0/3). On the final observation, Delta State University Supervisors identified weaknesses in "Monitoring and adjusting the environment" (2.91/3) and a strength was identified in "Adjusting lessons, using a variety of strategies, and demonstrating fairness and supportiveness" (2.95/3).

Fall 2012 – Hinds Group

(N = 7) - Cooperating Teachers identified a weakness in "Adjusts lessons according to individual student cues, professional reflections, and group responses." (2.57/3) and a strength in "Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment". (2.86/3). On the final observation, Delta State University Supervisors identified a weakness in "Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs". (2.57/3). A strength was identified in "Attends to or delegates routine tasks and Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment" (2.86/3)

Domain V focuses on Assessment of Student Learning

(N = 14) – Cooperating Teachers identified a weakness in "Maintains records of student work and performance and appropriately communicates student progress (2.71/3)

and a strength in "Develops and uses a variety of formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs and provides timely feedback on student's academic performance and discusses corrective procedures to be taken (3.00/3) On the final observation, Delta State University Supervisors identified a weakness "Communicates assessment criteria and performance to students and develops and uses a variety of informal and formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs (2.86/3) and a strength in "Provides timely feedback on student's academic performance and discusses corrective procedures to be taken (2.93/3).

Spring 2012 – Hinds Group

(N = 16) - Cooperating Teachers identified a weakness in "Develops and uses a variety of formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs (1.50 /3) and Provides timely feedback on student's academic performance and discusses corrective procedures to be taken (1.56/3) and strengths in "Develops and uses a variety of informal and formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs" (2.63 /3) and "Communicates assessment criteria and performance to students"(2.50/3).

Fall 2012 – Campus Group

(N = 22) - Cooperating Teachers identified a weakness in "Communicating assessment criteria" (2.77/3) and a strength in "Maintaining records" (2.91/3). On the final observation, Delta State University Supervisors rated all five areas as strengths (2.95-3.0/3).

Fall 2012 – Hinds Group

(N = 7) - Cooperating Teachers identified a weakness in "Maintains records of student work and performance and appropriately communicates student progress (2.29/3.0) On the final observation, Delta State University Supervisors identify a weakness in "Develops and uses a variety of formal assessments (ex. pretests, quizzes, unit tests, Rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs" (2.43/3.0). Strengths were identified in Communicates assessment criteria and performance to students and Maintains records of student work and performance and appropriately communicates student progress. (2.83/3.0)

Trends Noted

Some areas of the TIAI for Domains II-V continue to show weaknesses for some candidates. The staff is providing opportunities for students to cooperate, communicate, and interact with each other to enhance learning; using higher-order thinking questions to engage students in analytical, creative, and critical thinking; adjusting lessons according to individual student cues, professional reflections, and group responses; and communicating assessment criteria and performance to students.

Use of Evaluation Results
Continue to track, assess, and analyze data. Even though weaknesses were identified, those areas are not true weaknesses as scores were in the acceptable ranges. In these terms, weakness indicates an area where the scores were slightly lower than other areas. Those areas will be closely monitored.

Related Items
GE 02: Communication

GE 04: Inquiry and Technology

BSE-ELE 05: LO Demonstrate the ability to positively impact student learning.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate the ability to positively impact student learning.

Data Collection (Evidence)
1. The Teacher Work Sample (TWS) Folio is a performance-based assessment that requires teacher candidates to assess their impact on student learning while simultaneously improving their ability to reflect upon practice and make needed improvements. In CEL 497 *Diagnosis and Evaluation of Student Achievement in the Elementary School*, taught the first semester of the senior year, candidates were required to complete the Teacher Work Sample. In the teaching internship, candidates developed and implemented a Teacher Work Sample in their internship classroom.

2. For each experience, the candidate completed a seven-day unit of integrated study and developed a corresponding Teacher Work Sample. In completing the Teacher Work Sample, candidates gathered data, assessed, and reflected upon the following eight dimensions related to teaching and learning: Contextual Information, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision Making, Analysis of Student Learning, Reflection and Self-Evaluation, and Design for Instruction in Elementary Education.

3. Each component of the Teacher Work Sample was graded with its respective rubric. TaskStream reports provided means, medians, and distributions of scores for each indicator.

(See Appendix A, Instrument 3 for the Teacher Work Sample rubrics.)

Appendix A, Instrument 3

Results of Evaluation

Methods Courses

Spring 2012 – Campus Group

(N = 24) – Overall mean ratings by component were as follows: Contextual Factors 2.66/3, Learning Goal 2.78/3, Assessment Plan 2.67/3, Design for Instruction 2.77/3, Instructional Decision Making 2.88/3, Analysis of Student Learning 2.54/3, Reflection and Self Evaluation 2.53/3, and Design for Instruction in Elementary Education 2.62/3.

Spring 2012 – Hinds Group

(N = 9) – Overall mean ratings by component were as follows: Contextual Factors 2.95/3, Learning Goal 2.69/3, Assessment Plan 2.45/3, Design for Instruction 2.75/3, Instructional Decision Making 2.54/3, Analysis of Student Learning 2.53/3, Reflection and Self Evaluation 2.53/3, and Design for Instruction in Elementary Education 2.73/3.

Fall 2012 – Campus Group

(N = 21) – Overall mean ratings by component were as follows: Contextual Factors 2.53/3, Learning Goal 2.66/3, Assessment Plan 2.41/3, Design for Instruction 2.48/3, Instructional Decision Making 2.67/3, Analysis of Student Learning 2.35/3, Reflection and Self Evaluation 2.59/3, and Design for Instruction in Elementary Education 2.42/3.

Fall 2012 – Hinds Group

(N = 20) – Overall mean ratings by component were as follows: Contextual Factors 2.77/3, Learning Goal 2.64/3, Assessment Plan 2.62/3, Design for Instruction 2.82/3, Instructional Decision Making 2.67/3, Analysis of Student Learning 2.61/3, Reflection and Self Evaluation 2.68/3, and Design for Instruction in Elementary Education 2.56/3.

Spring 2012 – Campus Group

 (N = 14) - Overall mean ratings by component were as follows:

Contextual Factors 2.86/3, Learning Goals 3.0/3, Assessment Plan 2.91/3, Design for Instruction 2.95/3, Instructional Decision Making 2.93/3, Analysis of Student Learning 2.98/3, Reflection and Self Evaluation 2.84/3, and Design for Instruction in Elementary Education 2.93/3.

Spring 2012 – Hinds Group

 (N = 16) - Overall mean ratings by component were as follows:

Contextual Factors 2.98/3, Learning Goals 3.0/3, Assessment Plan 3.0/3, Design for Instruction 2.99/3, Instructional Decision Making 2.98/3, Analysis of Student Learning 3.0/3, Reflection and Self Evaluation 2.96/3, and Design for Instruction in Elementary Education 2.98/3.

Fall 2012 – Campus Group

 (N = 22) - Overall mean ratings by component were as follows:

Contextual Factors 2.96/3, Learning Goals 3.0/3, Assessment Plan 2.99/3, Design for Instruction 2.99/3, Instructional Decision Making 3.0 /3, Analysis of Student Learning 3.0 /3, Reflection and Self Evaluation 2.98/3, and Design for Instruction in Elementary Education 3.0/3.

Fall 2012 – Hinds Group

(N = 7) - Overall mean ratings by component were as follows:

Contextual Factors 2.86/3, Learning Goals 2.74/3, Assessment Plan 2.76/3, Design for Instruction 2.78/3, Instructional Decision Making 2.72/3, Analysis of Student Learning 2.82/3, Reflection and Self Evaluation 2.83/3, and Design for Instruction in Elementary Education 2.89/3.

Trends Noted

In Methods courses, there was a weakness in the Assessment Plan and Analysis of Student Learning and Design for Instruction in Elementary Education. The interpretation of data, requiring candidates to analyze pre and post data seems to be the biggest problem, as has been the trend. Of course, the assessment plan is tied directly into the analysis section. Scores increased in all areas from methods courses to internship, as is to be expected.   Internship ratings varied from 2.83 – 3.0, with many of the ratings at 3.0. The lowest evaluation was in the area of Assessment for the Hinds group. In addition, another weakness was Reflections and Self-Evaluation for the campus group and Hinds group for both the students enrolled in methods classes and interns.

Use of Evaluation Results
More emphasis will be placed upon integrating other subject areas due to the lower rating of that area in one of the internship semesters. Faculty will continue to emphasize analyzing data within appropriate courses.

Scores usually increase between methods and internship on the Teacher Work Sample. However, we are beginning to see a truer picture as supervisors of interns are now capturing first attempts on the Teacher Work Sample in Task Stream as well as final submission. The Teacher Work Sample has also been revised to more closely align with the rubrics.

Related Items
GE 02: Communication

GE 05: Self

GE 08: Perspectives

BSE-ELE 06: LO Demonstrate the ability to diagnose and remediate deficits in reading skills.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate the ability to diagnose and remediate deficits in reading skills .

Data Collection (Evidence)
1. A Reading Case Study (RCS) was used to collect data during CRD 326. The grading rubric is aligned with Association for Childhood Education International standards and contains components that cover the areas of background information, general observations of the elementary student with whom the candidate is working, accurate test administration, analysis of testing results, recommendations for remediation, and development and implementation of needs-based instruction. The grading rubric uses a 3-point scale (Unacceptable, Acceptable, and Target).

2. Each candidate in CRD 326 *Diagnosis and Remediation of Reading Difficulties* completed the Reading Case Study while working with an assigned student in a local school.

3. The scores were analyzed in Excel.

(See Appendix A, Instrument 4 for the Reading Case Study Scoring Guide.)

Appendix A, Instrument 4
Results of Evaluation
Spring 2012– Campus Group

 (N=11) Candidates scored 100% (target) in describing student data, gathering background information, and test administration and results. For this group, 96% were at the target level in the area of summary and recommendations, 88% were at the target level for the area of analysis, and 83% were at the target level for general observations. In the area of field experiences, only 52% were at the target level, 35% at the acceptable level, and 13% at the unacceptable level. For the area of analysis, 8% scored at the acceptable level and 4% at the unacceptable level. In addition, 4% were at the unacceptable level in the area of summary and recommendations.

Spring 2012 – Hinds Group

 (N=6) In the spring semester of 2012, 100% of Hinds candidates scored at the target level in describing student data, background information, general observations, test administered/results, and summary/recommendations. For this group, 67% were at the target level for field experiences and teaching with 33% at the acceptable level. In addition, 50% of the Hinds candidates scored at the target level in analysis, while 17% scored at the acceptable level, and 33% scored at the unacceptable level.

Fall 2012 – Campus Group

(N=20) One hundred percent of candidates scored at the target level in describing background information, general observations, and tests administered and results. For this group, 95% were at the target level and 5% were at an acceptable level for student data. In the area of field experiences, 46% were at the target level, 41% were at the acceptable level, and 13% were at the unacceptable level. For the area of analysis, 55% were at the target level, 35% scored at the acceptable level and 10% scored at the unacceptable level. For summary and recommendations, 75% were at the target level, 20% were at the acceptable level, and 5% were at the unacceptable level.

Fall 2012 – Hinds Group

(N=18) One hundred percent of candidates scored at the target level in describing student data, background information, and general observations. For this group, 95% were at the target level and 5% were at the acceptable level for tests administered/results. In the area of field experiences, 88% were at the target level, and 12% were at the acceptable level. For the area of analysis, 27% were at the target level, 68% scored at acceptable level and 5% were at the unacceptable level.

Trends Noted

Overall, the candidates demonstrated that they were able to impact student learning through the gathering and interpretation of student data, gathering background information, and test administered/results. One area that continues to be an area of weakness is that of analysis for both On-Campus students and Hinds students. This is an area that will continue to be watched. Two areas of concern for spring 2012 are the unacceptable ratings in field experiences/teaching and summary/recommendations for the on-campus candidates.

The data show that the majority of candidates met the Association for Childhood Education International (ACEI) standards referenced to the Reading Case Study (RCS). Data show strong evidence that they used their understanding of assessment as it relates to planning instruction based on the developmental needs of students [ACEI 3.1 and 4.0]. ACEI 2.1 is inherent in the very nature of the Reading Case Study. While the candidates use critical thinking as they plan and summarize/reflect, they are challenged when they must use this level of thinking to analyze error patterns in students' reading. Possible explanations for this is the fact that analyzing reading errors is an advanced level reading instruction skill, and highly scientific in nature. Because the development of the *RCS* is closely supervised and candidates meet with the instructor to discuss their analyses, valuable insight is gained, and their growth is reflected in their ability to summarize and articulate relevant recommendations at the conclusion of the *RCS*.

Use of Evaluation Results
Analyzing data continues to be a low-scoring area. Faculty will continue to emphasize analyzing student data in all courses that incorporate pre-and/or post-testing.

The instructors of the course will continue to emphasize presentation of test data, summarizing case study findings, and making appropriate recommendations for further instruction. Particular emphasis will be placed upon analyzing results of data. Faculty will conference with instructor of the Fall 2012 group to inquire as to the nature of the low scores in field experiences/teaching for that group.

Related Items
♪ ⟳ **GE 01: Critical and Creative Thinking**

♪ ⟳ **GE 02: Communication**

BSE-ELE 07: LO Exhibit professional dispositions associated with successful teaching.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Exhibit professional dispositions associated with successful teaching.

Data Collection (Evidence)
1 & 2. The undergraduate version of the *Dispositions Rating Scale* (DRS) was developed by the College of Education faculty and is correlated with the Teacher Intern Assessment Instrument and was used to assess students' dispositions in CEL 301 *Introduction to Elementary Education*/CUR 302 *Orientation and Field Experiences*, and the teaching internship. The scale is also used throughout the program to document dispositional concerns and exemplary dispositions. The instrument uses a 4-point scale and assesses these professional dispositions: Fairness, Belief That All Students Can Learn, Professionalism, Resourcefulness, and Dependability.

3. Each disposition was be analyzed for means, medians, and score distributions using TaskStream.

(See Appendix A, Instrument 5 for the *Dispositions Rating Scale* – Undergraduate Version.)

Appendix A, Instrument 5

Results of Evaluation

CEL 301 *Introduction to Elementary Education*/CUR 302 *Orientation and Field Experiences*

Spring 2012 – Campus Group

(N = 31) - Instructor mean ratings ranged from 1.81 in Dependability to 2.03 in Fairness to 2.06 in Resourcefulness to 2.10 on the Belief that All Students Can Learn and 2.23 on Professionalism. The overall mean score was 2.05.

Spring 2012 – Hinds Group

(N=15) – Instructor mean ratings ranged from 1.87 in Professionalism and Dependability to 1.93 in Resourcefulness to 2.00 in Fairness and 2.13 on the Belief That All Students Can Learn. The overall mean score was 1.96

Fall 2012 – Campus Group

(N = 34) – Instructor mean ratings ranged from 1.85 in Dependability to 2.06 in Professionalism to 2.32 in Fairness and Resourcefulness to 2.41 on the Belief that All Students Can Learn. The overall mean score was 2.19.

Fall 2012 – Hinds Group

(N=8) – Instructor mean ratings ranged from 2.0 on the Belief That All Students Can Learn to 2.75 in Professionalism to 2.88 in Resourcefulness and Dependability to 3.00 in Fairness. The overall mean score was 2.70.

Internship

Spring 2012 – Campus Group

(N = 14) - Cooperating Teacher mean ratings ranged from 3.64 on Professionalism and Resourcefulness to 3.79 on Dependability to 3.86 on the Belief That All Students Can Learn and Fairness, with an overall mean of 3.76. DSU Supervisor mean ratings ranged from 3.79 on Resourcefulness to 3.86 in Professionalism to 3.93 on the Belief That All Students Can Learn to 4.00 on Dependability and Fairness, with an overall mean of 3.91.

Spring 2012 – Hinds Group

(N= 16) Cooperating Teacher mean ratings ranged from 3.25 on Professionalism to 3.31 on Resourcefulness and Dependability to 3.38 in Fairness and 3.44 on the Belief That All Students Can Learn, with an overall mean of 3.34. DSU Supervisor mean ratings range from 3.25 in Professionalism to 3.31 in Resourcefulness and Dependability to 3.38 on Fairness to 3.44 on the Belief That All Students Can Learn, with an overall mean of 3.34.

(N = 58) – Cooperating Teacher mean ratings ranged from 3.61 on Resourcefulness to 3.71 on The Belief That All Students Can Learn and Professionalism to 3.71on Fairness to 3.68 on Dependability. DSU Supervisor mean ratings ranged from 3.55 on Resourcefulness to 3.57 on Professionalism to 3.66 on Dependability to 3.69 on the Belief That All Students Can Learn and Fairness.

Fall 2012 – Hinds Group

(N= 7) - Cooperating Teacher mean ratings ranged from 3.29 on the Belief that All Students Can Learn to 3.57 on Resourcefulness and Dependability to 3.71 on Fairness and Professionalism. DSU Supervisor mean ratings ranged from 3.29 on the Belief that All Children Can Learn to 3.43 on Professionalism and Dependability to 3.71 on Resourcefulness to 3.86 on Fairness.

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Trends Noted

Data were collected at multiple points and from multiple perspectives using the *Dispositions Rating Scale (DRS)* to allow for analysis with respect to a number of dimensions. These data reflect responses on instructor ratings for CEL 301 and CUR 302 and cooperating teacher and supervisor ratings for CEL 496.   For the purposes of this report, data analysis focused on the following: 1)general patterns that emerged with respect to whether or not disposition evaluation results differ between the CEL 301, *Introduction to Elementary Education, CUR 302, Orientation and Field Experiences,* and CEL 496, *Directed Teaching in the Elementary School,* as well as 2) general patterns of candidate behavior with respect to professional dispositions.

The instructor's ratings for CEL 301 and CUR 302 over all semesters showed some distribution over the range of descriptors, as opposed to reflecting primarily ratings that fell exclusively in the target and acceptable ranges. There were some emerging behavior ratings in CEL 301. This is understandable since this is an Introduction to Elementary Education course. CUR 302 showed the candidates scoring in the acceptable range. Of particular concern is the marginal ratings related to professionalism, resourcefulness, and dependability for all semesters.

Data summaries related to the evaluation of dispositions during CEL 496, *Directed Teaching in the Elementary School,* for the campus groups revealed several patterns. First, percentages indicated that candidates performed at the target or acceptable levels according to results of cooperating teachers and university supervisors on the majority of indicators. For all indicators, university supervisors and cooperating teachers rated candidates at the acceptable to target levels.

In general, a much higher percentage of candidates were viewed by university supervisors (faculty) as functioning at targeted professional levels during CEL 496 than during CEL 301 or CUR 302. It is significant to note that the Campus and Hinds CEL 496 candidates did not receive any marginal or unacceptable ratings from either cooperating teachers or supervisors.

Use of Evaluation Results
During CEL 496, *Directed Teaching Internship,* candidates consistently demonstrated target and acceptable behaviors associated with the teaching profession. Cooperating teachers appeared to view their dispositions more favorably, perhaps because they work with the candidates and have difficulty maintaining objectivity. However, they do interact with the candidates in the real world, so their ratings could reflect well-rounded opportunities to interact with and observe candidates, therefore making their perceptions quite valid. University faculty may, therefore, operate from a limited view of the candidate, though they do know the candidates longer and in many contexts. Clearly, the majority of teacher candidates enter the program exhibiting the professionalism associated with Association for Childhood Education International Standards 5.1 and 5.2. They exit the program with these values, commitments, and professional ethics more firmly entrenched according to ratings from the *Dispositions Rating Scale (DRS).*

Related Items
There are no related items.

⬆ **BSE-ELE 08: LO Demonstrate ability to synthesize views of education that are commensurate of best practices and professionalism.**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate ability to synthesize views of education that are commensurate of best practices and professionalism.

Data Collection (Evidence)
1. Each semester, all teacher candidates in CEL 301 *Introduction to Elementary Education/*CUR 302 *Orientation and Field Experiences* develop a brief position paper that synthesizes the candidate's views of education, providing rationale related to beliefs about the purposes of and influences upon education, personal goals, factors associated with the teaching/learning climate, content to be taught and influences upon it, and professional growth expectations and responsibilities. Candidates refine their philosophies during the teaching internship semester. The grading rubric contains a 4-point scale (Unacceptable, Emerging, Acceptable, and Target).

2. Both philosophies were graded with the same grading rubric. However, scores assigned to candidates in CEL 301 *Introduction to Elementary Education/*CUR 302 *Orientation and Field Experiences* are given with the consideration that they are novices to education and have not yet had an opportunity to attain much of the knowledge and engage in key experiences that are necessary for synthesizing an appropriate view of the teaching/learning interaction.

3. Scores for each indicator were entered into TaskStream and analyzed for means, medians, and score distributions.

(See Appendix A, Instrument 6 for the Philosophy scoring guide.)

📄 Appendix A, Instrument 6

Results of Evaluation
CEL 301 *Introduction to Elementary Education* and CUR 302 *Orientation and Field Experiences*

Spring 2012 – Campus Group

 (N= 29) – Mean ratings ranged from 1.66/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 2.24/3 on Professionalism. The overall mean rating was 2.01/3. The means of all five areas were at the Acceptable level

Spring 2012 – Hinds Group

 (N= 15) Mean ratings ranged from 2.40/3 (with a 4-point scale of 0-3) on Teaching Rationale, Appropriate Teaching/Learning Climate, and Content to 2.33/3 on Professionalism and Composition/Mechanics. All five areas were at the Acceptable level.

Fall 2012 – Campus Group

 (N=22) – Mean rating ranged from 2.32/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 2.59 on Appropriate Teaching/Learning Climate and Professionalism. The overall mean rating was 2.50/3. The means of all five areas were at the Acceptable level.

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Spring 2012 – Hinds Group

 (N=7) – Mean rating ranged from 2.14/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 3.0 on Appropriate Teaching/Learning Climate and Professionalism. The overall mean rating was 2.74/3. The means of all five areas were at the Acceptable or Target levels

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Trends Noted

Spring ratings were at much higher levels than previous semesters. All areas were at the acceptable level. Overall, candidates were successful in addressing all components associated with the Philosophy Statement assessment. While the majority of candidates performed at the acceptable level on most indicators, a greater percentage performed at the target level on indicators related to the teaching rationale and the appropriate teaching/learning climate. The same holds true for the CUR 302 *Orientation and Field Experiences* group.

Composition/Mechanics has traditionally been a weakness. However, that area as well as other areas did drastically improve with the spring group of candidates.

Internship

Spring 2012 – Campus Group

(N= 18) – Mean ratings ranged from 2.28/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 2.83/3 on Teaching Rationale. The overall mean rating was 2.56/3. The means of all five areas were at the Acceptable to Target level.

Spring 2012 – Hinds Group

(N= 7) Mean ratings ranged from 2.29/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 3.0/3 on Teaching Rationale and Appropriate Teaching/Learning Climate. The overall mean rating was 2.76/3. The means of all five areas were at the Acceptable to Target level.

Fall 2012 – Campus Group

(N=22) – Mean ratings ranged from 2.32/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 2.59 on Appropriate Teaching/Learning Climate and Professionalism. The overall mean rating was 2.50/3. The means of all five areas were at the Acceptable to Target level.

Fall 2012 – Hinds Group

(N=7) – Mean ratings ranged from 2.14/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 3.0/3 on Appropriate Teaching/Learning Climate and Professionalism. The overall mean rating was 2.74/3. The means of all five areas were at the Acceptable or Target levels.

Trends Noted

All areas were at the acceptable level for spring. All areas were at the acceptable or target level for fall. With composition/mechanics being at the lowest rating for both the intro group and internship groups, it continues to be identified as an area of weakness.

Composition/Mechanics has been a weakness. However, that area has slightly improved within recent semesters.

Use of Evaluation Results
Continue to track Praxis I scores to identify first-attempt pass rates, as the writing subtest links to the previous weakness in Composition/Mechanics. Implement grammar/writing workshops with elementary education candidates.

Related Items
↴ 🕑GE 01: Critical and Creative Thinking

↴ 🕑GE 02: Communication

↴ 🕑GE 04: Inquiry and Technology

↴ 🕑GE 08: Perspectives

BSE-HPER 01: NASPE Standard 1
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
The physical education teacher candidates will know and apply discipline–specific scientific and theoretical concepts critical to the development of physically educated individuals.

Data Collection (Evidence)
1. PRAXIS II Physical Education: Content Knowledge (0091)

2. Individual score reports are sent to the office of the Director of Field Experiences who collects all score reports. Field Experiences then forwards the Praxis score reports to the HPER Department Chair and the HPER Program Coordinator. All teacher candidates are required to pass the Praxis physical education content knowledge test prior to admission to CUR 498: Directed Teaching (Internship)

3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is then placed into an electronic format that is stored in the HPER Department. The data is also presented to the College of Education Assessment Committee. The data is then analyzed by the assessment committee to determine strengths, weaknesses, and/or trends among HPER teacher candidates and across disciplines.

Results of Evaluation
Analysis of the results for Fall 2012 and Spring 2012: There were eight (8) teacher candidates who completed teacher internships. All teacher candidates passed all PRAXIS areas. Sub –scores were examined to determine any trends among lower performing areas of the PRAXIS.

Use of Evaluation Results
1. Specific COE Recommendation -Look at individual score reports to determine strengths and weaknesses and areas that need improvement. First time pass rates on the PRAXIS will be reviewed to help determine notable weaknesses and identify strategies to increase those pass rates.

2. Sub-scores are now being analyzed by the HPER assessment committee and results are presented to COE assessment committee.

1. Specific NCATE Recommendation-Add an assessment to address the "apply" expectation of the learning outcome.

2. An assessment was added in PER 484 (a required course for all teacher candidates'). The assignment required the TC to apply knowledge about exercise physiology/biomechanics/motor dev/motor learn. The TC analyzed fundamental motor skill performances and provided form corrections and feedback.

Related Items
There are no related items.

BSE-HPER 02: NASPE Standard 2
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
The physical education teacher candidates will be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness.

Data Collection (Evidence)
1. Skill assessment tests are administered in PER 314/315: Teaching Team/Individual Sports. These skill assessments are based on the topics covered in the courses and may include; volleyball skills (serve, bump), basketball skills (offensive /defensive strategies), and racquet sports (tennis, badminton). Individual Fitness tests are administered twice throughout the

teacher candidates program of study

2. Skill assessment-PER 314/315: Each teacher candidate will be required to demonstrate proficiency in movement and skill performance. Individual score reports are provided by the course instructors. These reports are collected and analyzed by the HPER Program Coordinator. Data is collected at the end of each year and is prepared for this report and Data Summary Reports.

Fitness test-CUR 300: Survey of Field Experiences and/or PER 487: Methods of PE, PER 103: Weight Training. Each teacher candidate will be fitness tested during the semester of CUR 300. Individual score reports are provided by the Fitness Testing Administrator. These reports are then analyzed by the program coordinator.

3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is then placed into an electronic format that is stored in the HPER Department. The data is also presented to the College of Education Assessment Committee.

Results of Evaluation
The Skill and Fitness tests were given as part of the assigned classes. All students scored in the acceptable ranges. One teacher candidate was not proficient at the PACER test (cardiovascular endurance test). She was placed on an improvement plan and allowed to repeat the test.

Use of Evaluation Results
1. If students are found not proficient, they will be put on an improvement plan that may include taking certain activity courses for remediation.

2. These assessments were implemented in the Spring 2011 semester because of new state and national standards. Changes were made to CUR 300 requiring all HPER teacher candidates to be fitness tested. The NASPE Standard requires teacher candidates to achieve and maintain fitness levels; therefore a second fitness test was implemented in PER 487.

Related Items
GE 05: Self

BSE-HPER 03: NASPE Standard 3
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
The physical education teacher candidate will plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Data Collection (Evidence)
1. Teacher Intern Assessment Instrument (1-9): These sections of the TIAI demonstrate the Teacher Candidates ability to plan and organize instruction to accommodate individual student needs and diverse developmental needs. Each teacher candidate must score in the Acceptable or Target level to be considered meeting the learning outcome.

2. The TIAI (1-9) will be completed during CUR 498: Teaching Internship. Each teacher candidate is scored three times on the TIAI during their internship. The program coordinator scores each candidate and the data is stored in Task Stream.

3 Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation
Analysis of the results for Fall 2012 and Spring 2012: A weakness of selecting appropriate technology was identified among teacher candidates TIAI scores. The learning outcome requires the students to use the technology to accomplish lesson objectives not the teacher candidates.

Data was also comingled in this assessment and the assessment was considered generic rather than physical education specific by NCATE reports.

Use of Evaluation Results
Specific COE Recommendation

1. Teacher candidates should increase the use of technology in classroom activities and lessons.

2. A technology component is now required in PER 487 to increase technology use among students. Teacher Candidates are also required to use technology in their teaching internship (CUR 498).

Specific NCATE Recommendation

1. Avoid comingling data within the assessment.

2. The TIAI assessment was more closely aligned to the NASPE Standards.

1. Assess teacher candidates planning and instruction in the physical education environment.

2. Another assessment was added to specifically evaluate teacher candidates in the physical education environment. The instrument used was designed by NASPE who also established the national standards.

Related Items
There are no related items.

BSE-HPER 04: NASPE Standard 4
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
The physical education teacher candidate will use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Data Collection (Evidence)
1. TIAI (10-34): These sections show the teacher candidates ability to communicate, subject knowledge, and management of learning environment to enhance social relationships.

2. The TIAI (10-34) will be collected during the CUR 498: Teaching Internship and stored in Task Stream.

3 Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation
Analysis of the results for Fall 2012 and Spring 2012: All teacher candidates scored in the acceptable or target range for all indicators. A teacher candidate weakness was identified in using higher order questions and engaging student in analytic and critical thinking. A noted strength of the teacher candidates was knowledge of subject matter and subject taught.

Use of Evaluation Results
1. Higher order questioning and engaging students in critical thinking were noted areas of weakness based on sections 10-34 of the TIAI.

2. The teacher candidates were given specific feedback regarding these areas from the BSE Program Coordinator. They then implemented these types of questioning and critical thinking into individual physical education lessons during their teacher internship. The BSE Program Coordinator observed the candidates after giving feedback to ensure they had an understanding of those areas.

2. The assessment was more closely aligned to the NASPE Standards.

Related Items
There are no related items.

BSE-HPER 05: NASPE Standard 5
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
The physical education teacher candidates will utilize assessments and reflection to foster student learning and inform instructional decisions.

Data Collection (Evidence)
1. Teacher Work Sample (TWS) was used.

2. This data was collected during the CUR 498: Teaching Internship and stored in Task Stream. Teacher candidates are required to submit the TWS twice during their internship.

3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation
Analysis of the results for Fall 2012 and Spring 201: All seven (8) teacher candidates were rated at an acceptable level or higher on the assessment rubric. The findings revealed lower scores in "Knowledge of Students' Varied Approaches to Learning" with TC mean score was 1.25 out of 2 in this area.

Use of Evaluation Results
Specific NCATE Recommendation

1. Modify the assessment to address the intent of the standard and modify the assessment to avoid comingling data.

2. The assessment was more closely aligned to the NASPE Standards. A second assessment was added to help address specific needs in the physical education environment. The assessment was developed by NASPE.

Related Items
There are no related items.

BSE-HPER 06: NASPE Standard 6
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
The physical education teacher candidate will demonstrate dispositions essential to becoming effective professionals.

Data Collection (Evidence)
1. The College of Education Dispositions Rating Scale is used.

2. During CUR 300 the teacher candidates complete a disposition self-assessment and the instructor of the course completes a disposition assessment. HPER faculty rate teacher candidates at the time of entrance to teacher education on their dispositions. During CUR 393 Teacher Internship the teacher candidates do another disposition self-assessment, the cooperating teacher does a disposition assessment, and the supervising faculty from DSU does a disposition assessment. The data is stored in Task Stream.

3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation
The findings of the data analysis revealed Fall 2012 teacher candidates were strong in the area of Professional Development. Teacher candidates scored a 4 on a 0-4 scale for this section of the assessment meaning all students were rated as exemplary on the scoring rubric.

Use of Evaluation Results
Specific NCATE Recommendation

1. Modify the assessment to address the specific intent of the standard (learning outcome).

2. An assessment was added in PER 487 Methods of Physical Education (a required course for all BSE Teacher Candidates) to address the specific intent of the standard.

Related Items
There are no related items.

EDD 01: LO Content and Pedagogical Content Knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Content and Pedagogical Content Knowledge – Demonstrate mastery of the prior knowledge needed to be successful in the Doctor in Education program.

Data Collection (Evidence)
1. A Doctoral Admission Portfolio will be used. The portfolio will include a professional resume/vita, writing samples, personal philosophy of education/theory of teaching and learning, self-evaluation aligned with personal and professional goals, evidence of leadership ability, and a statement of purpose for pursuing doctoral study. A 4-point rubric is used to evaluate the portfolio.

2. The portfolio will be submitted within the first six hours in the program.

3. Average scores and pass rate percentages will be calculated.

Results of Evaluation
See results below.

When, Where, and with Whom Were Results Disseminated:

Educational Leadership faculty in spring faculty meeting and assessment committee in spring meeting.

Analysis of Portfolio Results:

Semester	Average Score	Number Submitted	# Pass		# Marginal Pass		# Fail		# Repeaters
F '12	2.49	9	6	66%	3	33%	0	0	0
Spr '12	2.25	8	6	75%	1	12.5%	1	12.5%	0
F '11	1.97	11	4	36%	2	18%	5	45%	1 (F)
Spr '11	2.02	12	4	33%	5	42%	3	25%	1 (F)
F '10	2.14	8	4	50%	2	25%	2	25%	0
Spr '10	2.09	11	4	36%	2	18%	5	45%	4 (4 F)
F '09	1.89	15	6	40%	1	7%	8	53%	2 (2 P)
Spr '09	2.14	35	18	51%	7	20%	10	29%	1 (F)
F '08	1.88	10	5	50%	3	30%	2	20%	1 (P)
Spr '08	2.19	11	7	64%	1	9%	3	27%	0
F '07	1.83	10	3	30%	4	40%	3	30%	1 (F)

Use of Evaluation Results
Recommended Changes Based upon this Analysis:

Program faculty reviewed the portfolio instructions, rubric, and tips for success. The instructions, rubric, presentation, and tips remain on the Ed.D. website. For more student convenience, we will now accept and assess portfolios in summer as well as the spring & fall dates.

Trends Noticed and Actions Based upon those Trends across the Year(s):

Average scores for 2012 were higher than for the previous four years with a submission rate of approximately average with the other years. Additionally, applicants were stronger in both spring and fall semesters with zero failed attempts at the portfolio. Otherwise, submissions were stable except for the 2009 boom. The 2010 and 2011 failure rates are the same. The overall scores are slightly lower for 2011 (with such a small N, this may be because of the 2 repeaters who were unsuccessful).

Related Items

EDD 02: LO Program Specific Content
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Program Specific Content – Demonstrate mastery of the knowledge associated with content in Educational Leadership.

Data Collection (Evidence)
1. Comprehensive Examinations: Comprehensive examinations will be taken at the end of the program by all candidates and must be passed in order to register for ELR 888 *Dissertation Seminar*. They will be divided into 3 sections: research, curriculum, and supervision and based upon the core program courses and scored by program faculty.

2. Results will be compiled and analyzed by program faculty and reported to the Unit Assessment Director and the National Council for Accreditation of Teacher Education (NCATE) Coordinator annually.

3. Results will be analyzed by program faculty by section and overall scores and trends are identified.

Results of Evaluation
Analysis of Results:
There was a rather small group of candidates in spring 2011. The pass rate was high. Pass rate has increased dramatically since spring 2006. Since some students were detected attempting to cheat on comps in another program, the computers where the test is administered no longer allow internet access or USB port access during testing. All candidates are encouraged to sit for comps during the spring before they hope to take ELR 888 Dissertation Seminar since they must pass all three sections of comps before they may take this annually offered course. This gives them the following summer for any needed retakes. Therefore, comps are not usually needed during the fall semesters.

Analysis of Comprehensive Exam Results:

	Curriculum		Success Rate	Supervision		Success Rate	Research		Success Rate
	Pass	Fail		Pass	Fail		Pass	Fail	
Summer 2012	2	0	100%	1	0	100%	5	0	100%
Spring 2012	16	1	94%	17	0	100%	5	4	20%
Summer 2011	0	0	N/A	0	0	N/A	0	0	N/A
Spring 2011	7	0	100%	7	0	100%	7	0	100%
Summer 2010	0	0	N/A	2	0	100%	3	0	100%
Spring 2010	17	0	100%	15	2	88%	14	3	82%
Summer 2009	0	0	N/A	3	0	100%	1	0	100%
Spring 2009	1	0	100%	1	0	100%	1	0	100%
Summer 2008	0	0	N/A	0	0	N/A	1	0	100%
Spring 2008	1	0	100%	1	0	100%	0	1	0%
Fall 2007	1	0	100%	1	0	100%	2	0	100%
Summer 2007	2	0	100%	2	0	100%	2	1	66%
Spring 2007	5	0	100%	5	0	100%	5	0	100%
Fall 2006	1	0	100%	1	0	100%	0	3	0%
Summer 2006	1	0	100%	2	0	100%	6	4	60%
Spring 2006	14	2	87.5%	15	5	75%	7	10	41%
Fall 2005	6	0	100%	4	2	66%	2	4	33%
Summer 2005	9	0	100%	9	0	100%	7	2	77%
Spring 2005	3	0	100%	3	0	100%	2	2	50%

Use of Evaluation Results
Recommended Changes Based upon this Analysis:
Having seen only the 2012 version of the comprehensive exam, changes have already been made for how students are evaluated. Most notably, each of the three sections now require students to illustrate competency by offering solutions via methods of application to address practical, field-based problems and issues; this is in strict opposition to a lengthy quiz of student knowledge as has been the standard in the past--simple facts without proper application are impertinent.

Trends Noticed and Actions Based upon those Trends across the Year(s):
Students struggled most with the research portion of comps, which for 2012 was comprised of approximately 100 true-false and multiple choice questions about statistical facts. Entirely absent was any sort of interpretation of data or synthesis of findings with meaning. Since at least 2010, the research section was failed most often, resulting in retakes in summer. It

seems that after each instance of retaking a portion of the exam, students pass; this is peculiar in some ways but until a stable form of testing is established one can only speculate.

Related Items
⤵ ⊚GE 03: Quantitative Skills

⤵ ⊚GE 04: Inquiry and Technology

EDD 03: LO Ability to Plan
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
. Ability to Plan – Demonstrate the ability to develop a supervisory plan for classroom-based instruction.

Data Collection (Evidence)
1. Needs Assessment Project: Candidates will use the knowledge they will gain about assessment, data interpretation, and data analysis to address a problem in their school or district. The goal will be to show the ability to design, align, and evaluate curriculum and to guide professional learning.

2. The CUR 812 *Comprehensive Assessment and Data Analysis* instructor will administer the project and grades it according to a rubric.

3. Mean scores and percent correct will be calculated for the total score and each section of the project.

Results of Evaluation
Analysis of Results:

Overall, the candidates are performing well on this assessment (88% average correct of total possible). The highest scores for this group were the Identify the Problem (96%) and the Describe Hunches & hypotheses sections (92%). The lowest scores were the Develop an action plan/implementation (76%) and the Narrative (85%) sections. These results are consistent with those from previous years.

CUR 812

Area	Possible score	Average score 2008 N=22	Percent 2008	Average score 2009 N=19	Percent 2009	Average score 2010 N=14	Percent 2010	Average score 2011 N=15	Percent 2011	Average score 2012 N=14	Percent 2012
Identify the problem	15	13.5	90%	14.6	98%	14.5	97%	13.8	92%	14.36	96%
Describe hunches & hypotheses	10	8.6	86%	9.1	91%	9.2	91%	8.7	87%	9.21	92%
Identify questions & data	10	9.2	92%	9	90%	8.6	86%	8.7	87%	9.07	91%
Analyze multiple measures	20	17.5	87.5%	17.7	89%	18.7	93.5%	17.6	88%	17.36	87%
Analyze political realities & root causes	10	8.8	88%	9.3	93%	9.2	92%	8.7	87%	9.07	91%
Develop an action plan/implementation	20	18.1	90.5%	18	90%	18.2	91%	17.7	89%	15.5	76%
Narrative (reflection)	15	14.6	97.3%	14.4	96%	14.3	95.3%	14.1	94%	12.71	85%
Total	100	90.3	90.3%	92.1	92.1%	92.7	92.7%	89.4	89.4%	87.28	88%

Use of Evaluation Results
Recommended Changes Based upon this Analysis:

The new faculty member that will now teach this class will focus specifically on the aspects of the assignment with the lowest scores, including the Analyze multiple measures, the Develop an action plan/implementation (76%) and the Narrative (85%) sections. Examples of high quality work will be made available for students as well as direct instruction on these aspects of the assignment should result in improved scores next year.

Trends Noticed and Actions Based upon those Trends across the Year(s):

It is good to see that four of the seven areas assessed have increased since 2011. These most recent results align more closely with years past and are even higher in some cases. It is expected that the scores will stabilize and increase with the new faculty's consistency and invested efforts of developing the course.

Related Items
⤵ ⊚GE 01: Critical and Creative Thinking

⤵ ⊚GE 02: Communication

⤵ ⊚GE 04: Inquiry and Technology

EDD 04: LO Clinical Practice
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Clinical Practice – Demonstrate the knowledge, skills, and dispositions necessary for a school leader while in the field.

Data Collection (Evidence)
1. Mentor Evaluation Form: The mentors will complete evaluation forms of the intern's work during the practicum projects in the field.

2. Data will be collected during AED 737 *Practicum III in School Administration*, which will be taught each fall and spring semester.

3. Mean scores and score distributions will be calculated.

Results of Evaluation

AED 737	Review of Literature	Project 1	Project 2	Project 3	Project 4	Mentor Evaluation	Final
Candidate 1	95	98	98	96	96	100	A
Candidate 2	I	I	I	I	I	I	I
Candidate 3	96	97	90	95	95	100	A
Candidate 4	99	100	99	89	93	100	A
Candidate 5	92	96	95	98	90	98	A
Candidate 6	92	I	I	I	I	I	I
Candidate 7	94	100	98	98	99	100	A
Candidate 8	95	95	75	75	76	72	C
Candidate 9	93	98	90	92	99	95	A
Candidate 10	89	97	96	99	99	100	A
Candidate 11	100	100	100	100	100	100	A
Candidate 12	100	100	100	100	100	100	A
Candidate 13	90	94	92	90	95	90	A
Candidate 14	100	98	99	99	99	100	A
Candidate 15	94	95	89	89	94	90	A

Use of Evaluation Results
Analysis of Results:

This course was revised in 2007. The changes made have been very positive and have allowed the instructor more control over projects candidates choose in the field. Candidates in AED 737 are much better prepared for the workload of this course if they were successful in AED 636.

The average for the mentor evaluations remains consistently high; therefore, program faculty are pleased with the field supervisors' views of candidate performance. The quality of projects was outstanding. Candidates chose projects that were relevant to current issues and rated as highly applicable.

Related Items
➢ ⊚GE 02: Communication

➢ ⊚GE 07: Cultural Awareness

➢ ⊚GE 08: Perspectives

➢ ⊚GE 09: Cross-disciplinary Appreciation

EDD 05: LO Ability to Support Student Learning and Development
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Ability to Support Student Learning and Development –

Demonstrate ability to create and maintain a school culture which supports student learning and development.

Data Collection (Evidence)
1. The Curriculum Resource Unit (CRU) is a compilation of activities and materials on a particular curriculum topic or problem. The Curriculum Resource Unit is typically developed by a curriculum leader as a resource for teachers who want to create their own learning units on the topic. Contains suggestions and information that assist the teacher in supplementing the basic textbook in a course. The Curriculum Resource Unit has five components: (1) Introduction, (2) Instructional Goals, (3) Learning Activities, (4) Evaluation Techniques, and (5) References and Resources.

2. The Curriculum Resource Unit is an assignment in CUR 819 *Curriculum Construction and Coordination*, which is taught each summer.

3. Averages for each component will be calculated in order to provide diagnostic information.

Results of Evaluation
We've seen a sharp increase in the Instructional Goals section since last year, which is likely the result of a new instructor (now a faculty member). With this increase also came a decrease in scores on the learning activities.

N	Introduction 20 points	Instructional goals 20 points	Learning activities 20 points	Evaluation techniques 20 points	References list 20 points	Overall 100 points
2012 N=8	19.1/20 96%	19.6/20 98%	18.6/20 93%	19.5/20 98%	18.6/20 93%	93.4 93.4%
2011 N=11	95%	87%	99%	98%	94%	91.5%
2010 N=10	96%	85%	100%	92.5%	97.5%	94.2%
2009 N=8	92.9%	95.1%	94.3%	94%	94%	94.3%

Use of Evaluation Results
Analysis of Results:

The program faculty are satisfied with the scores overall, though there are areas in which we will focus for improvement. It is positive that one of the highest scores has been quite low for the past two consecutive years, so the change in scores was likely due to the change in faculty and will likely result in increased improvement over time due to instructor consistency and competence.

Recommended Changes Based upon this Analysis:

Direct instruction is needed on the references & learning activities, as students performed most poorly on these elements of the curriculum resource unit. Students should be informally pre-tested, should receive direct instruction at least twice with discussion included, and ongoing assistance should be provided as students complete the project so as to target improvement in this area. Learning activities are central to sound curriculum and lead the way to being able to identify whether students are successful in learning.

Trends Noticed and Actions Based upon those Trends across the Year(s):

Despite somewhat different group sizes, achievement is comparable across 2011 and 2012, with the only real change in three areas: instructional goals and learning activities. While the first of these areas' scores increased in 2012, the latter decreased. Otherwise scores were stable regardless of the group size.

Related Items

➤ 🔘 **GE 02: Communication**

➤ 🔘 **GE 04: Inquiry and Technology**

➤ 🔘 **GE 06: Social Institutions**

➤ 🔘 **GE 07: Cultural Awareness**

➤ 🔘 **GE 08: Perspectives**

➤ 🔘 **GE 10: Values**

EDD-COU 01: LO Mastery of Prior Knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in the Doctor in Education program.

Data Collection (Evidence)
1. A Doctoral Admission Portfolio will be used. The portfolio will include a professional resume/vita, writing samples, personal philosophy of education/theory of teaching and learning, self-evaluation aligned with personal and professional goals, evidence of leadership ability, and a statement of purpose for pursuing doctoral study. A 4-point rubric is used to evaluate the portfolio.

2. The portfolio will be submitted within the first six hours in the program.

3. Average scores and pass rate percentages will be calculated.

Results of Evaluation
One candidate submitted a portfolio in Fall 2011 for the EDD. counseling track. This was the candidate's second submission and it was not accepted. There were no submissions in Spring 2012 or Fall of 2012.

Use of Evaluation Results
Because no new Counseling Track students were admitted in this reporting period, no data was collected. Thus, no program changes were made. In the event that students apply and are admitted, assessment data is collected and evaluated in order to make necessary changes.

Efforts to recruit more qualified students for the Counseling Track of the Ed.D. program are ongoing.

Faculty have explored online/hybrid delivery methods for the program in order to better market the program to nontraditional students.

The initiation of the Ed.S. program may create a better pipeline for more students to enter the Counseling Track of the Ed.D.

Related Items

➤ 📄 **SP2.Ind01: Enrollment**

EDD-COU 02: LO Content Knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Program Specific Content: Demonstrate mastery of the knowledge associated with content in Counselor Education.

Data Collection (Evidence)
1. Comprehensive Examinations: Comps will be taken at the end of the program by all candidates and must be passed in order to register for ELR 888 (Dissertation Seminar). They will be divided into 3 sections: research, curriculum, and supervision and based upon the core program courses and scored by program faculty.

2. Results will be compiled and analyzed by program faculty and reported to the Unit Assessment Director and the NCATE Coordinator annually.

3. Results will be analyzed by program faculty by section and overall scores and trends are identified.

Results of Evaluation
There were no counseling track students taking comprehensive exams in this reporting period.

Use of Evaluation Results
Because there were no Counseling Track students taking comprehensive exams in this reporting period, no data was collected. Thus, no program changes were made. In the event that students take comprehensive exams, assessment data will be collected and evaluated in order to make necessary changes.

Efforts to recruit more qualified students for the Counseling Track of the Ed.D. program are ongoing.

Faculty have explored online/hybrid delivery methods for the program in order to better market the program to nontraditional students.

The initiation of the Ed.S. program may create a better pipeline for more students to enter the Counseling Track of the Ed.D.

Related Items
 SP1.Ind03: Academic and support services

 SP1.Ind05: Diversity -- access to diverse ideas/programs

 SP1.Ind08: Curriculum Development and Revision

EDD-COU 03: LO Advanced Counseling Skills
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Advanced Counseling Skills: Demonstrate advanced skills as a counselor in the current place of counseling practice. Advanced skills include additional knowledge and counseling techniques beyond the master's degree.

Data Collection (Evidence)
Advanced counseling practicum and internship are times when students are under DSU faculty supervision. Faculty form collaborative consulting relationships with these students to encourage professional growth and assess the students' application of advanced knowledge and skills in the workplace and in the university classroom.

Results of Evaluation
There were no students in the Advanced Counseling Practicum or Internship Classes for the EDD during the 2012 year.

Use of Evaluation Results
There are evaluative efforts and changes occurring in both the MED and the EDS programs that will impact the EDD experiential classes positively when they are populated.

There were no students in the Advanced Counseling Practicum or Internship Classes for the EDD during the 2012 year. Efforts to recruit more qualified students for the Counseling Track of the Ed.D. program are ongoing.

Faculty have explored online/hybrid delivery methods for the program in order to better market the program to nontraditional students.

The initiation of the Ed.S. program may create a better pipeline for more students to enter the Counseling Track of the Ed.D.

Currently enrolled students are in dissertation stages. Except for counseling practicum, no other Counseling Track Ed.D. courses were offered in this reporting period because there were no students taking coursework. Thus, no other program changes occurred. In the event that courses are offered, assessment data will be collected and evaluated in order to make necessary changes to improve student learning.

Related Items
 SP1.Ind05: Diversity -- access to diverse ideas/programs

 SP1.Ind08: Curriculum Development and Revision

EDD-COU 04: LO Research and Writing Techniques
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Mastery of research techniques and academic writing (dissertation):

Demonstrate the ability to create a research question relevant to the counseling literature; design the appropriate research methodology; collect and analyze the data; and, report the findings in a manner conducive to enhancing the counseling literature.

Data Collection (Evidence)
Students will complete the dissertation. Starting the dissertation process in ELR 888 students will work with faculty to complete a meaningful research project that will contribute to the counseling literature.

Results of Evaluation
One student recently completed a dissertation and graduated from the program. Currently there are four counseling students in various stages of the process.

One student awaits comprehensive exams, but has twice not responded to taking comprehensive exams.

Use of Evaluation Results
Currently there has been no significant progress toward completion. Students have been assigned committees and are expected to interact with their chair and committee.

Efforts to recruit qualified students for the Counseling Track of the Ed.D. program are ongoing:

Faculty have explored online/hybrid delivery methods for the program in order to better market the program to nontraditional students.

The initiation of the Ed.S. program may create a better pipeline for more students to enter the Counseling Track of the Ed.D.

Related Items
 SP1.Ind03: Academic and support services

 SP1.Ind05: Diversity -- access to diverse ideas/programs

SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

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EDS-COU 01: LO Mastery of Prior Knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in Ed.S. program.

Data Collection (Evidence)
The application process for the Ed.S. in counseling – school track includes:

1. Students are currently employed as school counselors and have at least two years' experience.
2. Students must pass a writing proficiency test and submit a writing sample to be evaluated by the faculty.
3. Students must secure at least 3 letters of recommendation.

The CED faculty will decide collectively on students to be admitted to the program based on writing samples and recommendations.

Results of Evaluation
In Fall 2012, 10 students were admitted as the first class for the EDS program. They began with 2 core courses. These students all met the pre-requisites and came highly recommended.

Use of Evaluation Results
The program committed to going entirely online and thus have recruited students from across the state. Using students who are working as school counselors, through both asynchronous and synchronous class meetings, we have established a learning environment that includes in-depth instruction as well as peer-supervision. We will continue this model in 2013.

Related Items
SP2.Ind01: Enrollment

EDS-COU 02: LO Content Knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Program Specific Content: Students will demonstrate detailed knowledge of the ASCA School Counseling model.

Data Collection (Evidence)
Students will demonstrate detailed knowledge of the ASCA school model and the supporting science behind the development of that model. Students will apply the model to their specific school counseling sites and determine the strengths and deficits of their programs. Students will develop a plan for implementation of an enhancement to their program and will acquire consent/cooperation from stakeholders in the school community. This process will be documented in a paper submitted at the end of CED 717 that includes necessary steps and citations from the literature supporting the enhancement.

Results of Evaluation
At the end of Fall 2012, this first class submitted nine manuscripts proposing research and program enhancement.

One student chose to take an incomplete due to family problems.

Evaluations of examinations and research project proposals in both core classes (CED 717 and 735) showed that students were viewing program enhancement through the lens of the ASCA Model.

Use of Evaluation Results
Faculty noticed that research proposals and program enhancement tended to be too broad and lacked substantial definition. Syllabi changes and efforts to clarify program goals to students have been implemented for successive students.

Related Items
SP1.Ind03: Academic and support services

SP1.Ind05: Diversity -- access to diverse ideas/programs

SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

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EDS-COU 03: LO Advanced Counseling Skills
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Advanced Counseling Skills and program enhancement: Demonstrate advanced skills as a counselor in the current place of counseling practice. Advanced skills include additional knowledge and counseling techniques beyond the master's degree. Implement the enhancement plan created in CED 717 Advanced School Counseling.

Data Collection (Evidence)
Advanced counseling practicum and internship are times when students are under DSU faculty supervision. Faculty form collaborative consulting relationships with these students to encourage professional growth and assess the students' application of advanced knowledge and skills in the workplace and in the university classroom.

In addition, the student will implement the plan created in CED 717 and will document the installation, maintenance and results of the enhancement with suitable evaluation techniques.

Students will receive supervision from DSU faculty who will evaluate advanced skills. In addition, students will complete the paper started in CED 717 showing implementation and results as they have moved their campus counseling program toward the ASCA school counseling model.

Results of Evaluation
The major benchmarks for this goal lie in CED 758 Advanced School Counseling and CED 790 Counseling Supervision Theories. These classes are part of the second half of the core EDS classes and will be completed in Spring of 2013.

Use of Evaluation Results
As faculty teach the second portion of the core, they are discovering the changes necessary to clarify program goals and requirements for the incoming students. Primarily, helping students adopt the role of scholar-practitioner will be explained with more depth. The intent is to help these students become better program evaluators.

In addition, the supervision class will not only teach principles of counseling supervision, but also will facilitate the adoption of peer supervision habits by providing a synchronous online peer supervision experience. This will be started and refined in 2013.

Related Items
SP1.Ind03: Academic and support services

SP1.Ind05: Diversity -- access to diverse ideas/programs

SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

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EDS-COU 04: LO Supervision Skills

Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Mastery of Supervision Strategies: Demonstrate knowledge and skills related to performing effective and ethical counselor supervision.

Data Collection (Evidence)
Students will demonstrate knowledge by passing tests within the class semester. Also students will demonstrate ability by providing tapes of counseling supervision processes (a rubric will be developed).

The instructor of record will be the primary evaluative source for this. However, the entire faculty assist in supervising counselor supervisors and will have evaluative input.

Results of Evaluation
Since this is a new program, no students have advanced to this stage in the process yet.

Use of Evaluation Results
Students will take the first comprehensives in spring of 2013. At that time, faculty will review results and make changes to improve student learning accordingly.

Related Items
➤ ▪SP1.Ind03: Academic and support services

➤ ▪SP1.Ind05: Diversity -- access to diverse ideas/programs

➤ ▪SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

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EDS-EAS 01: LO Content and Pedagogical Content Knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Content and Pedagogical Content Knowledge – Demonstrate mastery of the knowledge with both the content and pedagogy of the Specialist in Educational Leadership program

Data Collection (Evidence)
1. Entrance scores on a nationally recognized, norm-referenced test of verbal ability will be required. Typically, candidates submit CAAP or GRE Writing scores.

2. Scores will be submitted to the Graduate Office and documented in Banner.

3. Mean scores will be calculated. Admission rubrics are used to determine admission status for the program.

Results of Evaluation
Candidates must receive a minimum score of 3.0 on the CAAP, a 172 on the Praxis Writing Exam, or 3.00 on the GRE Analytical Writing assessments in order to receive full admission in the Ed.S. Program.

Summary of Results:

- CAAP – Three candidates submitted scores. The average was 4.00 and the scores ranged from 3.5 to 4.75.
- GRE Analytic Writing – Four candidates submitted scores. The average was 3.375 and the scores ranged from 3.0 to 4.0.

The mean from the 2012 CAAP was somewhat higher than that of the past two past years. The mean from the 2012 GRE AnalyticWriting assessment was lower than that of the previous year.

Use of Evaluation Results
1. In late 2010, the Educational Leadership faculty considered adding the Praxis I Writing Assessment as a choice for the test of verbal/written ability. A score of 174 was suggested; this would bring the program admissions test into line with those used by other Ed.S. programs in the
College of Education. No action was taken on this proposal during 2011 because of changes in federal financial aid requirements regarding admission status.

2. None at this time.

Related Items
➤ ⊙GE 01: Critical and Creative Thinking

➤ ⊙GE 03: Quantitative Skills

➤ ⊙GE 04: Inquiry and Technology

EDS-EAS 02: LO Program Specific Content
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Program Specific Content – Demonstrate mastery of the knowledge associated with content in Educational Leadership.

Data Collection (Evidence)
1 & 2. Comprehensive Examinations: Essay-style comprehensive examinations will be taken at the end of the program by all candidates and must be passed in order to earn the degree. Items will be based upon the School Leadership Licensure Assessment (SLLA) and scored by program faculty.

3. Mean scores, score distributions, and pass rates will be compiled annually. A 3-point scale of 0 – 2 is used, with an average of 1 required to pass the exam.

Results of Evaluation
In 2012, 11 candidates took comprehensive examinations,   in the Spring, and 11 in the Summer and Fall. The average score was 1.40. The average scores on each question ranged from 1.0 (Q2) to 1.8 (Q4).

Data have been collected by question to provide diagnostic information. The overall average score of 1.40 was slightly lower than the overall average scores of 1.56 in 2009 and 1.50 in 2010.

Use of Evaluation Results
1. No specific trend was found when compared with scores from previous years.

2. Course content will be analyzed and emphasis will be placed in areas of weakness so that scores in all areas are in the acceptable range.

Related Items
➤ ⊙GE 01: Critical and Creative Thinking

➤ ⊙GE 03: Quantitative Skills

⤴ ⏱ **GE 04: Inquiry and Technology**

⬆ **EDS-EAS 03: LO Ability to Plan**
  Start: 7/1/2012
  End: 6/30/2013

Learning Outcome
Ability to Plan – Demonstrate the ability to develop a supervisory plan for classroom-based instruction.

Data Collection (Evidence)
1. The Curriculum Alignment Project will provide the candidate with experience working with the district level administrator in charge of curriculum and instruction. The candidate will plan and conduct a curriculum audit of language arts at a designated grade level. The area to be addressed in the audit are :

- Alignment between the local curriculum and the state framework
- Alignment between the curriculum and instruction
- Alignment of assessment to curriculum and instruction

2. The project will be completed in AED 736 *Practicum II in School Administration*, a practicum course. The course will be taught each Fall and Spring semester.

2. Range of scores and means will be calculated annually. The project is scored with a 5-point rubric: 5 – Exemplary 4 – Good, 3 – Acceptable, 2 – Fair, 1 – Poor.

Results of Evaluation
In 2012, 26 candidates completed the Curriculum Alignment Project.

The average score for the project was 4.65 with the lowest score being 3.6 and the highest being 5.0. 12 candidates received a score of 5.0. The highest score was in Planning (4.73). The lowest scores were in Creativity (4.54), Compilation (4.54), and Impact on Student Learning (4.54).

Use of Evaluation Results
Faculty will review the assignment to address student weaknesses in Creativity, Compilation, and Impact on Student Learning. Course content will be reviewed to ensure that knowledge and skills related to management of a school or school district are addressed appropriately.

Related Items
⤴ ⏱ **GE 02: Communication**

⤴ ⏱ **GE 03: Quantitative Skills**

⤴ ⏱ **GE 04: Inquiry and Technology**

⬆ **EDS-EAS 04: LO Clinical Practice**
  Start: 7/1/2012
  End: 6/30/2013

Learning Outcome
Clinical Practice – Demonstrate the knowledge, skills, and dispositions necessary for a school leader while in the field.

Data Collection (Evidence)
1. Mentor Evaluation Form: The mentors will complete evaluation forms of the intern's work during the practicum projects in the field.

2. Data will be collected during AED 736 *Practicum II in School Administration*, which will be taught each fall and spring semester.

3. Mean scores and score distributions will be calculated.

Results of Evaluation
In 2012, Mentor Evaluation Forms were completed on 17 candidates in AED 736 Practicum II in School Administration. Fifteen candidates received the grade of A (88%) and 2 received the grade of B (12%). An A was identified as the average grade.

The average grade was somewhat higher than that of past years, but the number of candidates in past years was smaller than in 2011.

Use of Evaluation Results
1. Consider disaggregating the mentor evaluation score for each of AED 736 Practicum II in School Administration projects and link these to the Educational Leadership Constituent Council Standards to obtain diagnostic information.
2. None at this time.

Related Items
⤴ ⏱ **GE 01: Critical and Creative Thinking**

⤴ ⏱ **GE 02: Communication**

⤴ ⏱ **GE 04: Inquiry and Technology**

⤴ ⏱ **GE 07: Cultural Awareness**

⤴ ⏱ **GE 09: Cross-disciplinary Appreciation**

⬆ **EDS-EAS 05: LO Ability to Support Student Learning and Development**
  Start: 7/1/2012
  End: 6/30/2013

Learning Outcome
Ability to Support Student Learning and Development – Demonstrate ability to create and maintain a school culture which supports student learning and development.

Data Collection (Evidence)
1. Curriculum Development Project: The project requires candidates to complete the following:

- Purpose of curriculum design and delivery
- Components and content of written curriculum
- Curriculum and assessment development cycle

2. This project will be part of the requirements for CUR 703 *Dynamic Leadership for Curriculum and Assessment*.

3. Means and score distributions will be calculated.

Results of Evaluation
In 2012, 20 candidates completed the Curriculum Development Project. The scores ranged from 75 – 100, with a mean of 97.25 and a median and mode of 100.

2011 ratings were much higher than those of 2008, 2009, and 2010.

2008 (Baseline Year) N = 27	2009 N = 43	2010 N = 22	2011 N = 20
100	63	100	100
100	53	95	100
97	58	90	100
97	63	95	92
97	91	92	95
97	85	95	94
97	89	85	100
97	93	95	100
97	56	89	99
94	50	100	100
94	80	90	93
94	75	98	100
94	78	90	100
93	80	92	98
93	75	87	100
93	92	100	100
93	60	95	75
93	77	95	100
90	78	100	99
90	93	92	100
90	67	87	
87	72	100	
87	98		
84	80		
83	84		
80	49		
80	76		
	70		
	70		
	65		
	86		
	76		
	74		
	76		
	66		
	65		
	71		
	91		
	87		
	88		
	93		
	66		
	71		
Mean 92.26	Mean 75.12	Mean 93.7	Mean 97.25

Use of Evaluation Results
1. No changes recommended at this time.

2. It should also be noted that the project requirements were revised for 2010, and continue to be examined in 2011 to match the curriculum management cycle used in many Mississippi school districts.

Related Items

> **GE 02: Communication**

> **GE 06: Social Institutions**

> **GE 07: Cultural Awareness**

> **GE 08: Perspectives**

> **GE 09: Cross-disciplinary Appreciation**

EDS-EAS 06: LO Dispositions
   Start: 7/1/2012

End: 6/30/2013

Learning Outcome
Dispositions – Demonstrate appropriate dispositions necessary for success as a school leader.

Data Collection (Evidence)
1. The graduate version of the Dispositions Rating Scale (DRS) will be administered to all candidates early in the program. Program faculty will use these to monitor candidate progress throughout the program. Any areas of weakness must be rectified before the candidate is eligible to sit for Comprehensive Examinations.

Dispositional characteristics assessed are as follows: fairness, the belief that all students can learn, professionalism, resourcefulness, dependability, commitment to inquiry.

The assessment uses a 4-point scale: 1 does not meet expectations; 2 meets a few expectations, but not sufficient; 3 meets expectations; and 4 exceeds expectations.

2. The DRS will be administered at full admission to the program. Faculty will review the DRS again when clearing the candidate to take the comprehensive examination.

3. Score ranges will be calculated.

Results of Evaluation
Nineteen candidates were reviewed at application to the comprehensive exam. No candidates received a rating below 3 (meets expectations).

The results are comparable to those of past years.

Use of Evaluation Results
1. It is recommended that the Dispositions Rating Scale be administered as a self-assessment in CUR 701 Philosophy of Education. This will begin with the Fall 2012 semester. Faculty would review the self-assessment at application to the comprehensive examination, as well as reviewing any disposition flags for the student. Each student must be cleared before sitting for the comprehensive examination.

2. None at this time.

Related Items
GE 05: Self

GE 08: Perspectives

GE 10: Values

EDS-ELE 01: LO Demonstrate an understanding of the knowledge and skills
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate an understanding of the knowledge and skills associated with the content of the Ed.S. degree program in Elementary Education.

Data Collection (Evidence)
1 & 2. A comprehensive examination will be administered each semester to candidates in the final course work of the Educational Specialist degree program.

3. A rubric will be used to evaluate the examinations and scores will be analyzed to assess strengths and weaknesses in the program.

The assessment data are linked to both the National Board For Professional Teaching Standards (NBPTS) for the middle childhood/generalist (Standard II, knowledge of Content and Curriculum) and the early childhood generalist (Standard V, Knowledge of Integrated Curriculum). These standards relate directly to knowledge/skills elementary teachers need in order to understand the content to be taught. Assessment data are also linked to Guiding Principle 1 of the College of Education Conceptual Framework.

Results of Evaluation
2012, a total of eleven EdS candidates took the comprehensive exam. All of the candidates (100%) passed the exam. All of the candidates responded to items for CEL 705 & CEL 706, which is a requirement for Comps. Of the eleven responses for CEL 705, four received target ratings and seven received acceptable ratings. Of the eleven responses for CEL 706, two received target ratings and nine received acceptable ratings. Candidates had choices between CEL 711, CEL 712, CSP 616, and CSP 648. Eight of the candidates responded to prompts for CEL 711 with three receiving target ratings and five receiving an acceptable rating. Ten candidates responded to prompts from CEL 712 with three receiving a target rating and seven receiving acceptable ratings. Two of the candidates responded to prompts for CSP 616 with one receiving an acceptable rating and one receiving an unacceptable rating. CSP 648 was added as a choice Fall 2012 since many of the candidates took it as a substitute for CSP 616 when CSP 616 was no longer offered online. None of the online students responded to CSP 648.

A total of ten Tishomingo EdS candidates took the comprehensive exam. All of the candidates (100%) passed the exam. All of the candidates responded to items for CEL 705 & CEL 706, which is a requirement for Comps. Of the ten responses for CEL 705, seven received target ratings and three received acceptable ratings. Of the ten responses for CEL 706, nine received target ratings and one received acceptable ratings. Candidates had choices between CEL 711, CEL 712, CSP 616, and CSP 648. Nine of the candidates responded to prompts for CEL 711 with five receiving target ratings and 4 receiving an acceptable rating. Eight candidates responded to prompts from CEL 712 with six receiving a target rating and two receiving acceptable ratings. CSP 648 was added as a choice Fall 2012 since the EDS Tishomingo candidates took it as a substitute for CSP 616 when CSP 616 was no longer offered online. Five of the candidates responded to prompts for CSP 648 with four receiving target ratings and one receiving an acceptable rating.

Trends Noted

Performance on the comps has remained consistent for the Online & Tishomingo EDS students. Dissemination of a comps study guide began in 2011 to mirror the support offered to the MED candidates. The pass rate for the 2011 candidates was slightly less than the 2010 candidates but the number of 2011 candidates was greater. CSP 648 was added to the comps Fall 2012 to accommodate candidates who took it instead of CSP 616; however, no online candidates chose to respond to the CSP 648 prompt.

This was the first comps for Tishomingo EDS students. These students benefited from the dissemination of a comps study guide just like the other elementary graduate program students. Though they performed well on the exam, subsequent results will be monitored for trends.

Use of Evaluation Results
1. Response to the prompt for CSP 648 will be monitored to determine its usefulness.

2. Fall 2012 was the first comps for Tishomingo EDS students. Though they performed well on the exam, subsequent results will be monitored for trends.

Related Items
GE 03: Quantitative Skills

EDS-ELE 02: LO Demonstrate skill in verbal ability
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate skill in verbal ability adequate for success in a graduate program

Data Collection (Evidence)
A satisfactory writing proficiency score must be submitted by the student during the first 12 hours of coursework in order to receive full admission. Candidates may choose one of the following assessments:

CAAP – minimum score of 3

GRE Writing – minimum score of 4.0

MAT – minimum score of 30

Praxis I Writing (PPST or CBT) – minimum score of 174

NTE (Communication Skills) – minimum score of 653

Results of Evaluation
Twenty-three online candidates and 10 Tishomingo candidates gained full acceptance in the Ed.S. program in 2012. Their Praxis writing scores ranged from 174-178. CAAP writing scores ranged from 3-4. NTE scores ranged from 653-674. All candidates demonstrated acceptable verbal ability.

<u>Trends Noted</u>

All candidates who gained full admission demonstrated verbal proficiency.

Use of Evaluation Results
1. Faculty agreed that 174 on the Praxis I Writing examination as opposed to requiring the score of 172 that is acceptable for licensure with the State Department of Education is more suitable for graduate students who must demonstrate a higher level of verbal proficiency.

2. The requirement for the 174 writing score will be maintained.

Related Items
> ◎ **GE 02: Communication**

EDS-ELE 03: LO Demonstrate the ability to plan and support planning
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate the <u>ability to plan and support planning</u> at a level commensurate with the Educational Specialist level of expertise.

Data Collection (Evidence)
1 & 2. In order to show that candidates in the Educational Specialist degree program in Elementary Education can plan and support planning at an advanced level of expertise, candidates in CEL 705 *Practicum in Early Childhood Education* and CEL 706 *Middle Grades Practicum* will plan and teach lessons based on a modified Graduate Teacher Work Sample that incorporates a research component for this advanced level of preparation. The first nine indicators of the Teacher Intern Assessment Instrument will also be used. CEL 705 *Practicum in Early Childhood Education* is taught the first semester of each academic year.

3. These sections of the Graduate Teacher Work Sample (TWS) will be used to show the ability to plan and support planning: Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision Making, and Design for Instruction in Elementary Education.

    The assessment data in this area are related to the National Board of Professional Teaching Standards, Standard II (Knowledge of Content and Curriculum) and Standard VI (Meaningful Applications of Knowledge) for the middle childhood/generalist and Standard VI (Multiple Teaching Strategies of Meaningful Learning) for the early childhood generalist.

Results of Evaluation
Online candidates in CEL706 demonstrated the ability to select developmentally appropriate objectives (96%); plan appropriate teaching procedures (100%); select a variety of appropriate materials and technology for lessons (100%); prepare appropriate assessment materials and procedures (100%); use assessment information (100%); use knowledge of students' background to make instruction relevant (100%); integrate knowledge from several subject areas (100%); incorporate diversity (100%); and use a variety of strategies to introduce and close lessons (100%).

 Online candidates in CEL 705 demonstrated the ability to select developmentally appropriate objectives (100% met indicator); plan appropriate teaching procedures (97%); select a variety of appropriate materials and technology for lessons (93%); prepare appropriate assessment materials and procedures (90%); use assessment information (90%); use knowledge of students' background to make instruction relevant (90%); incorporate diversity (95%); and use a variety of strategies to introduce and close lessons (90%). The lowest rating was for candidates' ability to integrate knowledge from several subject areas (87%);

Tishomingo candidates in CEL 705 demonstrated the ability to select developmentally appropriate objectives (100% met indicator); plan appropriate teaching procedures (97%); select a variety of appropriate materials and technology for lessons (93%); prepare appropriate assessment materials and procedures (90%); use assessment information (93%); use knowledge of students' background to make instruction relevant (100%); incorporate diversity (95%); and use a variety of strategies to introduce and close lessons (96%).

Overall, the online candidates demonstrated the ability to plan effective lessons. Though not excessive, the lowest ratings were noted in the ability to integrate knowledge from several subject areas. Overall, the Tishomingo candidates demonstrated the ability to plan effective lessons. Their performance was comparable to their online peers.

<u>Trends Noted</u>

Past deficits in the selection of appropriate materials were addressed with increased student engagement in readings and research on the topic. The use of technology for lessons was a weakness in the past but is not noted as a weakness for a 2012 EDS. Deficits in opening and closing lessons were addressed in all EDS courses that required developing and implementing instruction. Consequently, no weaknesses were noted for the 2012 candidates.

Use of Evaluation Results
1. Revisit course content and experiences that involve integrating knowledge from several subject areas. Course instructors will engage online candidates in discussions about integrating subject areas.

Tishomingo instructors will use face-to-face class meetings to discuss best practices in planning effective lessons for diverse learners.

2. The Graduate Teacher Work Sample had been revised to make the use of technology a requirement. Further revisions were made and implemented Fall 2012 to clarify tasks and prompts and to offer candidates more direct explanations of expectations.

Related Items
> ◎ **GE 01: Critical and Creative Thinking**

> ◎ **GE 02: Communication**

> ◎ **GE 04: Inquiry and Technology**

EDS-ELE 04: LO Demonstrate the ability to successfully teach in a field experience/clinical setting.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate the <u>ability to successfully teach in a field experience/clinical setting.</u>

Data Collection (Evidence)
1 & 2. Candidates in CEL 705 *Practicum in Early Childhood Education* and CEL 706 *Middle Grades Practicum* will teach a lesson that will be videotaped and assessed using a scoring guide.

3. A modification of the Graduate Teacher Work Sample incorporating parts of the Teacher Intern Assessment Instrument (TIAI) (indicators 10-34) will be used to collect data.

Results of Evaluation
Most candidates in CEL 705-Practicum in Early Childhood received either target or acceptable ratings in all areas of the TIAI (indicators 10-34). Candidates demonstrated their ability to

use a variety of appropriate teaching strategies (2.8/3.), use a variety of strategies to foster appropriate student behavior according to individual and situational needs (2.9/3), communicate assessment criteria and performance standards to the students (2.8/3), and develop and use a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs (2.9/3). Weaknesses were noted in the areas of using higher-order questions to engage students in analytic, creative, and critical thinking (2.5/3), provide learning experiences that accommodate differences in developmental and individual needs of diverse learners (2.6/3), and provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning (2.6/3).

All candidates in CEL 706-Practicum in Middle Level received target ratings in all indicators demonstrating professional knowledge and skills during clinical practice.

All Tishomingo candidates in CEL 705-Practicum in Early Childhood received either target or acceptable ratings in all areas of the TIAI (indicators 10-34). Candidates demonstrated their ability to use a variety of appropriate teaching strategies (3/3 or 100%), provide learning experiences that accommodate differences in developmental and individual needs of diverse learners (3/3 or 100%), use instructional time effectively (3/3 or 100%), develops a variety of informal assessments (3/3 or 100%), and develop and use a variety of formal assessments (3/3 or 100%). They also demonstrated the ability to use higher-order questions to engage students in analytic, creative, and critical thinking (2.9/3 or 97%).

Overall, the candidates demonstrated that they have the content and pedagogical content knowledge to implement effective instruction. CEL 705 candidates exhibited weaknesses in using higher-order thinking questions and accommodating student differences. Tishomingo candidates' lowest rating was for using higher-order questions to engage students in higher-order thinking.

Trends Noted

Overall, candidates in both practicum experiences showed weakness in using higher-order questions.

Use of Evaluation Results
1. Discussions and activities that focus on questioning to facilitate students' higher-order thinking abilities will continue be included in online practicum courses and the face-to-face class activities for the Tishomingo candidates.

Trends will be examined, especially for the prompts that require candidates to use higher level thinking skills.

2. Discussions and activities that focus on questioning to facilitate students' higher-order thinking abilities will be included in the face-to-face class meetings for Tishomingo candidates and added to the online classes that involve lesson planning and teaching.

Related Items
⌖ GE 02: Communication

⌖ GE 04: Inquiry and Technology

⌖ GE 07: Cultural Awareness

⌖ GE 08: Perspectives

⌖ GE 09: Cross-disciplinary Appreciation

EDS-ELE 05: LO Demonstrate that candidate's teaching has an impact on student learning and support of an environment that supports learning.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate that candidate's teaching has an impact on student learning and support of an environment that supports learning .

Data Collection (Evidence)
1 & 2. Candidates in CEL 705 *Practicum in Early Childhood Education* and CEL 706 *Middle Grades Practicum* will use student data from the Teacher Work Sample to demonstrate impact on student learning.

3. The Analysis of Student Learning sections of the Graduate Teacher Work Sample will be used to collect this data. This area is directly related to Standard III (Learning Environment) of the middle childhood/generalist standards for the National Board of Professional Teaching Standards.

Results of Evaluation
Most candidates in CEL 705-Practicum in Early Childhood demonstrated the ability to meaningfully interpret student data and draw appropriate conclusions. All (100%) candidates developed clear learning goals that aligned with national, state, and/or local standards. The learning goals were appropriate (2.7/3 or 96%) and represented variety in challenge levels (2.7/3 or 90%). The assessments were aligned with learning objectives and clearly stated performance expectations (2.9/3 or 90%). However, they lacked multiple modes (2.4/3 or 80%). Candidates demonstrated the ability to use a variety of instruction, activities, assignments and resources (2.6/3 or 80%) and used technology during instructional activities (2.8/3 or 93%). The lowest ratings were noted for the candidates' ability to interpret data (2.2/3 or 73%) and demonstrate evidence of impact on student learning (2.3/3 or 76%).

In CEL 706- All (100%) candidates developed clear learning goals that aligned with national, state, and/or local standards. The learning goals were appropriate (3/3 or 100%) and represented variety in challenge levels (3/3 or 100%). The assessments were aligned with learning objectives (3/3 or 100%) and most candidates clearly stated the performance standards (2.89/3 or 96%). The assessments included multiple modes (3/3 or 100%). All candidates demonstrated the ability to use a variety of instruction, activities, assignments and resources (3/3 or 100%) and used technology during instructional activities (3/3 or 100%). The lowest ratings were noted for the candidates' ability to interpret data (3/3 or 100%) and demonstrate evidence of impact on student learning (3/3 or 100%).

Most Tishomingo candidates in CEL 705-Practicum in Early Childhood demonstrated the ability to meaningfully interpret student data and draw appropriate conclusions. All candidates (100%) developed clear learning goals that aligned with national, state, and/or local standards. The learning goals were appropriate (3/3 or 100%) and represented variety in challenge levels (2.9/3 or 96%). The assessments were aligned with learning objectives and clearly stated performance expectations (2.7/3 or 90%). The assessments also demonstrated multiple modes (2.9/3 or 96%). Candidates demonstrated the ability to use a variety of instruction, activities, assignments and resources (3/3 or 100%) and used technology during instructional activities (3/3 or 100%). The lowest ratings were noted for the candidates' ability to interpret data (2.2/3 or 73%) and demonstrate evidence of impact on student learning (1.9/3 or 63%).

Trends Noted

Beginning Spring '11, the TWS was modified to include more in-depth exploration of the community's impact on contextual factors and task 6 of the TWS was modified to require candidates to analyze prescribed subgroups which reflect current classroom populations, assessments, and school district policies. Overall ratings for these areas were improved and remain strong. A 2012 review of Section 6 indicates candidates showed weaknesses in the ability to interpret the data and demonstrate evidence of their impact on student learning. This weakness will be addressed with modifying the sample Section 6 of the TWS with an extended section on interpreting data and demonstrating evidence of impact on student learning.

Fall 2012 was the first iteration of CEL 705 for the Tishomingo candidates. Data will be watched for trends.

Use of Evaluation Results
1. Faculty discussed the rigor of this assessment in regards to the task that requires data analysis for subgroups. It was agreed that the all EDS candidates, including all off-campus programs, need to incorporate policies and community involvement and they need to complete this task with more in-depth analysis of student learning.

2. Section 6 of the EDS TWS sample was modified with an extended section on interpreting data and demonstrating evidence of impact on student learning.

Related Items
⌖ GE 05: Self

⌖ GE 07: Cultural Awareness

EDS-ELE 06: LO Demonstrate that candidate teaching reflects appropriate dispositions necessary for effective teaching.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome

Demonstrate that candidate teaching reflects <u>appropriate dispositions</u> necessary for effective teaching.

Data Collection (Evidence)

1. Candidates complete a Dispositions Portfolio prior to taking the comprehensive examination. The portfolio includes (1) completing the Graduate Dispositions Rating Scale as a self-assessment, and (2) the submission of artifacts to provide a rationale for the self-ratings given. The program coordinator uses a 4-point scale (1 low – 4 high) to assess the candidate's skill in providing a rationale for the self-ratings.

2. Data are collected in TaskStream.

3. TaskStream reports provide necessary statistical data for interpretation of the information.

National Board of Professional Teaching Standards, Standard II (Equity, Fairness, and Diversity) of the middle childhood/generalist area is directly related to dispositions.

Results of Evaluation

In 2012, candidate dispositions ratings revealed an average of 2.67/4 (66%) for fairness, 3.33/4 (83%) for the belief that all students can learn, 3.00/4 (75%) for professionalism, 2.67/4 (66%) for resourcefulness, 2.67/4 (66%)for dependability, and 3.00/4 (75%) for commitment to inquiry. The lowest ratings were for fairness, but the highest ratings were for the belief that all students can learn. According to candidate's self-ratings, most (96%) gave themselves "exceeds expectations" for fairness, belief that all students can learn, professionalism, resourcefulness, dependability, and commitment to inquiry.

Tishomingo candidate dispositions ratings revealed an average of 3.2/4 (80%) for fairness, 3.30/4 (83%) for the belief that all students can learn, 3.30/4 (82%) for professionalism, 3.00/4 (75%) for resourcefulness, 3.10/4 (77%)for dependability, and 3.20/4 (80%) for commitment to inquiry. The lowest rating was for dependability. According to candidate's self-ratings, most (92%) gave themselves "exceeds expectations" for fairness, belief that all students can learn, professionalism, and commitment to inquiry.

Overall, the evidence suggested the online and the Tishomingo candidates believed that all students could learn, they were professional, and were committed to inquiry.

<u>Trends Noted</u>

Previous candidate dispositions ratings (2011) were higher than the ratings for all areas of the disposition rating scale. The document that lists examples of strong evidence for the criteria will be modified to give more examples of ways to prove the dispositions. The candidate's self-ratings remain consistent across the years: candidates had higher self-ratings than faculty ratings. Fall 2012 was the first iteration of the Disposition Portfolio for the EDS Tishomingo candidates. Their ratings were higher in all areas than their online peers.

Use of Evaluation Results

1. The document that lists examples of strong evidence for the dispositions will be revised and posted online as a resource.

2. Tips were added to the disposition rating scale information on the webpage for support as the candidates developed their portfolios. This document contained suggestions for demonstrating fairness. This area will continue to be watched.

Related Items

⟿ ⊚GE 05: Self

⟿ ⊚GE 08: Perspectives

⟿ ⊚GE 10: Values

MAT 01: LO Demonstrate proficiency in basic pre-professional and content knowledge
Start: 7/1/2012
End: 6/30/2013

Learning Outcome

Demonstrate proficiency in basic pre-professional and <u>content knowledge</u> the Mississippi Department of Education requires for Alternate - Route Teacher Education candidates through the Master of Arts in Teaching Degree Program.

Data Collection (Evidence)

1 & 2. All MAT teacher candidates will be required to pass an essay-type comprehensive examination. The examination focuses on the planning, implementation, and assessment of teaching and learning. The examination will be administered during the spring semester of each academic year. Teacher candidates who do not pass all portions of the examination will be provided with study recommendations and will retake failed portions during the Summer I term of each academic year.

3. The rubric scoring criteria is represented by 1-Unacceptable, 2-Acceptable and 3-Target.

Results of Evaluation

100% of the Cohort VII candidates passed the comprehensive examination during the spring 2012 semester. The MAT candidates answered 5 questions submitted by three of their professors. The questions were generated from the following courses: CUR/CEL 611 – Classroom Management, CUR/CEL 612 – Development, Assessment, and Evaluation, CSP 546 – Advanced Survey of Exceptional Children, CUR/CEL 614 – Methods of Instruction, CML 509 – Technology in Education. Candidates must earn an average score of at least 2.00 to pass the exam. The overall average score for CUR/CEL 611 was 2.5, CSP 546 was 1.9, CEL/CSD 614 was 2.4, CUR/CEL 612 was 2.7, and CML 509 was 3.0.

<u>Analysis of Results</u>

The overall average for CSP 546: Advanced Survey of Exceptional Children was a 1.9. Over the last three years the CSP 546 data have declined. I recommend changes in content taught in the course to reflect an introduction of special education content that needs to be understood by a regular education teacher. None of the MAT candidates are special education majors, therefore; instead of advanced topics such as special education law and in depth special education theory, these candidates need to understand how to develop interventions for (Response to Intervention) RTI portfolios, the components of an IEP, how to build a working relationship with the inclusion teacher, and legal responsibilities of the teacher.

<u>Trends Noted</u>

The following chart shows the average for each course over three years of data.

	Cohort V	Cohort VI	Cohort VII
CEL CUR 611	2.37	2.2	2.5
CSP 546	2.37	2.2	1.9
CEL CSD 614	2.12	2.35	2.4
CEL CUR 612	2.6	2.78	2.7
CML 509	2.5	2.57	3

The results for most of the courses have increased or at least maintained steady except for CSP 546. As you can see, CSP 546 has continued to decline. I will compare the results for the spring 2013 comprehensive finals and discuss making changes to the content taught in CSP 546 to make it more meaningful for the MAT candidates.

Use of Evaluation Results

1. This is the fourth year that the MAT comprehensive examination has been given. The exam is given during the spring semester usually in April close to the end of the program. The results are shared with the candidates, the other MAT instructors, the chair and the registrar because the candidates must pass the comprehensive final to be eligible for graduation.

2. I recommend changes be made to the content taught in CSP 546 for the MAT candidates to reflect topics that will be addressed by the new regular education teacher. I would like to see the class focus on introductory special education topics rather than advanced topics. I plan to work with the instructor of the course before the summer 2013 class is taught to discuss these concerns.

Related Items

⌐ ⊙GE 03: Quantitative Skills

⌐ **MAT 02: LO Demonstrate the ability to plan and implement instruction that meets the needs of diverse learners in the classroom setting.**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate the ability to plan and implement instruction that meets the needs of diverse learners in the classroom setting.

Data Collection (Evidence)
1. During the CEL/CUR 650 *Dimensions of Learning/Internship* candidates will be evaluated on their ability to plan instruction using Domain I: Planning and Preparation of the Teacher Intern Assessment Instrument (TIAI) for spring and fall 2011. The instrument is used statewide to measure teacher candidates' abilities. The Cohort VI and Cohort VII candidates were trained on this instrument during their first semester in the program.

Each candidate's skills are evaluated a minimum of three times in his/her classroom.

2. A 3-point rubric is used to assess Teacher Intern Assessment Instrument (0 – 3) indicators.

3. TaskStream reports provide descriptive statistical analyses.

Results of Evaluation
TIAI Indicators in Domain I: Planning and Preparation assess the candidate's ability to plan instruction. Each candidate is evaluated three times during the fall semester and three times during the spring semester of their internship. The TIAI instrument was revised during the summer of 2012. A score of "2" is acceptable and a score of "3" is target. In the spring of 2012 Cohort VII was assessed using this instrument, and in the fall of 2012 Cohort VIII was assessed using this instrument. The average raw score for each indicator is closely related across the different cohorts of students. The one indicator that concerned me for the fall was indicator 8: **Incorporates diversity, including multicultural perspectives, into lessons.** The spring cohort scored a 2.12 where the fall cohort scored a 1.20. Cohort VIII performed in the emerging category for this indicator. The spring students are in their second semester of teaching while the fall students are in their first semester of teaching. I plan to stress the importance of incorporating diversity in lessons in our Saturday classes during the spring. Other than this one instance, all other indicators show students performing in the acceptable range for the ability to plan section of this instrument.

Analysis of Results:

Indicator 8: **Incorporates diversity, including multicultural perspectives, into lessons** has been one of the weakest areas for the MAT teachers to incorporate into their planning. Indicator 7: **Integrates knowledge from several subject areas in lessons** is the next weak area that needs to be explicitly addressed in the program. All indicators show students performing in the acceptable range for the ability to plan section of this instrument except for the fall 12 students in indicator 8. The MAT candidates need more concrete examples of how to incorporate diversity and to teach across the curriculum in their lessons. I need to examine the summer methods course that all of the students are required to take to plan assignments focusing on these areas explicitly.

Trends Noted

There has been a trend over the last three fall semesters starting with Cohort VI-Cohort VIII of a decline in ratings for indicators 3, 7, and 8. The ratings are as follows: Indicator 3: 2.88, 2.63, 2.49; Indicator 7: 2.59, 2.46, 2.09; and Indicator 8: 2.30, 2.13, 1.20. As the MAT coordinator, I need to make sure that when the students are learning to write lessons plans that they are incorporating a variety of materials, incorporating diversity, and teaching across the curriculum. All of these indicators can be related in the development of the lesson. I need to model how to develop a more in depth teaching unit in the student's portfolio. These changes will happen in the methods of teaching course, CEL/CSD 614.

Use of Evaluation Results
1. The data are stored in TaskStream for analysis. Each candidate is evaluated three times during the fall semester and three times during the spring semester of their internship. The results are posted for the candidate.

2. Recommended changes would be to explicitly provide assignments in the methods of teaching class, CEL/CSD 614 during the summer II session, that demonstrate/model how to incorporate diversity and teaching across the curriculum in their lesson plans.

Related Items
⌐ ⊙GE 02: Communication

⌐ ⊙GE 06: Social Institutions

⌐ ⊙GE 07: Cultural Awareness

⌐ ⊙GE 08: Perspectives

⌐ ⊙GE 09: Cross-disciplinary Appreciation

⌐ **MAT 03: LO Demonstrate the ability to complete a successful internship.**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate the ability to complete a successful internship.

Data Collection (Evidence)
1. The MAT Program includes a year-long internship in the field. During the CEL/CUR 650* fall and spring courses candidates will be evaluated three times each semester by a university supervisor using the Teacher Intern Assessment Instrument (Cohort VI during spring 2011 and Cohort VII during fall 2011)

2. A 3-point rubric is used to assess Teacher Intern Assessment Instrument (0 – 3) indicators. Data are collected in TaskStream.

3. Descriptive statistics will be calculated in TaskStream.

Results of Evaluation
The Teacher Intern Assessment Instrument (TIAI) from the Mississippi Department of Education is designed to assess the performance of teacher candidates within the following five domains associated with effective teaching practices: 1) Planning and Preparation (Indicators 1-9 not included in this assessment); 2) Communication and Interaction (Indicators 10-15); 3) Teaching for Learning (Indicators 16-23); 4) Managing the Learning Environment (Indicators 24-29); and 5) Assessment of Student Learning (Indicators 30-34). It contains 34 indicators that are referenced to Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. The TIAI is used to assess the candidates' performance during key field experiences in methods courses and during internship. Indicators 10-34 assess the candidate's knowledge of clinical practice in the domains 2-5 introduced above. Overall, the candidates performed in the "acceptable" range of the instrument, but the lowest rated indicators were **# 22: Uses higher-order questions to engage students in analytic, creative, and critical thinking, # 23: Uses family and/or community resources (human or material) in lessons to enhance student learning, and # 30: Communicates assessment criteria and performance standards to the students.** In Spring 2012, Cohort VII (2nd semester of internship) scored an average of 2.03 while in fall 2012, Cohort VIII (1st semester of internship) scored an average of 1.78.

Analysis of Results:

TIAI #23: Uses family and/or community resources (human or material) in lessons to enhance student learning has consistently been the weakest of all the indicators for this assessment. There has always been an increase from fall to spring over the internship in this indicator, but each fall, the new teachers have a hard time incorporating family and community resources.

<u>**Trends Noticed and Actions Based upon those Trends across the Year(s):**</u>

The weakest area for these candidates was indicator 23, "Uses family and/or community resources in lessons to enhance student learning. The average ratings are in the "acceptable" range, but continue to be the weakest area for students.

Use of Evaluation Results

1. The data are stored in TaskStream for analysis. Each candidate is evaluated three times during the fall semester and three times during the spring semester of their internship. The results are posted for the candidate.

Community resources may not be available for the candidates, therefore, being creative in developing lessons should be the focus.

2. Examples of how to incorporate family and community resources will be a primary focus when teaching students how to develop teaching units in their methods classes and during their internship.

Related Items

⤵ ⚙ **GE 01: Critical and Creative Thinking**

⤵ ⚙ **GE 02: Communication**

⤵ ⚙ **GE 03: Quantitative Skills**

⤵ ⚙ **GE 04: Inquiry and Technology**

⤵ **MAT 04: LO Demonstrate the ability to measure student achievement, employ classroom management, and adjust instruction for maximum impact on student learning.**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome

Demonstrate the ability to measure student achievement, employ classroom management, and adjust instruction for maximum impact on student learning.

Data Collection (Evidence)

1. All candidates in Cohort VI successfully completed the Graduate Teacher Work Sample in CEL/CUR 650 *Dimensions of Learning/Internship* during the Spring 2011 semester.

During the Fall 2010 CEL/CUR 650 *Dimensions of Learning/Internship* course, Cohort VI candidates were given an opportunity to discuss, implement, and reflect on the seven components of the Teacher Work Sample through blackboard assignments which provided a deeper understanding of how the components promote differentiated instruction and effective teaching practices. They completed the Graduate Teacher Work Sample folio in Spring 2011.

During the Fall 2011 CEL/CUR 650 *Dimensions of Learning/Internship* course, the candidates in Cohort VII were given an opportunity to discuss, implement, and reflect on the seven components of the Teacher Work Sample through blackboard assignments which provided a deeper understanding of how the components promote differentiated instruction and effective teaching practices.

The Graduate Teacher Work Sample (TWS) folio contains the following components: Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision-Making, Analysis of Student Learning, Reflection and Self-Evaluation, Design for Instruction in Elementary/Secondary Education, and Research-Based Practice.

2. A 3-point rubric is used (1 – indicator not met, 2 – indicator partially met, 3 – indicator met). Data are collected in TaskStream.

3. Descriptive statistics will be calculated using TaskStream.

Results of Evaluation

Since the beginning of the program, candidates in the MAT Program have been introduced to Teacher Work Sample (TWS) methodology during one of the first courses taken in the program, CEL/CUR 612, Development, Assessment, and Evaluation. The candidates are required to complete the TWS assessment based on hypothetical data in preparation for implementation during CEL/CUR 650, Dimensions of Learning/Internship. For each experience, the teacher candidate must complete a teaching unit of integrated study according to the Teacher Intern Assessment Instrument (TIAI) indicators, and develop a corresponding TWS. In completing the TWS, candidates address a total of eight components, seven of which deal with teaching processes identified by research and best practice as fundamental to improving student learning. Based on course evaluations, TWS needs to be addressed in a different course other than CEL/CUR 612. TWS data is only collected during the spring semester of the student's internship. In the past only the final submission of TWS was logged in TaskStream.

Because this information does not discriminate, the candidates are required to upload the first submission and final submission after corrections, which started with Cohort VII in Spring 2012. As you see, contextual factors and the assessment plan are the sections of TWS that need to be addressed in-depth during the summer and fall courses.

Analysis of Results:

TWS Spring 2012 Cohort VII	First Draft Results for the Group	Final Draft Results for the Group
Contextual Factors	2.44	2.92
Learning Goals	2.80	3.00
Assessment Plan	2.41	2.93
Design for Instruction	2.68	3.00
Instructional Decision Making	2.76	3.00
Analysis of Student Learning	2.70	3.00
Reflection and Self-Evaluation	2.79	3.00

The weakest areas of TWS are in Contextual Factors and the Assessment Plan sections of the instrument. The data show growth between the first and final submissions, but still these two are the weakest. Plans to restructure how and when the content is taught over the summer will be implemented summer 2013. During CEL/CUR 612, an in-depth study of assessment will be taught in regards to planning lessons and the contextual factors of students that drive instruction. In CEL/CSD 614, an in-depth study of lesson planning and TWS will be linked to the assessment course and carried through the students assignments during their fall and spring internship.

Trends Noticed and Actions Based upon those Trends across the Year(s):

Students have been successful with this assessment, but according to course evaluations from the CEL/CUR 612 course, the TIAI unit planning and TWS need more time spent on the

introduction during the summer. During the summer of 2013, TIAI/TWS will be moved to CEL/CSD 614, Methods of Teaching, to allow that unit to be carried into the students internship for the fall and spring and to provide more in-depth teaching of the TWS components. Also, the first draft and final draft submission in TaskStream show the improvements over the spring semester for this assessment.

Use of Evaluation Results
1. Faculty will meet to discuss revisions of Teacher Work Sample (TWS) to reflect the teachers' ability to plan for diverse students. The data are stored in TaskStream for analysis. The results are posted for the candidate. Results are shared with the Assessment Committee during the spring semester.

2. During the summer of 2013, Teacher Intern Assessment Instrument (TIAI)/TWS will be moved to CEL/CSD 614, Methods of Teaching, to allow more time for the development of the teaching unit and TWS. The students will continue developing a unit that they can use during their internship for the fall and spring. By rearranging how and when the content is taught during CEL/CUR 612 and CEL/CSD 614 during the first summer courses of the program, the intent is to allow more in-depth teaching of the components for TWS and lesson planning.

Related Items
➧ 🔵 **GE 01: Critical and Creative Thinking**

➧ 🔵 **GE 02: Communication**

➧ 🔵 **GE 04: Inquiry and Technology**

➧ 🔵 **GE 08: Perspectives**

➧ 🔵 **GE 09: Cross-disciplinary Appreciation**

📄 **MAT 05: LO Demonstrate the ability to identify and develop the professional dispositions of an effective educator.**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate the ability to identify and develop the professional dispositions of an effective educator.

Data Collection (Evidence)
1. The graduate version of the Dispositions Rating Scale (DRS) will be used to assess candidates' professional dispositions in CEL/CUR 650 *Dimensions of Learning/Internship* for both fall and spring sections. The rating scale is based on six indicators: Fairness, The belief that all children can learn, Professionalism, Resourcefulness, Dependability, and Commitment to inquiry.

2. A 4-point rating scale is used (1 - Does not meet expectations, 2 - Meets a few expectations, but not sufficient, 3 - Meets expectations, 4 - Exceeds expectations). Data are collected in TaskStream.

3. TaskStream reports provided descriptive statistical analyses.

Results of Evaluation
Cohort V-VII were evaluated using a 4.00 scale, but Cohort VIII was evaluated using a 3.00 scale.

DRS Item # Fall Semesters	Cohort V Student Rating 2009	Cohort V Teacher Rating 2009	Cohort VI Student Rating 2010	Cohort VI Teacher Rating 2010	Cohort VII Student Rating 2011	Cohort VII Teacher Rating 2011	Cohort VIII Student Rating 2012	Cohort VIII Teacher Rating 2012 REVISED
1	4.00	N/A	4.00	N/A	N/A	3.75	N/A	2.78
2	4.00		3.83			3.50		2.65
3	4.00		3.83			3.38		2.62
4	4.00		3.67			3.38		2.55
5	3.83		3.67			3.38		2.55
6	4.00		3.83			3.50		2.45

DRS Item # Spring Semesters	Cohort V Student Rating 2010	Cohort V Teacher Rating 2010	Cohort VI Student Rating 2011	Cohort VI Teacher Rating 2011	Cohort VII Student Rating 2012	Cohort VII Teacher Rating 2012	Cohort VIII Student Rating 2013	Cohort VIII Teacher Rating 2013
1	N/A	4.00	N/A	3.88	3.57	N/A		
2	N/A	4.00		3.88	3.36			
3	N/A	4.00		3.88	3.50			
4	N/A	4.00		3.75	3.21			
5	N/A	4.00		3.75	3.07			
6	N/A	4.00		3.75	3.21			

Analysis of Results: The alternate-route candidates already hold a bachelor's degree in non-teaching and some are older than the average traditional route candidate for initial teacher licensure. Most have had experience in the workforce and understand the importance of being resourceful, fair, and dependable. The results of these data show those qualities throughout the Cohorts. In some instances, the candidates were more critical of themselves than the instructor was for each of these descriptors. For Cohorts V-VII a score of 3.00 meets expectation, but a score of 4.00 exceeds expectations.

(1) 0 - Does not met expectations	**(2)** 1 - Meets a few expectations, but not sufficient	**(3)** 2 - Meets expectations	**(4)** 3- Exceeds expectations

Starting with Cohort VIII, the rubric was revised to reflect the following ranges:

(0) 0 - Does not met expectations	(1) 1 - Meets a few expectations, but not sufficient	(2) 2 - Meets expectations	(3) 3- Exceeds expectations

The candidates demonstrate the knowledge and readiness to engage in professional experiences, demonstrate commitment, hold high but realistic expectations for students, are committed to developmentally responsive and socially equitable teaching and learning, realize the importance of connecting curriculum and assessment that accommodates and supports the learning of all young adolescents, work with others, and identify opportunities for collaboration and leadership.

<u>Trends Noted</u>

Overall the students meet expectations across the Cohorts. The students demonstrated the knowledge and readiness to engage in professional experiences.

Use of Evaluation Results
1. The data are stored in TaskStream for analysis. During the fall and spring semesters as part of their internship, the students either evaluate themselves using the six-item dispositions rating scale and/or the instructor evaluates the students using the instrument. The results are posted for the candidates and are attached.

2. Over the last four years, we have not been consistent on collecting data from a student self-assessment and/or from the teacher assessment using this instrument for the program. One program change needs to be that each semester, fall and spring, the student should complete the self-assessment. The data could be analyzed over time during a candidates' internship to determine professional growth as a result of the experiences within the program.

Related Items
⚡ 🔄 **GE 05: Self**

⚡ 🔄 **GE 08: Perspectives**

⚡ 🔄 **GE 10: Values**

MED-COU 01: LO CACREP Knowledge Base
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Counseling students will demonstrate knowledge in the eight CACREP core areas.*

*Professional Identity

Helping Relationships

Assessment

Group Work

Career Development

Human Growth and Development

Social and Cultural Diversity

Research and Program Evaluation

Data Collection (Evidence)
1. The **two** assessment instruments used in determining acquisition of content knowledge in the program are the **CPCE** (Counselor Preparation Comprehensive Exam) and the

NCE (National Counselor Exam). The CPCE is offered every semester, and students are eligible to sit for the exam after taking CED 609. The NCE is offered each spring and fall semester, and students are eligible to sit for the exam while they are in their last semester of coursework in the program or within six months of their graduation from the program.

2. Scores from the CPCE are generated through the Center for Credentialing in Education (CCE), an affiliate with the National Board of Certified Counselors (NBCC) which generates the scores for the NCE. The CPCE scores are generated each semester, and the NCE scores are generated twice a year in the spring and fall. The CPCE test summary provides descriptive statistical data to compare program results with national results; the NCE also has national data with comparisons with CACREP and non-CACREP programs.

3. Data from test results are distributed to faculty for review in preparation for a discussion in a faculty meeting (or multiple faculty meetings as needed). At these faculty meetings, strategies are developed that will help students perform better on these instruments, including program preparation workshops, professionally prepared test prep materials, and curricular changes within targeted courses.

Results of Evaluation
Recently, the majority of the students have passed the CPCE. Based on the past 7 years (see summary tables), CPCE pass rates have been on an upward trend. In comparing aggregate data from 2011-2009 to 2008-2006, it is evident that first time pass rates have significantly increased by 30% (2011-2009 = 76%, 2008-2006 = 46%). However, this year's first time pass rate was significantly lower than in recent years. One explanation is that a culture of taking the test prematurely has developed where students take it without sufficient review and knowing they can take it again. Noting that 97% of students retesting this year passed with their second attempt. It should also be noted that the 75 point cutoff score was significantly closer to the mean on the test forms used this year. This means that as our students passed this year they passed at higher percentiles than students taking earlier test forms.

Due to a problem with communication with CCE only 2 students took the graduate student administration of the NCE. One passed and 1 did not.

Note - Please see attached file for Summary of CPCE by Content Areas.

Summary Tables

Counselor Preparation Comprehensive Exam (CPCE) Pass Rates

CPCE Administration Dates	# of Students Tested	# of Students Passed	Pass Rate %
3/12	4	0	0%
4/12 Retest	3	3	100%
6/12	4	1	25%
8/12 Retest	4	2	50%
11/12	7	6	86%
12/11 retake	1	0	0%
10/11	10	9	90%
03/11	5	5	100%
11/10 retake	3	3	100%
11/10	9	6	66%
03/10 retake	1	1	100%
03/10	13	12	92%
10/09 (fall 09) retake	3	1	33%
10/09 (fall 09)	7	6	86%
07/09 (summer 09) retake	4	3	75%
06/09 (summer 09)	6	4	67%
04/09 (spring 09) retake	6	1	17%
03/09 (spring 09)	13	4	31%
10/08 (fall 08) retake	4	1	25%
10/08 (fall 08)	26	19	73%
4/08 (spring 08) retake	4	3	75%
3/08 (spring 08)	10	5	50%
11/07 (fall 07) retake	8	3	38%
10/07 (Fall 07)	12	1	8%
3/07 (spring 07) retake	6	3	50%
3/07 (spring 07)	10	3	30%
11/06 (fall 06) retake	5	4	80%
10/06 (fall 06)	10	7	70%

National Counselor Exam (NCE) Pass Rates

NCE Administration	# of Students Tested	# of Students Passed	Pass Rate %
2012	2	1	50%
2011	14	9	64%
2010	19	7	37%
2009	17	NA	NA
2008	10	3	30%
2007	15	9	60%
2006	9	4	44%
2005	7	6	86%
2004	10	8	80%
2003	8	7	88%

Summary of CPCE by Content Areas

Use of Evaluation Results
Continued to review courses to adopt better materials and teaching strategies resulting in the continued effort to add additional on-line course interaction as both primary and supplemental teaching methods.

Have continued to add additional online exercises to increase student interaction with the material.

Have begun reviewing the portfolios and the portfolio concept toward modifying its effectiveness in program evaluation and student learning. Feedback from students suggest that more guidance must be taken.

Beginning in Spring 2012, the faculty added a review component into the practicum and internship classes to help students self-assess their strengths and weaknesses relative to the counseling knowledge base and create preparation strategies for the CPCE.

The low number of students taking the CCE is aberrant in our program and therefore resists evaluation this year. However, a significant problem in the costs of the test will mean that some of our students will delay taking the test for the graduate administration and wait until they are closer to licensure meaning this data point will become even more problematic.

Related Items
➤ 📄**SP1.Ind02: National / Standardized Test Scores**

➤ 📄**SP1.Ind03: Academic and support services**

> ♪ ▤ **SP1.Ind05: Diversity -- access to diverse ideas/programs**

> ♪ ▤ **SP1.Ind08: Curriculum Development and Revision**

> ♪ ▤ **SP2.Ind03: Graduation Rate**

▤ **MED-COU 02: LO Counseling Skills**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Counseling students will be able to apply relationship building skills. Students will form a theoretical orientation while implementing basic therapeutic intervention, and forming case conceptualization.

Data Collection (Evidence)
Counseling students are observed closely in at least **five** clinical courses (CED 630, 601, 604, 609, and 610 or 619). Documented taped session reviews in 630 and 604 and site supervisor observations reflected in formal evaluations serve to monitor student progress.

Results of Evaluation
For the spring 2012 and fall 2012 semesters, documented observations indicated that 6 students self-selected out in CED 630; 3 students self-selected out of the program or were mandated to repeat the course in CED 604; all students passed CED 609; and all students successfully passed CED 610 or CED 619. This multiple evaluation procedure is determined by program faculty to be an effective "gate keeping" process.

As a result of these requirements, 12,000 hours of counseling services were provided to DSU students and to communities across the Delta.

Use of Evaluation Results
Faculty members meet two times per semester to review videos of students applying relationship building skills and implementing basic therapeutic interventions. Faculty members, as well, provide supervision following each counseling session to address issues related to theoretical orientation, case conceptualization, and related issues.

Students, following each faculty meeting to review counseling skills videos, are given the opportunity to meet with a faculty member to discuss faculty feedback.

Following evaluation by faculty members, counseling students not meeting the expected level of performance are provided various forms of remediation by faculty via additional clients, continued supervision throughout the semester, and/or repeating the course for additional experience.

Faculty have updated documentation and evaluations. This includes the addition of a required form in the absence of tape review in the CED 609, 610, 619 classes. This form requires either the site supervisor or the university supervisor to observe the student live and give immediate feedback.

Related Items
> ♪ ▤ **SP1.Ind03: Academic and support services**

> ♪ ▤ **SP1.Ind05: Diversity -- access to diverse ideas/programs**

> ♪ ▤ **SP1.Ind08: Curriculum Development and Revision**

▤ **MED-COU 03: LO Dispositions**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Counseling students will demonstrate professional proficiencies as evaluated by core faculty members through the Professional Proficiencies Rubric. Professional proficiencies include qualities such as ability to establish cooperative relationships with others, ability to accept and implement feedback, ability to deal with conflict effectively, tolerance for differences, and proficiency in written and oral communication.

Data Collection (Evidence)
As part of the clinical observations (documented taped session reviews and site supervisor observations reflected in formal evaluations), faculty review and discuss student progress in the areas of professional and ethical conduct and an appreciation for diversity; multicultural issues are covered in all coursework with the foundational course as CED 616; experiential and didactic experiences serve to develop a disposition toward appreciating diversity.

In addition to the above observations, in 2010, the counseling faculty decided to pilot a counselor dispositions rubric. This rubric has been court-tested and used for several years at the College of William & Mary in Maryland.

The faculty implemented it in spring 2011 and adopted it policy in fall 2011. As a result, all 60 CED students undergo evaluation of professional dispositions twice each semester with feedback given to them either by the instructor of CED 604 Counseling Pre-practicum or their advisor.

Results of Evaluation
Analysis of faculty and site supervisor observations indicated that all interns adequately demonstrated minimal competency in developing and demonstrating the ability to work effectively with diverse populations and exhibiting professional and ethical conduct.

The faculty has adopted the Professional Proficiencies Rubric as a regular opportunity to evaluate students in terms of fitness for our program. As a result of this adoption, all students in both the MEd and the EdS program have been evaluated.

Use of Evaluation Results
Faculty continue to discuss didactic and experiential activities that enhance the curriculum in student acquisition of knowledge of skills. Faculty have implemented the substantial revisions to the CED curriculum in 2012 reflecting the changes made in 2012 toward the 2009 CACREP standards. Current strategies include incorporating suggestions made by the CACREP Site Visit Team. Specific strategies related to this goal include intensifying the internship experience with more taped and live observations and creating more awareness in applicants for admission to the program.

Related Items
> ♪ ▤ **SP1.Ind05: Diversity -- access to diverse ideas/programs**

> ♪ ▤ **SP1.Ind08: Curriculum Development and Revision**

▤ **MED-COU 04: LO Appreciation of Research**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Counseling students will demonstrate an alignment with the counseling profession through proof of membership in a professional organization. Counseling students will demonstrate familiarity with research and present at professional conferences.

Data Collection (Evidence)
Students are required as part of their internship experiences (CED 610 or 619) to present at a professional conference. Many take the opportunity to present at the F.E. Woodall Annual

Spring Conference or the state's Mississippi Counseling Association (MCA) conference.

Results of Evaluation
Students are observed and/or required to submit documentation of these presentations; during 2012, 10 students presented or co-presented at the F.E. Woodall Spring Conference

Use of Evaluation Results
This continues to be an ongoing requirement in the program. Faculty actively recruit students to become members of state and national professional organizations (MCA, ACA).

Students are now required to have faculty sponsors as they submit materials for consideration as presentations for professional conferences.

After the 2012 conference, faculty decided to add poster sessions as an acceptable option during the Woodall Conference beginning in 2013.

Related Items
➤ 📄**SP1.Ind05: Diversity -- access to diverse ideas/programs**

📑 **MED-EAS 01: LO Content and Pedagogical Content Knowledge**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Content and Pedagogical Content Knowledge – Demonstrate mastery of the knowledge with both the content and pedagogy of the Master's in Educational Leadership program by passing the School Leaders Licensure Assessment (SLLA).

Data Collection (Evidence)
1.a. Institutional reports and individual reports for the School Leaders Licensure Assessment (SLLA) will be used.

This assessment is a national, norm-referenced examination and the passage of it is required to receive a license as a school administrator in the state of Mississippi. It is based on the Interstate School Leaders Licensure Consortium (ISLLC) standards that closely align with Educational Leadership Constituent Council.

2.a. The School Leadership Licensure Assessment will be taken by all candidates near the end of their program.

3.a. Scores are sent from Educational Testing Service to Delta State University each year. Overall mean and median scores and score distributions will be calculated, as well as percent correct on each section of the assessment.

3.b. Mean scores and standard deviations will be calculated for the total and each section.

Results of Evaluation
Cohort XIV School Leadership Licensure Assessment Performance

Five out of the Eight members of Cohort XIV passed the School Leadership Licensure Assessment (SLLA) examination on the first attempt; the other three passed on the retake.

A summary of results follows:

	2011-12 Cohort 14***	National (2010-11)###
Mean Score	168.92	N/A
Median Score	166	170
Lowest score	162	123
Highest score	174	194
Number included	8	1519
MS Passing score	169	N/A
First time pass rate	5/63%	N/A

There has been a steady drop in SLLA pass rate over the three year accounting period. After reviewing and comparing results of both Cohorts XII and XIV, it should be noted that the mean score dipped a little (176.81/168.92); the median score appears to be in range with national scores based on previous national assessment scores.

It should be noted that Mississippi's passing scale score of 169 is the highest among all states in the nation that use the School Leadership Licensure Assessment as an exit and licensure exam for school principal/administration candidates.

Use of Evaluation Results
1. The content and format for the School Leadership Licensure Assessment has changed. The Delta State University Leadership Cohort curriculum was redesigned in May 2011 and was used during the current year for Cohort XIV. However, it is recommended that program assessments be increased and that a multiple choice format test be administered for each unit or semester of content to align with the Educational Leadership Constituent Council / Interstate School Leaders Licensure Consortium standards. Additional focus should be placed on identifying and connecting standards to questions, multiple choice and constructed responses.

2. A new coordinator and support teacher has been hired and a focus on stability regarding leadership for the program has been made.

Related Items
➤ 🎯**GE 03: Quantitative Skills**

📑 **MED-EAS 02: LO Program Specific Content**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Program Specific Content –

Demonstrate mastery of the knowledge associated with content in Educational Leadership. Show mastery of the knowledge associated with content in Educational Leadership by responding to Interstate School Leader Licensure Consortium/Educational Leadership Constituents Council standards, analyzing data, and constructed appropriate responses on the comprehensive exam.

Data Collection (Evidence)
1 & 2. All candidates for the Master of Education degree in Educational Leadership take a Comprehensive Examination at the end of the spring semester each year. The examination was constructed by faculty and was formatted like the School Leadership Licensure Assessment requiring the candidate to construct written responses to stimulus materials. The comprehensive examination consisted of three sections: Five vignettes which required evaluation of actions (Section I), one case analysis which required synthesis and problem solving (Section II), and three documents which required analysis of information and decision making (Section III). The examination stimulus materials are developed to reflect situations and issues of current educational leadership practice and each item assesses multiple Interstate School Leaders Licensure Consortium/ Educational Leadership Constituent Council standards. A rubric for each item was developed collaboratively by the faculty and used to score candidates' responses consistently. Each of the five vignettes and the three documents were scored 2, 1 or 0 based on the individual rubric for each. The case, which required synthesis of information from a scenario and five documents, was scored 3, 2, 1 or 0.

3. An Excel spreadsheet will be used to analyze the results.

Results of Evaluation

Seven (7) out of eight (8) candidates passed the comprehensive examination on the first try by scoring 70% or above.

In 2012, the report consists of 8 students taking the exam. The average score was 1.71. The scores ranged from 1.25-1.96.

The overall mean score for Cohort XIV in May 2011 was 14.22 with a standard deviation of 2.22. All candidates passed the exam during the first administration by scoring 70% or above.

<u>Trends Noted</u>

The overall average score has risen from 1.22 in 2011, to 1.71 in 2012.

Summary of Candidate Performance by Cohort XIV (2011-12)

Comprehensive Examination

	TOTAL	Section I Evaluation of Actions (Vignettes)	Section II Synthesis & Problem Solving (Case analysis)	Section III Analysis & Decision Making (Documents)
Points Possible	19.00	10.00	3.00	6.00
Mean Score	15.23	7.75	2.10	5.38
Mean % of Total Possible Points	80.1	77.5	70.0	89.7
Standard Deviation	2.22	0.97	0.50	1.22

Assessment Matrix by Standard

Comprehensive Examination

ELCC Standard Element	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3
Vignette 1		X			X	X			X											
Vignette 2			X	X						X	X		X							
Vignette 3	X							X	X	X										
Vignette 4														X		X	X			
Vignette 5														X	X	X	X			
Case			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Document 1	X	X			X	X	X	X				X	X							
Document 2												X	X		X	X	X	X	X	
Document 3		X			X	X		X	X		X		X	X						

Cohort XIV Performance by Test Item

Comprehensive Examination

Item	Total Possible	Mean	S.D.
Vignette 1	2	1.88	0.52
Vignette 2	2	1.50	0.53
Vignette 3	2	1.37	0.53
Vignette 4	2	1.44	0.53
Vignette 5	2	1.56	0.53
Case	3	2.1	0.60
Document 1	2	1.75	0.44
Document 2	2	1.75	0.44
Document 3	2	1.88	0.53

Cohort XIV Performance by ELCC Standard Measured

Comprehensive Examination

ELCC Standard	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3
Avg. % correct	89	67	67	67	67	78	78	78	67	67	67

ELCC Standard	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3
Avg. % correct	67	67	67	89	89	89	78	78	89

Use of Evaluation Results

1 & 2. More emphasis will be placed on analyzing and synthesizing information and documents required for effective decision making. Ideally, the comprehensive exam should mirror and perhaps include multiple choice as well as constructed response. Educational Testing Services has revised School Leadership Licensure Assessment administration dates to mid-April and mid-July. Consideration should be given to moving the Comprehensive Examination to early April since the program will be ending June 30.

Related Items

♪ 🔧 **GE 03: Quantitative Skills**

📑 **MED-EAS 03: LO Ability to Plan**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Ability to Plan –

Demonstrate the ability to develop a supervisory plan for classroom-based instruction.

Develop and implement a supervisory plan for classroom-based instruction utilizing the supervisory clinical cycle process.

Evaluate, discuss, present, and reflect on the process.

Data Collection (Evidence)
1. Ability to Plan: Data Analysis Project: Candidates will complete this multi-layer project during their program in phases using actual data from K-12 schools.

2. Data will be collected by program faculty.

3. A 4-point scale will be used to rate the project. Ratings will be aligned with appropriate Educational Leadership Constituent Council (ELCC) professional standards

Results of Evaluation
Cohort XIV (2011-12)

Mean: 1.8

SD: 3.51

N = 8

For each of the three major components in the Data Analysis/School Improvement Project, the data collection, analysis, and interpretation component (ELCC 2.3) revealed the most significant candidate weakness for all three cohort groups, Cohort 12, 13, and 14. Only one candidate from each cohort group received a 2 or below on the presentation component of the project.

All candidates were provided individual remediation and allowed to resubmit the project with the required and suggested changes in order to meet the standards. Additionally, all (8) candidates presented their results to their respective school faculties and also to the Educational Leadership Cohort. Each candidate was required to submit a follow-up to this project that recommended additional changes to improve the project. The developing scores did not pose an issue due to the fact this was the first major project for all the candidates and many of the components of the project depended on the expertise of the field experience mentor as well. All candidates to date have demonstrated proficient or exemplary on all Educational Leadership Constituent Council standards to date.

Trends Noted

This is the first major individual project for candidates. Due to the emphasis on data analysis for school improvement, this project is a first assessment, but several candidates usually need remediation and continued instruction. For the past three years we have increased the amount of direct instruction and practice in analysis of test scores prior to the project assignment and required remediation and resubmission of projects that did not meet proficiency on the Educational Leadership Constituent Council elements assessed by this project.

Cohort XIV Raw Scores – Data Analysis/School Improvement Plan Project

Data Analysis Areas	Score	Percent
Data Collection and Analysis (ELCC 2.3)	2.13/4	53.13%
Plan of Action/Improvement Plan (ELCC 1.3, 1.4, 2.1, 2.2, 2.4)	1.5/4	37.5%
Organization	2.13/4	53.13%
Mechanics	3.09/4	77.34%
PowerPoint Presentation to Faculty (ELCC 1.4, 4.1, 6.2)	1.94/4	48.44%
Oral Presentation Content and Delivery	0/4	0%
Average for the 6 Categories	1.8/4	44.92%

Use of Evaluation Results
1. The faculty plans to continue the process of individual assistance and requiring resubmission of assessments that do not meet a proficient rating on Educational Leadership Constituent Council standard elements assessed by the project.

Additionally, the program coordinator and teaching faculty should attempt to place candidates at internship sites where the mentor or lead teacher is skilled in data analysis and improvement planning to ensure more exposure to data and improvement planning.

2. Faculty continues to focus on the use of data analysis in decision making and improvement planning. Candidates tend to continue to grow in this area throughout the year.

Related Items
♪ 🔧 **GE 01: Critical and Creative Thinking**

♪ 🔧 **GE 02: Communication**

♪ 🔧 **GE 04: Inquiry and Technology**

♪ 🔧 **GE 09: Cross-disciplinary Appreciation**

📑 **MED-EAS 04: LO Clinical Practice**

Start: 7/1/2012
End: 6/30/2013
Learning Outcome
<u>Clinical Practice</u> –

Demonstrate the knowledge, skills, and dispositions necessary for a school leader while in the field.

While in the field, demonstrate the knowledge, skills, and dispositions necessary for a school leader by engaging, analyzing, correlating, implementing standards in meaningful, realistic activities.

Data Collection (Evidence)
1. Clinical Practice: Intern Performance Assessment: Mentors in the field will evaluate interns during their three internships.

2. Mentors will submit assessments to program faculty during each of the internships. Data from Internship 1 will be considered formative in nature and are not reported.

3. The assessment will be based on a 4-point rating scale. Percents are calculated for each point of the scale and are aligned with appropriate Educational Leadership Constituent Council professional standards.

Results of Evaluation
Data shows students did not do well in their first internship as is true with past Cohorts. Cohort 14, however, did slightly worse than Cohort 13 with a 88% Exemplary/Proficiency rating. Cohort 13 had a 89% rating.

Analysis of ratings by standard for all internship experiences revealed all of the candidates of Cohort XIV were rated at or above expectations for each Educational Leadership Constituent Council standard assessed. At the end of Internship 3, all candidates were rated above expectations on all standards with the exception of a few mentors noting unable to rate Standards 2.4, 3.3, 4.2, and 4.3. Historically these items have been difficult to rate or rated lower than others by site mentors because it is difficult for interns to gain significant amounts of experiences during any one internship (12 weeks) in promoting community involvement in the community, managing fiscal, human and material resources, and mobilizing community resources. The overall mean scores (Internship 1, 2, & 3) for Cohort XIV on each Educational Leadership Constituent Council standard across ranged from 3.56 to 4.0 indicating an above average performance as a group on the indicators. Summaries of performance on the Intern Performance Assessments are shown in tables below.

Internship I – Cohort XIV (2011-12)

	Above Expectations	Meets Expectations	Below Expectations	Needs Extreme Improvement	Unable to Rate
1.2 Articulate the school's vision	7 (87.5%)	1 (12.5%)			
1.3 Motivate staff, students and families to implement the school's vision	1 (12.5%)	6 (75%)	1 (12.5%)		
1.4 Steward & build commitment to the vision	6 (75%)	2 (25%)			
1.5 Promote community involvement in the vision and school improvement	1 (12.5%)	6 (75%)	1 (12.5%)		
2.1 Promote a positive school culture	5 (62.5%)	3 (37.5%)			
2.2 Provide an effective instructional program	5 (56%)	4 (44%)			
2.3 Apply best practice to student learning	1 (12.5%)	7 (87.5%)			
2.4 Design comprehensive professional growth plans	1 (12.5%)	6 (75%)	1 (12.5%)		
3.1 Manage the organization	4 (50%)	4 (50%)			
3.2 Manage operations	4 (50%)	4 (40%)	1 (10%)		
3.3 Manage fiscal, human & material resources	2 (25%)	4 (50%)	1 (12.5%)	1 (12.5%)	
4.1 Collaborate with families & community members	1 (12.5%)	6 (75%)		1 (12.5%)	
4.2 Respond to community interests & needs		7 (87.5%)		1 (12.5%)	
4.3 Mobilize community resources	1 (12.5%)	6 (75%)		1 (12.5%)	
5.1 Act with integrity	7 (87.5%)	1 (12.5%)			
5.2 Act fairly	7 (87.5%)	1 (12.5%)			
5.3 Act ethically	7 (87.5%)	1 (12.5%)			
6.1 Understand the larger school context	6 (75%)	2 (25%)			

6.2 Communicate & respond to the larger school context	7 (87.5%)	1 (12.5%)		
6.3 Advocate and influence the larger context to benefit students & families		8 (100%)		

Internship II – Cohort XIV (2011-2012)

	Above Expectations	Meets Expectations	Below Expectations	Needs Extreme Improvement	Unable to Rate
1.2 Articulate the school's vision	4 (50%)	4 (50%)			
1.3 Motivate staff, students and families to implement the school's vision	3 (37.5%)	5 (63.5%)			
1.4 Steward & build commitment to the vision	3 (37.5%)	5 (63.5%)			
1.5 Promote community involvement in the vision and school improvement	1 (12.5%)	2 (25%)	5 (63.5%)		
2.1 Promote a positive school culture	7 (75%)	2 (25%)			
2.2 Provide an effective instructional program	4 (50%)	4 (50%)			
2.3 Apply best practice to student learning	4 (50%)	4 (50%)			
2.4 Design comprehensive professional growth plans	1 (12.5%)	3 (37.5%)	4 (50%)		
3.1 Manage the organization	4 (50%)	4 (50%)			
3.2 Manage operations	4 (50%)	4 (50%)			
3.3 Manage fiscal, human & material resources	4 (50%)	4 (50%)			
4.1 Collaborate with families & community members	3 (37.5%)	4 (50%)			1 (12.5%)
4.2 Respond to community interests & needs	3 (37.5%)	3 (37.5%)			2 (25%)
4.3 Mobilize community resources	2 (725%)	4 (50%)			2 (25%)
5.1 Act with integrity	7 (87.5%)	1 (12.5%)			
5.2 Act fairly	7 (87.5%)	1 (12.5%)			
5.3 Act ethically	7 (87.5%)	1 (12.5%)			
6.1 Understand the larger school context	6 (75%)	2 (25%)			
6.2 Communicate & respond to the larger school context	6 (75%)	2 (25%)			
6.3 Advocate and influence the larger	5	2			1

context to benefit students & families	(62.5%)	(25%)			(12.5%)

Internship III – Cohort XIV (2011-2012)

	Above Expectations	Meets Expectations	Below Expectations	Needs Extreme Improvement	Unable to Rate
1.2 Articulate the school's vision	5 (62.5%)	3 (37.5%)			
1.3 Motivate staff, students and families to implement the school's vision	5 (62.5%)	3 (37.5%)			
1.4 Steward & build commitment to the vision	7 (87.5%)	1 (12.5%)			
1.5 Promote community involvement in the vision and school improvement	4 (50%)	4 (50%)			
2.1 Promote a positive school culture	7 (87.5%)	1 (12.5%)			
2.2 Provide an effective instructional program	5 (62.5%)	3 (37.5%)			
2.3 Apply best practice to student learning	4 (50%)	4 (50%)			
2.4 Design comprehensive professional growth plans	4 (50%)	3 (37.5%)			1 (12.5%)
3.1 Manage the organization	6 (75%)	2 (25%)			
3.2 Manage operations	6 (75%)	2 (25%)			
3.3 Manage fiscal, human & material resources	2 (25%)	4 (50%)			2 (25%)
4.1 Collaborate with families & community members	5 (62.5%)	3 (37.5%)			
4.2 Respond to community interests & needs	3 (37.5%)	4 (50%)			1 (12.5%)
4.3 Mobilize community resources	3 (37.5%)	4 (50%)			1 (12.5%)
5.1 Act with integrity	8 (100%)				
5.2 Act fairly	8 (100%)				
5.3 Act ethically	8 (100%)				
6.1 Understand the larger school context	5 (62.5%)	3 (37.5%)			
6.2 Communicate & respond to the larger school context	6 (75%)	2 (25%)			
6.3 Advocate	5	3			

	(62.5%)	(37.5%)			
and influence the larger context to benefit students & families					

Mean Scores on Intern Performance Assessment for Cohort XIV (2011-2012)

	Item 1 ELCC 1.2	Item 2 ELCC 1.3	Item 3 ELCC 1.4	Item 4 ELCC 1.5	Item 5 ELCC 2.1
Internship 1	3.78	3.67	3.78	3.67	3.89
Internship 2	3.67	3.67	3.67	3.67	3.78
Internship 3	3.78	3.67	3.89	3.67	4.00
Average	3.74	3.67	3.78	3.67	3.89

	Item 6 ELCC 2.2	Item 7 ELCC 2.3	Item 8 ELCC 2.4	Item 9 ELCC 3.1	Item 10 ELCC 3.2
Internship 1	3.56	3.78	3.56	3.56	3.56
Internship 2	3.67	3.78	3.67	3.78	3.78
Internship 3	3.89	3.89	3.67	3.89	3.89
Average	3.71	3.82	3.63	3.74	3.74

	Item 11 ELCC 3.3	Item 12 ELCC 4.1	Item 13 ELCC 4.2	Item 14 ELCC 4.3	Item 15 ELCC 5.1
Internship 1	3.56	3.56	3.56	3.56	3.89
Internship 2	3.67	3.67	3.67	3.67	4.00
Internship 3	3.67	3.78	3.78	3.67	4.00
Average	3.63	3.67	3.67	3.63	3.96

	Item 16 ELCC 5.2	Item 17 ELCC 5.3	Item 18 ELCC 6.1	Item 19 ELCC 6.2	Item 20 ELCC 6.3
Internship 1	3.89	3.89	3.67	3.67	3.78
Internship 2	4.00	4.00	3.78	3.67	3.67
Internship 3	4.00	4.00	3.89	3.89	3.89
Average	3.96	3.96	3.78	3.74	3.78

Use of Evaluation Results
1. Continue to emphasize to the mentors the importance of fairness and consistency in rating the interns on their performance.

2. Examine the internship activities outlined for the internships to see if there are other specific activities that could be added to increase experiences related to Educational Leadership Constituent Council standards 2.4, 3.3, and 4.3.

Related Items

⏵ ⊙ **GE 01: Critical and Creative Thinking**

⏵ ⊙ **GE 02: Communication**

⏵ ⊙ **GE 04: Inquiry and Technology**

⏵ ⊙ **GE 08: Perspectives**

MED-EAS 05: LO Ability to Support Student Learning and Development
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Ability to Support Student Learning and Development –

Demonstrate ability to create and maintain a school culture which supports student learning and development.

Respond to Interstate School Leader Licensure Consortium/Education Leadership Constituents Council standards by answering questions appropriately which identify and analyze the ability to create and maintain a school culture which supports student learning and development.

Data Collection (Evidence)
1 & 2. The Educational Leadership Preparation Program Questionnaire (ELPPQ) is used as an exit survey. The questions are based upon the national standards for the Educational Leadership Constituent Council Standards. Eight items are related with a 4-point scale; three items are open response.

3. Score distributions will be calculated for the eight items using the 4-point scale. Themes are identified in the open response items.

Results of Evaluation
Cohort XIV members (n = 8)

The exit survey results reveal that candidates rate themselves highest in the areas of school culture (Standard 2), ethics (Standard 5), vision (Standard 1), and program experiences being designed to accommodate students' individual needs (Question 8).

In all three cohort groups, (12, 13, and 14) the two areas identified by graduates as consistent strengths in the program and their own knowledge, skills, and dispositions were Item #2 (ELCC Standard 2 – Promoting a positive school culture) and Item #5 (ELCC Standard 5 - Acting with integrity, fairly, and ethically). Program candidates in all three cohorts scored two areas consistently weaker than others; Item #4 (ELCC Standard 4 – Collaborating with families and communities) and Item #6 (ELCC Standard 6 – Larger context of the school) were both lower than any of the eight other items on the survey; however, the mean scale score in all three cohort groups was above 3.00 (average). Other areas all scored consistently above 3.50.

Cohort members also responded to three open-response questions, one identifying program strengths, a second identifying needed program improvements, and a third for additional comments. Strands across the responses included the following:

Strengths:

- The internships' greatest strengths are in providing valuable lessons and "on the job" training and observation, and ability to build a network of colleagues.
- Opportunities provided in program to attend ASCD or national conference, and have outside speakers come into class to share in the instructional process.
- Clinical correlations, required readings, various projects required provide experiences that connect theory and practice.

Ways Program could be improved:

- Build in more content to prepare cohort members for job interviews.
- Have adequate faculty to facilitate courses and give feedback in a timely manner.
- Prepare students for School Leadership Licensure Assessment yearlong, not just weeks before the test.
- Help us develop a better understanding of research and statistics when that outside core course is taken.
- Have more outside experts come in to teach topics such as school finance, school law, etc.
- Continue formal mentoring with program graduates for a year or two after completion.
- Select committed instructors.

Summary of ELPPQ Results by Overall Standard

Candidate Exit Survey- Cohort XIV

Cohort XIV (2012): N=8

	1. Vision	2. Culture	3. Management	4. Family and Community	5. Ethics	6. Larger Context
Mean	3.91	3.91	3.82	3.73	4.00	3.73
Std. Deviation	.30	.30	.40	.47	.00	.47
Minimum	3.00	3.00	3.00	3.00	4.00	3.00
Maximum	4.00	4.00	4.00	4.00	4.00	4.00

	7. Application of Skills in Internships	8. Internship Experiences Accommodate Individual Needs
Mean	3.91	4.00
Std. Deviation	.30	.00
Minimum	3.00	4.00
Maximum	4.00	4.00

Masters of Education Leadership Program Exit Survey of Graduates(ELPPQ)

During Last Semester – Cohort XIV

2012 N: 8 (100% response rate)

Questions: Please base response on your current amount of work experience.	Above expected at this level	Average for experience	Below expected at this level	Need Extreme Improvement	Unable to Answer
1. I believe I can					
1.1 facilitate the development of a school vision of learning	7 (87.5%)	1 (12.5%)			
1.2 articulate a school vision of learning	8 (100%)				
1.3 implement a school vision of learning	7 (87.5%)	1 (12.5%)			
1.4 steward a school vision of learning	7 (87.5%)	1 (12.5%)			
1.5 promote community involvement in a school vision	8 (100%)				
2. I believe I can:					
2.1 promote a positive school culture	7 (87.5%)	1 (12.5%)			
2.2 provide an effective instructional program	7 (87.5%)	1 (12.5%)			
2.3 apply best practice to student learning	8 (100%)				
2.4 design comprehensive growth plans for staff	8 (100%)				
3. I believe I can manage the:					
3.1 organization	7 (87.5%)	1 (12.5%)			
3.2 operations	7 (87.5%)	1 (12.5%)			
3.3 resources	8 (100%)				
4. I believe I can:					
4.1 collaborate with families and other community members	7 (87.5%)	1 (12.5%)			
4.2 respond to community interests and needs	7 (87.5%)	1 (12.5%)			
4.3 mobilize community resources	6 (75%)	2 (25%)			
5. I believe I can act:					
5.1 with integrity	8 (100%)				
5.2 fairly	8 (100%)				
5.3 ethically	8 (100%)				
6. I believe I can:					
6.1 understand the larger educational context	7 (87.5%)	1 (12.5%)			
6.2 respond	7	1			

to the larger educational context	(87.5%)	(12.5%)			
6.3 influence the larger educational context	6 (75%)	2 (25%)			

Use of Evaluation Results

1 & 2. All activities included under strengths were continued as important components in the Program Redesign.

Faculty have included more activities/scenarios similar to the School Leadership Licensure Assessment for candidates throughout the next program year. A school law expert was used as a resource to provide training for candidates in school law.

College of Education should consider ways to support Cohort Instructors to ensure they meet the needs of candidates. Program faculty should consider how to assist candidates with research and statistics content as required as a core course by the College of Education and make it relevant in the program. Faculty should consider whether to continue the one-week Central Office Internship as part of the program since redesign has reduced the number of courses in the program and this time might be better spent in classwork.

Starting with Cohort 15, this has been integrated into each Internship.

Continue to use outside experts to teach specific units as funding allows and continue to investigate ways on-going mentoring can be provided to program graduates.

Related Items

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 08: Perspectives

MED-EAS 06: LO Exit Portfolio
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Exit Portfolio –
Demonstrate the effective administrative content knowledge and skills expected of program completers.

Create a portfolio measuring and supporting effective administrative content knowledge and skills expected of program completers. The portfolio must incorporate activities demonstrating active engagement in all Interstate School Leader Licensure Consortium/Education Leadership Constituents Council standards.

Data Collection (Evidence)
1 & 2. The Exit Portfolio is the culminating assessment for candidates completing the program. The purpose of the assessment is to provide an opportunity for the candidate to reflect on his/her learning and growth across the program of study and produce a professional document that provides substantial evidence of the learning and growth. The Exit Portfolio contains five sections: I. Vita, II. Self-assessment related to ISLLIC Standards, III. Summary of field experiences, IV. Situational Analysis of learning obtained from completing clinical correlations, V. Samples and artifacts of other meaningful work.

3. A 4-point rubric is used: 1 – Rudimentary (poor), 2 – Developing (fair), 3 – Proficient, 4 – Exemplary

Results of Evaluation
The exit portfolio results reveal that candidates generally gather great evidences throughout the program taking the time to appropriately align artifacts to the ISSLC/ELLC standards accordingly.

The minimum acceptable score on the Exit Portfolio for a candidate to obtain a passing score is 28 (70%) out of a possible 40 points. One candidate from Cohort 11, one from Cohort 12 and two from Cohort 14 did not meet the standard for a passing score on the first attempt. All were successful on the second attempt.

For the 2011-12 program year, student overall scores increased from the previous year. All students scored "exemplary" on Field Experiences. One student had to resubmit the Exit Portfolio.

A summary of performance of candidates in Cohort

XIII is shown in tables below.

Candidates showed a particularly strong performance in the areas of Field experiences and Artifacts & Samples which can be correlated with the three twelve-week internship experiences each candidate received while in the program. Each candidate was able to submit and justify artifacts and samples to support the work in their Exit Portfolio; this was an area in which it was expected that candidates would demonstrate strength since various work samples were required at various points during each internship.

Candidates often show a strong trend in analysis of performance infield-based situations, but sometimes are inconsistent in their abilities to identify the connection between the theory or practice and the specific Educational Leadership Constituent Council Standards and elements involved.

Cohort XIV Summary of Performance on Exit Portfolio

Portfolio Sections	Minimum Score	Maximum Score	Mean	Standard Deviation
Vita	3	4	3.75	0.31
ELCC Standard 1	2	4	3.75	0.51
ELCC Standard 2	2	4	3.88	0.44
ELCC Standard 3	2	4	3.75	0.56
ELCC Standard 4	2	4	3.75	0.47
ELCC Standard 5	2	4	3.38	0.47
ELCC Standard 6	2	4	3.50	0.79
Field Experiences	2	4	4.00	0.53
Situational Analysis	2	4	3.63	0.46
Artifacts & Samples	3	4	3.75	0.13
TOTAL SCORE	22	40	37.14	0.31

Use of Evaluation Results
1 & 2. Continued emphasis will be placed on analyzing, synthesizing, and interpreting each Educational Leadership Constituent Council Standard so that candidates can better understand and recognize the standards in practice. Candidates often show a strong trend in situational analysis and how to perform in certain field-based situations, but sometimes are inconsistent in their abilities to make connections with a specific Educational Leadership Constituent Council Standard and elements.

Related Items
➔ 🔵 **GE 02: Communication**

➔ 🔵 **GE 03: Quantitative Skills**

➔ 🔵 **GE 04: Inquiry and Technology**

📄 **MED-EAS 07: LO Dispositions**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Dispositions –

Demonstrate appropriate dispositions necessary for success as a school leader.

Select and justify appropriate dispositions necessary for success as a school leader.

Data Collection (Evidence)
1 & 2. The Dispositions Rating Scale (DRS) will be completed by all candidates as a self-assessment during the first 12 hours in the program. The professor in EDL 602 *Foundations II: Instructional Leadership Practices* will also complete an evaluation of each student at that time. Program faculty will use these to monitor candidate progress throughout the program.

Dispositional characteristics assessed are as follows: fairness, the belief that all students can learn, professionalism, resourcefulness, dependability, commitment to inquiry.

The assessment uses a 4-point rating scale. The appraisal scale is: 1, does not meet expectations; 2, meets a few expectations, but not sufficient; 3, meets expectations; and 4, exceeds expectations.

3. Mean scores on each dispositional characteristic will be calculated.

Results of Evaluation
Data was assessed for eight candidates from Cohort 14. Students' overall rating of 2 (meets a few expectations) was based on initial rankings as they are newly exposed to the program. A comparison was made with Cohort 14's entrance data during EDL 602 and exiting data collected showed no one's average score was below a rating of 3 (meets expectations).

The results were compared to those of past years.

A trend of candidate growth is displayed in the data for candidates from the beginning of the Cohort Program until the end.

Self-Assessment - As a group, the candidates' ratings were varied with "Belief that all students" can learn scoring the highest mark. "Fairness" scored the lowest with "Dependability" and "Commitment" to inquiry ranking very close, from 1-4 on the categories of Resourcefulness, Dependability, and Commitment to Inquiry.

Professor Evaluation: Overall, these results indicate that candidates are generally open to diversity and meeting students' needs, personal growth and self-reflection, and collaboration with all stakeholders in the program and school communities. These results are reflective of interview results when candidates were initially screened in the spring prior to admission into the program. The varied ratings appeared to indicate the candidates' individual differences and awareness of those differences and should have provided focus for growth in these areas for the program year. Opportunities should have been made for the students to embrace those differences and learn and grow with each other. Additional focus should be given to students' ability to analyze data.

Dispositions Rating Scale Candidate Performance Report

First Rating- Cohort XIV (2011-12)

Disposition	N	Minimum	Maximum	Mean	Standard Deviation
#1 (ELCC 2.2, 4.1, 5.2)	8	1.00	3.00	2.18	.44
#2 (ELCC 2.1, 2.2, 2.3, 5.2)	8	2.00	4.00	2.64	.50
#3 (ELCC 4.1)	8	2.00	4.00	2.55	.00
#4 (ELCC 4.3)	8	1.00	4.00	2.36	.87
#5	8	1.00	3.00	2.27	.67
#6	8	1.00	4.00	2.27	.78

Use of Evaluation Results

1 & 2. An exit interview is conducted in EDL 640 *Organizational and School Issues I*/EDL 740 *School and Community Issues I*, which is in the last 12 hours of coursework. The Dispositions Rating Scale is administered as a self-assessment for candidates and by the professor. Results will be compared with the first administration and analyzed by both the professor and the candidate to note any improvements or deficiencies.

Utilize disposition data to individualize student learning programs.

Faculty should consider reporting on both sets of data so as to demonstrate changes over the program year.

Related Items

➤ 🔵**GE 05: Self**

➤ 🔵**GE 08: Perspectives**

➤ 🔵**GE 10: Values**

MED-EAS 08: LO Clinical Correlations
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Clinical Correlations -

Demonstrate the ability to integrate content and professional knowledge and skills with real life experiences and situations

Organize and prepare documentation to demonstrate the ability to integrate content and professional knowledge and skills with real life experiences. Also included are aligning practice to Interstate School Leader Licensure Consortium/Education Leadership Constituents Council standards, creating a reflection and alternate outcomes journal, and producing and presenting projects that implement a new operation for school effectiveness.

Data Collection (Evidence)
1 & 2. Clinical Correlations are analyses of situations and experiences from each of the three internships. Each correlation must relate to ISLLC/ Educational Leadership Constituent Council Standards, a current educational issue, and one of the program anchors. Each must include a description of an actual situation, the outcomes or consequences of actions taken, an analysis of possible alternative actions, the policy or legal implications, and a reflection on what was learned from the situation.

3. A 4-point rubric is used: 1 – Rudimentary, 2 – Developing, 3 – Proficient, 4 – Exemplary

Results of Evaluation
Data shows students stumbled in their first internship as is true with past Cohorts.

Proficient or above range was 73.28% on Clinical Correlations I, 85% on Clinical Correlations II, and 89.38% on Clinical Correlations III.

The increase in the overall mean from Correlations 1 to Correlations 3 is attributed to an increase in the expectations for quality in the correlations and a more specificity in the rubric for scoring in addition to meaningful instruction from the teacher and a clearer understanding of expectations on the part of the students.

During the first internship, faculty reviewed clinical correlations each week, feedback was provided and candidates revised the correlations prior to final submission based on the feedback received. This process allowed candidates to develop skills and understand expectations. During the second internship, the debriefing sessions on Wednesdays included discussions and analyses of situations and actions, but the Correlations were submitted and evaluated only once as a final product. The scores decreased slightly due to less feedback in Internship II, but increased and slightly surpassed the overall mean in Internship I. This indicated an overall improvement in candidates' abilities to recognize issues and situations related to educational issues and the legal or policy implications, and then interpret and evaluate the actions taken as well as recommend actions that may have been more appropriate. Candidates showed growth in being able to apply "Alternate Actions, Implications, and Reflections" to each situation as they progressed from the first internship to the last internship.

Trends Noted

Internship scores increase over the three internships as students ability to correlate active learning with theory aligned to standards improves.

In past years, it has been noted that candidates made substantial progress in Mechanics. Educational Issues and Dispositions and Alternate Actions, Implications and Reflections ended below expectations of 3.5.

Cohort XIV (2012)

Clinical Correlations Summary of Performance

N=8

	Number of Correlation	Relation to Anchor and Standards	Educational Issues and Dispositions	Alternate Actions, Implication, and Reflections	Mechanics
Clinical Correlations 1 Internship I	3.5/4.0	3.22/4.0	3.13/4.0	2.75/4.0	2.06/4.0
Clinical Correlations 2 Internship II	3.63/4.0	3.69/4.0	3.13/4.0	3.06/4.0	3.50/4.0
Clinical Correlations 3 Internship III	3.63/4.0	3.88/4.0	3.25/4.0	3.25/4.0	3.88/4.0

Use of Evaluation Results

1 & 2. Faculty should continue to emphasize Clinical Correlations as a strong component of the program to encourage reflection and help candidates link content and theory to best practice by analyzing actions with regard to policy or legal implications and to promote. Using various scenarios provided by students each week as class activities for analysis and discussion during the first two internships should promote growth over the course of the program year.

This is emphasized with next Cohort.

Related Items

♪ ⚙GE 04: Inquiry and Technology

♪ ⚙GE 08: Perspectives

MED-ELE 01: LO Demonstrate understanding of knowledge and skills
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate understanding of knowledge and skills associated with the content of the M.Ed. degree program in Elementary Education

Data Collection (Evidence)
1. Content and pedagogical content knowledge will be assessed using a comprehensive examination.

2. The comprehensive examination will be administered each semester and each summer session to candidates in the final course of the M.Ed.

3. A rubric will be used to evaluate the exams. Distribution of scores will be analyzed to assess strengths and weaknesses in the program.

The comprehensive examination is linked to both the National Board for Professional Teaching Standards (NBPTS) for the middle childhood/generalist (Standard II, Knowledge of Content and Curriculum), and the early childhood generalist (Standard V, Knowledge of Integrated Curriculum). These standards relate directly to knowledge/skills that elementary teachers need in order to understand what needs to be taught.

Results of Evaluation
In 2012, a total of 47 online M.Ed. candidates took the comprehensive exam. Twelve candidates failed the exam, thus yielding a pass rate of 75%. All candidates responded to items for CEL 610, CEL 618, & CRD 624, which is a requirement for Comps. Of the responses for CEL 610, 91% passed the item and 9% failed: 19 received target ratings, 24 received acceptable ratings, and 4 received an unacceptable rating. Of the responses for CEL 618, 85% passed the prompt and 15% failed: 19 received target ratings, 21 received acceptable ratings, and 7 received an unacceptable rating. Of the responses for CRD 624, 87% passed and 13% failed: 20 received target ratings, 21 received acceptable ratings, and 6 received an unacceptable rating. Candidates had choices between the following courses: CEL 611, CEL 620, CEL 621, & CEL 630. Thirty-seven candidates responded to CEL 611: 89% passed and 11% failed with 15 receiving target ratings, 18 receiving acceptable ratings, and 4 receiving a rating of unacceptable. Thirty-eight candidates responded to CEL 620: 87% passed and 13% failed with 15 receiving target ratings, 18 receiving acceptable ratings, and 5 receiving unacceptable ratings. Thirty-seven candidates responded to CEL 621: 86% passed and 14% failed with 15 receiving a target rating, 17 receiving acceptable ratings, and 5 receiving unacceptable ratings. Twenty-six candidates responded to CEL 630: 92% passed and 8% failed with 12 receiving a target rating, 12 receiving acceptable ratings, and 2 receiving unacceptable ratings.

A total of 9 Tishomingo M. Ed. candidates took the comprehensive exam. All nine candidates (100%) passed the exam. All candidates responded to items for CEL 610, CEL 618, & CRD 624, which is a requirement for Comps. Of the responses for CEL 610, 100% passed the item: two (22%) received target ratings and seven (78%) received acceptable ratings. Of the responses for CEL 618, 100% passed the prompt: three (33%) received target ratings and six (67%) received acceptable ratings. Of the responses for CRD 624, 100% passed the item: five (56%) received target ratings and four (44%) received acceptable ratings. Candidates had choices between the following courses: CEL 611, CEL 620, CEL 621, & CEL 630. Nine candidates responded to CEL 611: 100% passed with three (33%) receiving target ratings and four receiving acceptable ratings. Eight candidates responded to CEL 620: 100% passed with two (25%) receiving target ratings and six (75%) receiving acceptable ratings. Eight candidates responded to CEL 621: 100% passed with three (38%) receiving a target rating and five (62%) receiving acceptable ratings. Two candidates responded to CEL 630: 100% passed with one (50%) receiving a target rating and one (50%) receiving an acceptable rating.

Overall, a majority of the online candidates demonstrated comprehensive knowledge and understanding of the important concepts and topics encountered throughout the M. Ed. program of study. A majority (35 out of 47 or 74%) mastered the exam with at least 85% passing for all course areas. The greatest number of failed responses were noted for CEL 618 (15%) and CEL 621 (14%). The least number of failed responses were noted for CEL 630 (8%) and CEL 610 (9%). As a required item, CRD 624- Literacy Instruction yielded the greatest number of target ratings (20 or 43%). Of the choice items, CEL 621 yielded the greatest number of target ratings (21 or 57%).

All of the Tishomingo candidates demonstrated comprehensive knowledge and understanding of the important concepts and topics encountered throughout the M. Ed. program of study. All mastered the exam with 100% passing for all course areas. As a required item, CRD 624- Literacy Instruction, yielded the greatest number of target ratings (5 or 56%). CEL 610 yielded the least number of target ratings (2 or 22%). Of the choice items, CEL 621 yielded the greatest number of target ratings (3 or 38%).

Trends Noted

At the onset of offering the Master's program online in 2009, the online candidates' pass rate was 50% compared to the campus candidates' pass rate of 85%. Study guides were disseminated for subsequent comps administrations. Discussions and readings were added to CEL 618, CEL 620, and CRD 624 to engage the students in more in-depth knowledge of the comps topics. The pass rate for the online program rose to 87% in 2010 and maintained in 2011. However, the pass rate decreased to 74% for 2012. The Tishomingo cohort has maintained a strong pass rate for the comprehensive exam. The cohort candidates receive the same study guide as the online candidates; however, the Tishomingo cohort participates in 2 face-to-face classes per course.

Use of Evaluation Results
1. Graduate faculty agreed that a strong overall pass percentage for the comps is 80%. Course discussions and readings that are covered on the comprehensive exam will be highlighted with more faculty-student engagement.

2. A renewed effort will be made to ensure faculty engage students in content covered on the comps with faculty-student interactions through discussions and other media.

3. Course discussions and readings for CEL 610 that are covered on the comprehensive exam will be highlighted with more faculty-student engagement during class meetings and online discussions. For the Tishomingo Cohort, discussions and readings that emphasize comps topics were added to all of the courses that are tested on the comprehensive exam. Cohort class meetings were orchestrated to highlight comps content as well as elaborate on the online discussion assignments that covered comps material.

Related Items
♪ ⚙GE 03: Quantitative Skills

MED-ELE 02: LO Demonstrate skill in verbal ability adequate for success in a graduate program
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate skill in verbal ability adequate for success in a graduate program.

Data Collection (Evidence)
A satisfactory writing proficiency score must be submitted during the first 12 hours of coursework in order to receive full admission and complete the program. Candidates may choose from one of the following assessments:

CAAP – minimum score of 3

GRE Writing – minimum score of 4.0

MAT – minimum score of 30

Praxis I Writing (PPST or CBT) – minimum score of 174

NTE (Communication Skills) – minimum score of 653

Results of Evaluation
A total of 76 online candidates were admitted to the M.Ed. program in 2012. The verbal ability test scores that were verified indicated that 9 candidates had NTE scores that ranged from 653-675, 65 candidates had Praxis writing scores that ranged from 174-187, and 2 candidates had CAAP scores that ranged from 3-4.

All fully-admitted candidates demonstrated acceptable verbal ability.

Use of Evaluation Results
1. Faculty agreed that 174 on the Praxis I Writing examination as opposed to requiring the score of 172 that is acceptable for licensure with the State Department of Education is more suitable for graduate students who must demonstrate a higher level of verbal proficiency.

Related Items
GE 02: Communication

MED-ELE 03: LO Demonstrate ability to plan and support planning
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate ability to plan and support planning at both the lower and upper elementary levels using appropriate professional expertise.

Data Collection (Evidence)
1 & 2. In CEL 630 *Practicum* candidates will be required to plan and implement a teaching unit.

3. Sections of the Graduate Teacher Work Sample (TWS) will be used as a means to demonstrate candidate ability to plan and support planning. Sections to be used are Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision Making, and Design for Instruction in Elementary Education. The first nine indicators of the Teacher Intern Assessment Instrument will also be used. A distribution of scores will be used to analyze data.

Results of Evaluation
All of the online candidates in CEL 630 - Practicum in Elementary Education demonstrated the ability to use contextual information (100% met indicator) and technology (100% met indicator) to plan effective lessons. All of the candidates were able to accurately represent content and use a variety of instructional activities. All of the candidates demonstrated the ability to plan appropriate teaching procedures and assessment procedures. All of the candidates were able to modify instructions based on the student data and align lessons with the Mississippi curricular standards and the Common Core Standards.

Most of the Tishomingo candidates in CEL 630 - Practicum in Elementary Education demonstrated the ability to use knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful (2.33/3), select developmentally appropriate objectives for lessons based on state frameworks and best practices (2.22/3), select a variety of appropriate materials and technology for lessons (2.00/3), and use assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs (2.00/3). Weaknesses were noted in the candidates' ability to integrate knowledge from several subject areas in lessons (1.67), plan appropriate teaching procedures (1.78), prepare appropriate assessment procedures and materials to evaluate learner progress (1.78), and use a variety of strategies to introduce and close lessons (1.78/3). Overall, the Tishomingo candidates demonstrated the ability to use contextual factors related to the students to plan meaningful and relevant lessons. They were able to select developmentally appropriate learning objectives and appropriate materials and technology in their planning. They also demonstrated the ability to differentiate instruction to meet the needs of diverse learners. The lowest group averages for the Tishomingo candidates were in their ability to integrate knowledge from several subject areas in lessons (55.56/100), plan appropriate teaching procedures (59.26/100), and plan appropriate assessment procedures and materials to evaluate learner progress (59.26/100).

Trends Noted

A previous concern with the candidates' ability to explicitly align all lessons with learning goals, integrate physical education and health into the unit lessons, effectively use technology, and foster higher thinking skills was addressed with more explicit and specific online discussions regarding planning effective lessons, targeted course readings and research assignments that focused on specific aspects of the Teacher Intern Assessment Instrument (TIAI) indicators, and instructor feedback while planning the unit. Weak areas have seen improvement.

For the Tishomingo candidates, in 2011, the candidates demonstrated the ability to plan effective lessons. Trends had not been noted at that time, but the lowest ratings were in preparing appropriate assessments and using assessment information. Preparing appropriate assessments continues to be a weakness for the Tishomingo cohorts.

Use of Evaluation Results
1. We will maintain an emphasis on technology use, differentiating instruction, and fostering higher order thinking skills. We will continue to monitor candidate performance of indicators 1-9 of the Teacher Intern Assessment Instrument (TIAI). We will also monitor adjunct perception of acceptable candidate performance.

2. For online candidates, weak areas have seen improvement.

For Tishomingo candidates, the following changes will be made to foster candidates' ability to demonstrate efficiency in planning: modify course discussions, readings, and research assignments to ensure candidates learn and simulate best practices for planning effective lessons. Also, include discussions and activities that emphasize integrating different content areas into lessons during the face-to-face class meetings, provide videos or simulations that will help them plan procedures that account for all aspects of the teaching/learning process.

Related Items
GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 09: Cross-disciplinary Appreciation

MED-ELE 04: LO Demonstrate the ability to teach effectively in a field experience/clinical setting
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate the ability to teach effectively in a field experience/clinical setting

Data Collection (Evidence)
1 & 2. In CEL 630 *Practicum,* candidates will be evaluated while teaching a lesson.

3. A rubric and a modified Graduate Teacher Work Sample (TWS) incorporating parts of the Teacher Intern Assessment Instrument (indicators 10-34) will be used to evaluate the candidates' teaching.

Results of Evaluation
In 2012, all online candidates in CEL 630-Practicum in Elementary Education received either outstanding or acceptable ratings for all indicators of the TIAI for teaching. All candidates demonstrated knowledge of the subject(s) taught (100%), the use of a variety of appropriate teaching strategies (100%), and the use of higher-order questions to engage students in analytic, creative, and critical thinking (100%). Additionally, they all demonstrated the ability to provide learning experiences that accommodated differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs).

Most of the Tishomingo candidates in CEL 630-Practicum in Elementary Education communicated high expectations for learning to all students (2.67/3), demonstrated knowledge of the subject(s) taught (2.44/3), monitored and adjusted the classroom environment to enhance social relationships, motivation, and learning (2.44), demonstrated fairness and supportiveness in order to achieve a positive, interactive learning environment (2.67/3), and used instructional time effectively (2.67/3). Weaknesses were noted in their ability to use higher-order questions to engage students in analytic, creative, and critical thinking (1.89/3), provide learning experiences that accommodate differences in developmental and individual needs of diverse learners (1.89/3), and develop and use a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs (1.67/3).

<u>Trends Noted</u>

Online candidates have consistently implemented sound instruction and have demonstrated content and pedagogical content knowledge. The graduate faculty will continue to emphasize effective planning and teaching techniques in the practicum course and all other courses that include planning and teaching. Communicating course expectations with adjunct faculty and modifying discussions, course readings, and other course activities to increase candidate engagement with sound teaching practices seems to have also benefited this practicum course.

For Tishomingo candidates, in 2011, the lowest ratings were noted for communicating assessment criteria, developing and using a variety of informal assessments, and developing and using a variety of formal assessments. At that time, graduate faculty modified instruction to emphasize effective assessment in the practicum course and all other courses that include planning and teaching. Developing and implementing appropriate assessments continues to be a weakness.

Use of Evaluation Results
1. The graduate faculty will continue to monitor candidate performance of indicators 10-34 of the Teacher Intern Assessment Instrument (TIAI). We will also monitor adjunct perception of acceptable candidate performance.

2. Course discussions, readings, and research assignments will be modified to ensure candidates learn and simulate best practices for teaching effective lessons. Face-to-face class meetings will include discussions and activities that emphasize implementing instruction for diverse learners, facilitating higher-order thinking skills among K-6 students, and using a variety of assessments to monitor student progress.

Related Items
GE 02: Communication

GE 03: Quantitative Skills

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

MED-ELE 05: LO Demonstrate the ability to positively impact student learning in a field experience/clinical setting
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate the ability to positively impact student learning in a field experience/clinical setting

Data Collection (Evidence)
1 & 2. CEL 630 *Practicum*, pre- and post-assessment data will be used to evaluate the impact of the lesson developed for the course on student learning and the support of an environment that supports learning.

3. The Graduate Teacher Work Sample will be used in CEL 630 *Practicum* to collect the data to show that candidates have an impact on student learning and support an environment that supports learning.

Results of Evaluation
In 2012, all online candidates in CEL 630-Practicum in Elementary Education demonstrated the ability to meaningfully interpret student data and draw appropriate conclusions. All (100%) presented the data with clarity and accuracy, aligned the assessments with learning goals, interpreted the data appropriately, and demonstrated evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.

Most Tishomingo candidates in CEL 630-Practicum in Elementary Education demonstrated the ability to meaningfully interpret student data and draw appropriate conclusions. Most presented the data with clarity and accuracy (2.00/3), aligned the assessments with learning goals (2.22/3), and demonstrated evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal (2.1/3). Weaknesses were noted in the candidates' ability to meaningfully interpret their data and draw appropriate conclusions (1.89/3).

<u>Trends Noted</u>

In 2010, improvements were noted in all of the candidates' ability to meaningfully interpret student data and draw appropriate conclusions and to demonstrate evidence of the impact on student learning in terms of number of students who achieved and made progress toward each. Faculty discussed the rigor of this assessment in regards to the task that requires data analysis for subgroups. It was agreed that the M.Ed. candidates needed to complete this task with practicality and usefulness of analysis results. Beginning Spring 2011, task 6 of the Teacher Work Sample (TWS) was modified to require candidates to analyze prescribed subgroups which reflect current classroom populations, assessments, and school district policies. A review of the 2011 data revealed the candidates were able to follow prescribed data analysis requirements to successfully interpret their impact on student learning. Candidates have maintained an ability to demonstrate impact on student learning.

Use of Evaluation Results
1. Content and media will be added to the online courses to engage online candidates in exercises that examine and interpret data. Face-to-face class meetings for the Tishomingo group will include visuals and exercises that examine and interpret data.

2. The M.Ed. Teacher Work Sample (TWS) was modified to clarify tasks and prompts and to offer candidates more direct explanations of expectations. Thus, Fall 2012, the revised Graduate Teacher Work Sample was implemented. Trends will be examined, especially the prompts that require candidates to analyze learner outcomes.

Related Items
GE 02: Communication

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 08: Perspectives

MED-ELE 06: LO Demonstrate appropriate dispositions
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate appropriate dispositions for candidates who are working toward the M.Ed. degree in Elementary Education

Data Collection (Evidence)
1. Candidates complete a Dispositions Portfolio prior to taking the comprehensive examination. The portfolio includes (1) completing the Graduate Version of the Dispositions Rating Scale as a self-assessment, and (2) the submission of artifacts to provide a rationale for the self-ratings given. The program coordinator uses a 4-point scale (1 low – 4 high) to assess

the candidate's skill in providing a rationale for the self-ratings.

2. Data are collected in TaskStream.

3. TaskStream reports provide means and score distributions.

Results of Evaluation
In 2012, according to candidate self-ratings, 100% met or exceeded the criteria for fairness, belief that all students can learn, professionalism, resourcefulness, dependability, and commitment to inquiry. Faculty ratings revealed that candidates demonstrated their belief that all students can learn (3.54/4). They demonstrated their commitment to inquiry (3.15/4) and their fairness to all students (3.46/4). The lowest ratings were noted for dependability (2.71/4) and resourcefulness (2.88/4).

Fall 2012, Tishomingo cohort candidates who applied for graduation submitted electronic Disposition Portfolios. All candidates met or exceeded expectations for professional dispositions. The following means were noted: Fairness- 3.13/4; belief that all students can learn- 3.13/4; professionalism- 3.00/4; resourcefulness- 2.88/4; dependability- 2.88/4; and commitment to inquiry- 2.88/4.

Overall, the candidates demonstrated positive dispositions that reflect professionalism.

According to all candidate self-ratings, 100% met or exceeded the criteria for fairness, belief that all students can learn, professionalism, resourcefulness, dependability, and commitment to inquiry.

Trends Noted

Fall 2010 was the first iteration of the Dispositions Portfolio. Data was analyzed for trends. According to faculty ratings, the following means were noted: Fairness- 2.83/4; belief that all students can learn-3.33/4; professionalism- 3.33/4; resourcefulness- 3.17/4; dependability- 3.33/4; and commitment to inquiry- 3.17/4. Particular attention was paid to the Fairness category since this was a weakness before the electronic Disposition Portfolio was begun. In 2011, a weakness continued to be noted in the candidates' ability to demonstrate fairness. The faculty developed a tips sheet for helping candidates identify and reflect upon their demonstrations of fairness. The tips were added to the Dispositions Portfolio directions document. The 2012 data revealed that candidates' overall ability to demonstrate fairness improved.

Use of Evaluation Results
1. Courses that focus on instructional practices will highlight attributes of fairness to ensure our candidates understand the importance of ensuring that all students get the same opportunity to learn.

2. We will work to improve candidate ratings with resourcefulness and dependability by providing examples of evidence that could be included in the portfolio and directing newly admitted candidates to the Disposition Portfolio information on the program webpage so they can start gathering evidence at the outset.

Related Items
GE 05: Self

GE 08: Perspectives

GE 10: Values

MED-ELE 07: LO Demonstrate an understanding of diversity and the ability to teach diverse populations effectively.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate an understanding of diversity and the ability to teach diverse populations effectively.

Data Collection (Evidence)
1, 2, & 3. Diversity assessments will be carried out in CRD 624, *Literacy Instruction*. In this course, data will be collected from an essay question in the final examination.

Information pertaining to diversity is directly related to Standard II (Equity, Fairness, and Diversity) of the early childhood/generalist area of the National Board of Professional Teaching Standards as well as Standard IV (Respect for Diversity) of the middle childhood/generalist area.

Results of Evaluation
During CRD 624 *Literacy Instruction*, candidates completed an essay item that evaluated their ability to accept and to meet the diverse needs of students. Forty-seven candidates received acceptable ratings and 16 received outstanding ratings. Two candidates received marginal or unacceptable ratings. The Tishomingo candidates completed the same essay item. Six received acceptable ratings and 4 received outstanding ratings. None received marginal or unacceptable ratings.

A majority of the all candidates (98%) were able to demonstrate their ability to accept and to meet the needs of diverse learners during literacy instruction.

Trends Noted

Candidates have consistently demonstrated their ability to accept and meet the needs of diverse learners during literacy instruction.

Use of Evaluation Results
1 & 2. No changes will be made.

Related Items
GE 06: Social Institutions

GE 07: Cultural Awareness

GE 08: Perspectives

GE 10: Values

MED-HPER 01: Teaching Principles
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Collaborate with program and community members to advocate and promote teaching principles that align with local, state, and national standards to address the diverse needs of all students in physical education.

Data Collection (Evidence)
1. The Teacher Work Sample (TWS) and the Teacher Intern Assessment Instrument (TIAI) Item 1 were used to determine the achievement of this learning outcome.
2. The TWS and TIAI were collected and evaluated by the instructor of the PER 685: Practicum in Health, Physical Education and Recreation course and reported to the Graduate Coordinator.
3. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted individual and informal program analysis of results to the Graduate Coordinator.

Results of Evaluation
The MEd in HPER program had six students (N=6) that completed the PER 685: Practicum in HPER course during the 2012-2013 academic year. Of these individuals, one of the six (16.7%) did not serve as a teacher intern and was not assigned to the K-12 settings. Therefore, this individual did not complete student lesson plans nor did he/she submit a Teacher

Work Samples (TWS). The Teacher Intern Assessment Instrument (TIAI) was not completed on this student.

The five remaining individuals (83.3%) served as teacher interns and were assigned to the K-12 setting as part of the PER 685: Practicum in HPER course during the 2012-2013 term. All individuals submitted student lesson plans and the TWS to the course instructor. Of these five individuals, two students (33.3%) had an incomplete TIAI and data could not be accurately analyzed. Of the remaining three students (50%), one scored two of three (acceptable) on items 1-9 of the TIAI describing ability to plan and prepare. Two students scored a two of three (acceptable) and three of three (target) on eight of nine of the items. One student scored a one of three on item 7 which indicated the need for more integration of multiple subject areas in lessons for the student. The other student scored a one of three on item 1 which indicated a need to appropriately select lessons that align with state frameworks and best practices.

The analysis of the results revealed that there were no data collected or analyzed on 50% of the students. Of the five individuals that served as teacher interns only 60% had completed TIAI information. The analysis revealed potential strengths in most items of planning and preparation. According to the results, the students were assessed only one so no evidence was present to indicate any remediation or follow up. It was difficult to conclude that specific strengths and/or weaknesses existed due to the lack of data available.

Use of Evaluation Results
1. Beginning the Fall 2012 term, a different individual began serving in the position of Graduate Program Coordinator. The Graduate Program Coordinator and the graduate faculty agreed to establish a Graduate Curriculum Committee to address the weaknesses in the graduate program, make recommendations for revisions to the curriculum and to analyze data on an annual basis. PER 685: Practicum in HPER was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using the TIAI. The implemented date of the recommended change is Fall 2013 term.
2. PER 685: Practicum in Health, Physical Education and Recreation was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using TIAI.

Related Items
There are no related items.

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⁵⁾ **MED-HPER 02: Sequencing Curriculum Content**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Apply the pedagogical knowledge when selecting, assigning and sequencing curriculum content.

Data Collection (Evidence)
1. The Teacher Work Sample (TWS), and the Teacher Intern Assessment Instrument (TIAI) Items 1-4 and lesson plans were used to determine the achievement of this learning outcome.
2. The TWS, TIAI and lesson plans were collected and evaluated by the instructor of the PER 685: Practicum in Health, Physical Education and Recreation course reported to the Graduate Coordinator.
3. The HPER Graduate Curriculum Committee met to analyze data.

Results of Evaluation
The MEd in HPER program had six students (N=6) that completed the PER 685: Practicum in HPER course during the 2012-2013 academic year. Of these individuals, one of the six (16.7%) did not serve as a teacher intern and was not assigned to the K-12 settings. Therefore, this individual did not complete student lesson plans nor did he/she submit a Teacher Work Samples (TWS). The Teacher Intern Assessment Instrument (TIAI) was not completed on this student.
The five remaining individuals (83.3%) served as teacher interns and were assigned to the K-12 setting as part of the PER 685: Practicum in HPER course during the 2012-2013 term. All individuals submitted student lesson plans and the TWS to the course instructor. Of these five individuals, two students (33.3%) had an incomplete TIAI and data could not be accurately analyzed. Of the remaining three students (50%), all students scored either a two of three (acceptable) or three of three (target) on items 2-4 that addressed the appropriateness of teaching procedures, use of technology and use of appropriate assessment materials to evaluate learner progress. Whereas, item 1 that addressed appropriately selected lessons that align with state frameworks and best practices, the score differed among students. Scores ranged from a one of three (emerging) to three of three (target).

The analysis of the results revealed that there were no data collected or analyzed on 50% of the students. Of the five individuals that served as teacher interns only 60% had completed TIAI information. The analysis revealed potential strengths in most items of planning and preparation. According to the results, the students were assessed only one time so no evidence was present to indicate any remediation or follow up. It was difficult to conclude that specific strengths and/or weaknesses existed due to the lack of data available.

Use of Evaluation Results
1. Beginning the Fall 2012 term, a different individual began serving in the position of Graduate Program Coordinator. The Graduate Program Coordinator and the graduate faculty agreed to establish a Graduate Curriculum Committee to address the weaknesses in the graduate program, make recommendations for revisions to the curriculum and to analyze data on an annual basis. PER 685: Practicum in HPER was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using the TIAI. The implemented date of the recommended change is Fall 2013 term.
2. PER 685: Practicum in Health, Physical Education and Recreation was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using TIAI.

Related Items
There are no related items.

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⁵⁾ **MED-HPER 03: Professional Development**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate dispositions that reflect professional growth and development required of Physical Educators by engaging in continual professional development activities.

Data Collection (Evidence)
1. The Service Learning Form was used to determine the achievement of this learning outcome.
2. The Service Learning Forms were collected and evaluated by the instructor of the PER 611: Current Trends and Topics in Health, Physical Education and Recreation course and reported to the Graduate Coordinator.
3. The HPER Graduate Curriculum Committee met to analyze data.

Results of Evaluation
The MEd in HPER program had seven students, three graduates and four non-graduates that took the PER 611 course. Of these individuals all participated in a minimum of one professional development activity; however, no completed Service Learning Forms were provided to the Graduate Coordinator and Curriculum Committee. Additionally, the PER 611 course syllabus did not included the activities as part of the grading criteria for the class. No data was collected or analyzed.

Use of Evaluation Results
1. The Graduate Coordinator and Faculty agreed to establish a Graduate Curriculum Committee to address weaknesses in the graduate program, make recommendations for revisions to curriculum and to analyze data on an annual basis.
2. PER 611: Current Trends and Topics in Health, Physical Education and Recreation was where the professional development activities were assigned; however, the assignment was not clearly defined on the syllabus. As a result the assignment was not part of the grading criteria and was not assigned a grade. The PER 611 course syllabus was revised to clearly reflect the Service Learning project and a grading rubric was developed to ensure that all students completed the assignment and they were evaluated using the grading rubric.

Related Items
There are no related items.

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⁵⁾ **MED-HPER 04: Instruction for Physical Activity Skill**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Evaluate, analyze and provide appropriate instructions for physical activity skill performance in order to provide continual student practice and learning opportunities.

Data Collection (Evidence)
1. The Teacher Work Sample (TWS) and the Teacher Intern Assessment Instrument (TIAI) Item 1 were used to determine the achievement of this learning outcome.
2. The TWS and TIAI were collected and evaluated by the instructor of the PER 685: Practicum in Health, Physical Education and Recreation course reported to the Graduate Coordinator.
3. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted individual and informal program analysis of results to the Graduate Coordinator.

Results of Evaluation

The MEd in HPER program had six students (N=6) that completed the PER 685: Practicum in HPER course during the 2012-2013 academic year. Of these individuals, one of the six (16.7%) did not serve as a teacher intern and was not assigned to the K-12 settings. Therefore, this individual did not complete student lesson plans nor did he/she submit a Teacher Work Samples (TWS). The Teacher Intern Assessment Instrument (TIAI) was not completed on this student.

The five remaining individuals (83.3%) served as teacher interns and were assigned to the K-12 setting as part of the PER 685: Practicum in HPER course during the 2012-2013 term. All individuals submitted student lesson plans and the TWS to the course instructor. Of these five individuals, two students (33.3%) had an incomplete TIAI and data could not be accurately analyzed. Of the remaining three students (50%), item 1 that addressed appropriately selected lessons that align with state frameworks and best practices, the scores differed among students. Scores ranged from a one of three (emerging) to three of three (target).

The analysis of the results revealed that there were no data collected or analyzed on 50% of the students. Of the five individuals that served as teacher interns only 60% had completed TIAI information. The analysis revealed potential strengths in most items of planning and preparation. According to the results, the students were assessed only one time so no evidence was present to indicate any remediation or follow up. It was difficult to conclude that specific strengths and/or weaknesses existed due to the lack of data available.

Use of Evaluation Results
1. Beginning the Fall 2012 term, a different individual began serving in the position of Graduate Program Coordinator. The Graduate Program Coordinator and the graduate faculty agreed to establish a Graduate Curriculum Committee to address the weaknesses in the graduate program, make recommendations for revisions to the curriculum and to analyze data on an annual basis. PER 685: Practicum in HPER was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using the TIAI. The implemented date of the recommended change is Fall 2013 term.
2. PER 685: Practicum in Health, Physical Education and Recreation was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using TIAI.

Related Items
There are no related items.

MED-SE 01: LO Demonstrate mastery of the content
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate mastery of the content of the M.Ed. degree program in special education (including, but not limited to, history, philosophy, theories, legal and ethical practices, service delivery, and curriculum and instruction) by successfully completing an essay-type comprehensive examination. The comprehensive examination will be rated on a two dimensional rubric which measures content mastery and writing competency. Candidates must score at least 280 out of a possible 400 points (70%). Program goal is for 70% of candidates to pass the exam in each semester. All candidates must pass the exam to exit the program.

Data Collection (Evidence)
Candidates will take an essay-type comprehensive examination in the last semester of their program. This may be the semester in which the candidate is taking remaining coursework, or it may be the semester after course completion. Candidates are required to attend at least one comprehensive examination study session before taking the comprehensive examination. These sessions orient the candidates to the format of the examination; provide a study guide with prompts and a copy of the rubric, and suggestions on time management and editing during the test session.

The examination consists of four sets of questions covering: 1) Law and Practices, 2) Development and Characteristics of Learners 3) Individual Learning Differences, and 4) Professional and Ethical Practice. Each set includes two questions and a single set of prompts derived from the Council for Exceptional Children standard(s) covered by that set. Candidates are given the prompts and related Council for Exceptional Children standards in practice comprehensive exams administered throughout the program and in comps study and orientation sessions. On the examination, the candidates are given the questions and the prompts. Prompts are provided to elicit parallel content regardless of the specific question. The exam is given in two three-hour sessions; each session covers two question sets. Candidates respond to one question from each question set.

Comprehensive exams will be graded using a 4-point rubric, which rates both content and writing. Candidates are rated on a) mechanics, b) content breadth, c) content depth, d) standards based content, e) organization, and f) clarity. Three faculty members read and score each candidate's work. Candidates must score 70% or higher from at least two faculty members. Faculty members meet to discuss the results for each candidate to make the final determination. All decisions are made blind; candidate names are not revealed until the entire group has been processed.

Comprehensive examinations are administered in the candidates' last semester of enrollment in the program.

Results of Evaluation
Candidate Data

Program Assessment II Special Education Comprehensive Examination 2012

Composite Score

Semester/ number of candidates	Did not meet expectations Score below 70% <280	Met expectations Score 70-89% 280-359	Exceeded expectations Score 90% or higher 360-400	Comments
Spring 2012 N=4		3	1	
Summer 2012 N=7	1	5	1	The candidate who failed has not retaken. One candidate who passed is not a program completer- has not passed the PLT
Fall 2012 N=1	1			This candidate retook the comps in spring 2013 and passed
Total 2012 N=12	2	8	2	10/12 83% met or exceeded the expectations

Score by question

Semester/ number of candidates	Did not meet expectation Score below 70% <70				Met expectations Score between 70% and 89% 70-89%				Exceeded expectations Score 90% or above >89				Comments
	QA	QB	QC	QD	QA	QB	QC	QD	QA	QB	QC	QD	
Spring 2012 N=4	-	-	2	-	3	3	1	3	1	1	1	1	N=12
Summer 2012 N=7	3	1	1	2	4	3	5	4	-	3	1	1	Question set A: 8 67% candidates met or exceeded expectations
Fall 2012 N=1	1	1	1	1	-	-	-	-	-	-	-	-	*Question Set B: 10 candidates (83%) met or exceeded expectations*
Total 2012-2013	4	2	4	3	7	6	6	7	1	4	2	2	Question set C: 8 candidates met or exceeded expectations (67%) *Question Set D: 9 candidates (75%) met or exceeded expectations.*

QA- Question Set A Foundations of Special Education

QB- Question Set B Development and Characteristics of Learners

QC- Question Set C Individual Learning Differences

QD- Question Set D Professional and Ethical Practice

Analysis of Data:

Three semesters of data are reported from 2012. 12 candidates completed comprehensive exams in this period with 10 of 12 (83%) passing. This exceeds the long-term program goal of 70% of the candidates passing the exam. Individual candidate performance is analyzed by overall performance and by question. Candidates who score 70% (280 of 400 possible points) overall pass comps. Each question is worth 100 points. Performance levels for each question are a) did not meet expectations (below 70%, <70), b) met expectations (between 70 and 89%, 70-89) and c) exceeded expectations (90% or higher, 90-100).

In Spring Semester 2012, four candidates took comprehensive exams. Three candidates met expectations for the overall examination, and one candidate exceeded the standard for the overall examination. For Question Set A: Foundations, Question Set B: Development and Characteristics of Learners, and Question Set D: Professional and Ethical Practice, three candidates met expectations and one candidate exceeded expectations. Two candidates did not meet expectations for Question Set C: Individual Learning Differences; two candidates met expectations.

In Summer Semester 2012, seven candidates completed comprehensive exams. One candidate did not meet expectations for the overall examination, five candidates met expectations for comps overall and one candidate exceeded expectations for the overall exam. The candidate who did not meet expectations has yet to retake the exam. On Question Set A, three candidates did not meet expectations and four candidates met expectations. On Question Set B, one candidate did not meet expectations, three candidates met expectations and three candidates exceeded expectations. On Question Set C, one candidate did not meet expectations, five candidates met expectations, and one candidate exceeded expectations. On Question Set D, two candidates did not meet expectations, fpir candidates met the expectations, and one candidate exceeded expectations.

In Fall Semester 2012, only one candidate completed comps. She did not meet expectations on any of the questions. After completing a remedial plan, she retook the exam in Spring Semester 2013 and met expectations on all questions sets.

For the period reported, 10 out of 12 candidates passed comprehensive examinations. On Question Set A, eight candidates met or exceeded expectations (67%). For Question Set B, ten candidates met or exceeded expectations (83%), for Question Set C, eight candidates met or exceeded expectations (67%), and for Question Set D, nine candidates met or exceeded expectations (75%). We met our program goal of 70% of the candidates passing for Question Sets B, and D.

Use of Evaluation Results
1 & 2. Recommended changes include the following:

This improvement is a result of several actions taken in the last year. We have backed comps practice activities into CSP 640: Education of Young Children with Exceptional Learning Needs and CSP 651: Foundations of Special Education in Inclusive Settings, which are earlier in the program. In addition, in each course of the program, instructors are specifically targeting comps material. As a culmination, in CSP 547: Internships in Special Education/647: Field Research in Special Education we focused the special education professional folio more specifically to synthesize material which is covered in comps. We now have two comps practice sessions each semester, one for content and one for writing skills. Performance on Question Set C continues to be weak. As a result, in CSP 640, candidates now have a semester-long module which takes them through the process of writing responses to Question Set B and Question Set C.

Related Items

⚲ GE 03: Quantitative Skills

MED-SE 02: LO Demonstrate skills in planning and implementing instruction
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Plans and implements instruction for students with exceptional learning needs (ELN) by using contextual factors to create learning goals and an assessment plan, which are incorporated into a 5-10 day teaching unit. The contextual factors, learning goals, assessment plan and instructional design for the teaching unit will be assessed with the rubrics from the Special Education Teacher Work Sample: Pre-planning Section (SETWSI). Candidates must score a 2 or higher on each indicator of the rubric. Program goal is for 90% of candidates to meet expectations on each element of the rubric.

Data Collection (Evidence)
Assessment III: Special Education Teacher Work Sample: Pre-planning Section (SETWSI)

Description of the assessment: Candidates write and implement a 5-10 day instructional unit during the clinical practice course (CSP 547 *Internship in Special Education* or CSP 647 *Action Research in Special Education*). Candidates who have an undergraduate degree in education that included internship have already completed a 5-10 day unit and will complete a 5-day unit in their field research semester (CSP 647 *Action Research in Special Education*). Candidates who do not have an undergraduate degree in education will complete a 10-day unit in their internship (CSP 547 *Internship in Special Education*).

To demonstrate the reflective nature of the planning process, the unit is embedded in a modified version of the Teacher Work Sample, which is used by several programs at Delta State University. The Special Education Teacher Work Sample is submitted in electronic form. Candidates complete a sample of the Unit Planner on a formative level in CSP 643 *Programming for Adolescents with Mild/Moderate Exceptional Learning Needs* and CSP 686 *Education of Individuals with Mild/Moderate Exceptional Learning Needs*.

In preparing the 5-10 day unit, the candidate responds to prompts in four sections of the Electronic Folio: a) Contextual Factors, b) Learning Goals, c) Assessment Plan, and d) Design for Instruction. Each candidate submits individual sections of the folio for review by the course instructor. The unit is approved by the instructor before it is implemented. Final submission

of the entire folio is required after the unit has been taught. The Folio is rated on a 3-point rubric. Candidates must score a minimum of a 2 on each of the four sections of the rubric.

Results of Evaluation

Assessment III: Special Education Teacher Work Sample: Pre-planning Section (SETWSI)

Assessment 3 Teacher Work Sample Part I

Spring 2012 n=6 Fall 2012 n=7	Not met	Met	Exceeded expectations
Contextual factors			
Spring 2012			2.37
Fall 2012			2.46
Community, school factors			
Spring 2012	-	4 67%	2 33%
Fall 2012	-	3 43%	4 57%
Individual student characteristics			
Spring 2012	-	3 50%	3 50%
Fall 2012	-	5 71%	2 29%
Varied approach to learning			
Spring 2012	-	4 67%	2 33%
Fall 2012	-	2 29%	5 71%
Skills and prior learning			
Spring 2012	-	4 67%	2 33%
Fall 2012	-	4 57%	3 43%
Instructional implications			
Spring 2012	-	4 67%	2 33%
Fall 2012	-	5 71%	2 29%
Learning goals			
Spring 2012			2.67
Fall 2012			2.64
Significance and variety			
Spring 2012	-	3 50%	3 50%
Fall 2012	-	3 43%	4 57%
Clarity			
Spring 2012	-	-	6 100%
Fall 2012	-	-	7 100%
Appropriateness			
Spring 2012	-	2 33%	4 67%
Fall 2012	-	3 43%	4 57%
Alignment			
Spring 2012	-	3 50%	3 50%
Fall 2012	-	4 57%	3 43%
Assessment plan			
Spring 2012			2.47
Fall 2012			2.52
Alignment			
Spring 2012	-	1 17%	5 83%
Fall 2012	-	-	7 100%
Clarity			
Spring 2012	-	2 33%	4 67%
Fall	-	-	7

2012			100%

Multiple modes

Spring 2012	-	3 50%	3 50%
Fall 2012	-	4 57%	3 43%

Technical

Spring 2012	-	3 50%	3 50%
Fall 2012	-	4 57%	3 43%

Adaptations

Spring 2012	-	4 67%	2 33%
Fall 2012	-	5 71%	2 29%

Record keeping

Spring 2012	-	6 100%	-
Fall 2012	-	7 100%	-

Design for Instruction

Spring 2012	2.56
Fall 2012	2.43

Alignment with learning goals

Spring 2012	-	1 17%	5 83%
Fall 2012	-	- 100%	7

Accurate representation of content

Spring 2012	-	5 83%	1 17%
Fall 2012	-	7 100%	-

Lesson and unit structure

Fall 2012	-	1 17%	5 83%
Spring 2012	-	1 14%	6 86%

Use of a variety of instruction, activities, assignments and resources

Spring 2012	-	1 17%	5 83%
Fall 2012	-	4 57%	3 43%

Use of contextual information and data to select appropriate and relevant activities, assignments and resources

Spring 2012	-	3 50%	3 50%
Fall 2012	-	6 86%	1 14%

Use of Technology

Spring 2012	-	1 17%	5 83%
Fall 2012		6 86%	1 14%

In the Spring Semester 2012, 6 candidates completed a Special Education Teacher Work Sample. The mean score for contextual factors was 2.37, for learning goals 2.67, for assessment plan 2.47, and for design for instruction 2.56. Subscores were reported in 3 levels: expectations not met, expectations met and expectations exceeded. Expectations were met or exceeded on all subscores. Areas of strength are defined as those with 70% of candidates exceeding expectations. Areas of weakness are those with more than 50% meeting, but not exceeding expectations. Areas of strength in Spring 2012 were (percentages are of candidates exceeding expectations): clarity of learning goals (100%), alignment of assessment plan (83%), alignment with learning goals in design for instruction (83%), lesson and unit structure in design for instruction, use of a variety of instruction, activities, assignments and resources in design for instruction (83%), and use of technology (83%). Although candidates met or exceeded expectations in all subscores, relative weaknesses included (percentages of candidates meeting but not exceeding expectations): in contextual factors, community and school factors (67%), varied approaches to learning (67%), skills and prior learning (67%) and instructional implications (67%).; in assessment plan, adaptations (67%) and record-keeping (100%); and in design for instruction, accurate representation of content (83%).

In the Fall Semester 2012, 7 candidates completed a Special Education Teacher Work Sample. The mean score for contextual factors was 2.46, for learning goals 2.64, for assessment plan 2.52, and for design for instruction 2.43. Subscores were reported in 3 levels: expectations not met, expectations met and expectations exceeded. Expectations were met or exceeded on all subscores. Areas of strength are defined as those with 70% of candidates exceeding expectations. Areas of weakness are those with more than 50% meeting, but not exceeding expectations. Areas of strength in Fall 2012 were (percentages are of candidates exceeding expectations): varied approaches to learning (71%), clarity of learning goals (100%), alignment of assessment plan (100%), clarity of assessment plan (100%), alignment with learning goals in design for instruction (100%), and unit and lesson structure (86%). Although candidates met or exceeded expectations in all subscores, relative weaknesses included (percentages of candidates meeting but not exceeding expectations): in contextual factors, individual student characteristics (71%), instructional implications (71%).; in assessment plan, adaptations (71%) and record-keeping (100%); and in design for instruction,

accurate representation of content (100%), use of contextual information (86%) and use of technology (86%).

Use of Evaluation Results

Although the performance on this assessment is acceptable, the faculty members have recognized that the capstone class is overloaded with major assessments. The following changes have been implemented to reduce some of the overload:

1. The comprehensive examination has been moved to the semester after the internship.

2. The Teacher Work Sample (TWS) is presented in an earlier methods class for formative assessment.

3. Candidates without an undergraduate in education are now required to complete two semesters of internship. The TWS is in the second semester, after the candidate has successfully completed a semester teaching daily in an inclusion classroom. This decision was directly related to the relatively weak performance in contextual factors and some elements of instructional design.

Related Items

⟳ 🕑 **GE 01: Critical and Creative Thinking**

⟳ 🕑 **GE 02: Communication**

⟳ 🕑 **GE 04: Inquiry and Technology**

⟳ 🕑 **GE 09: Cross-disciplinary Appreciation**

🗐 **MED-SE 03: LO Demonstrate skills in the measurement of student achievement and adjustment of instruction for maximum impact on student achievement.**
Start: 7/1/2012
End: 6/30/2013

Learning Outcome

Demonstrates maximum impact on student achievement by analyzing instructional decisions and their effect on student learning; and by reflecting on their own performance.

This will be measured by the rubrics in the **Special Education Teacher Work Sample: Post Planning (SETWS:II).** Candidates must score a 2 or higher on each indicator of the rubric. Program goal is for 90% of candidates to meet expectations on each element of the rubric.

Data Collection (Evidence)

Assessment V: Special Education Teacher Work Sample: Post Planning (SETWS:II)

Description of the assessment: Candidates write and implement a 5-10 day instructional unit during the clinical practice course (CSP 547 *Internship in Special Education* or CSP 647 *Action Research in Special Education*). Candidates who have an undergraduate degree that included internship have already completed a 5-10 day unit and will complete a 5-day unit in their field research semester (CSP 647 *Action Research in Special Education*). Candidates who do not have an undergraduate degree in education will complete a 10-day unit in their internship (CSP 547 *Internship in Special Education*).

To demonstrate the reflective nature of the planning process, the unit is embedded in a modified version of the Teacher Work Sample, which is used by several programs at Delta State University. The Special Education Teacher Work Sample is submitted in electronic form. Candidates complete a sample of the Unit Planner on a formative level in CSP 643 *Programming for Adolescents with Mild/Moderate Exceptional Learning Needs* and CSP 686 *Education of Individuals with Mild/Moderate Exceptional Learning Needs*.

After teaching the 5-10 day unit, the candidate responds to prompts in three sections of the electronic folio: a) instructional decision making; b) analysis of student learning; and c) reflection and self-evaluation. Each candidate submits individual sections of the folio for review by the course instructor. The unit is approved by the instructor before it is implemented. Final submission of the entire folio is required after the unit has been taught. The folio is rated on a 3-point rubric. Candidates must score a minimum of a 2 on each of the four sections of the rubric.

Results of Evaluation
Assessment 3 Teacher Work Sample Part II

Spring 2012 n=6 Fall 2012 n=7	Not met	Met	Exceeded expectations
Instructional Decision Making			
Spring 2012		2.27	
Fall 2012		2.52	
Sound professional practice			
Spring 2012	-	3 50%	3 50%
Fall 2012	-	1 14%	6 86%
Modifications based on analysis of student learning			
Spring 2012	-	5 83%	1 17%
Fall 2012	-	3 43%	4 57%
Congruence between modifications and learning goals			
Spring 2012	-	5 83%	1 17%
Fall 2012	-	6 86%	1 14%
Analysis of student learning			
Spring 2012		2.21	
Fall 2012		2.43	
Clarity and accuracy of presentation			
Spring 2012	-	3 50%	3 50%
Fall 2012	-	3 43%	4 57%
Alignment with learning goals			
Spring 2012	-	5 83%	1 17%
Fall 2012	-	4 57%	3 43%
Interpretation of data			
Spring 2012	-	6 100%	-
Fall 2012	-	5 71%	2 19%
Evidence of impact on student learning			
Spring 2012	-	5 83%	1 17%
Fall 2012	-	4 57%	3 43%
Reflection and self evaluation			
Spring 2012		2.20	
Fall 2012		2.34	
Interpretation of student learning			
Spring 2012	-	5 83%	1 17%
Fall 2012	-	5 71%	2 19%
Insights on effective instruction and assessment			
Spring 2012	-	4 67%	2 33%
Fall 2012	-	3 43%	4 57%
Alignment among goals, instruction and assessment			
Spring 2012	-	3 50%	3 50%
Fall 2012	-	5 71%	2 19%

	Implications for future teaching		
Spring 2012	-	4 67%	2 33%
Fall 2012	-	5 71%	2 19%
	Implications for professional development		
Spring 2012	-	5 83%	1 17%
Fall 2012	-	5 71%	2 19%

In the Spring Semester 2012, 6 candidates completed a Special Education Teacher Work Sample Part II. The mean score for instructional decision making was 2.27, for analysis of student learning 2.21, and for reflection and self evaluation 2.20. Subscores were reported in 3 levels: expectations not met, expectations met and expectations exceeded. Expectations were met or exceeded on all subscores. Areas of strength are defined as those with 70% of candidates exceeding expectations. Areas of weakness are those with more than 50% meeting, but not exceeding expectations. There were no areas of relative strength in Spring Semester 2012. Although candidates met or exceeded expectations in all subscores, relative weaknesses included (percentages of candidates meeting but not exceeding expectations): Modifications based on analysis of student learning (83%), Congruence between modifications and learning goals (83%), Alignment with learning goals (83%), Interpretation of data (100%), Evidence of impact on student learning (83%), Interpretation of student learning (83%), Insights on effective instruction and assessment (67%), Implications for future teaching (67%) and Implications for professional development (83%).

In the Fall Semester 2012, 7 candidates completed a Special Education Teacher Work Sample Part II. The mean score for instructional decision making was 2.52, for analysis of student learning 2.43, and for reflection and self evaluation 2.34. Subscores were reported in 3 levels: expectations not met, expectations met and expectations exceeded. Expectations were met or exceeded on all subscores. Areas of strength are defined as those with 70% of candidates exceeding expectations. Areas of weakness are those with more than 50% meeting, but not exceeding expectations. An area of strength in Fall 2012 was (percentages are of candidates exceeding expectations) Sound professional practice (86%). Although candidates met or exceeded expectations in all subscores, relative weaknesses included (percentages of candidates meeting but not exceeding expectations): Congruence between modifications and learning goals (86%), Interpretation of data (71%), Interpretation of student learning (71%), Alignment among goals, instruction and assessment (71%), Implications for future teaching (71%), and Implications for professional development (71%).

Use of Evaluation Results

Although the performance on this assessment is acceptable, the faculty members have recognized that the capstone class is overloaded with major assessments. The following changes have been implemented to reduce some of the overload:

1. The comprehensive examination has been moved to the semester after the internship.

2. The Teacher Work Sample (TWS) is presented in an earlier methods class for formative assessment.

3. Candidates without an undergraduate in education are now required to complete two semesters of internship. The TWS is in the second semester, after the candidate has successfully completed a semester teaching daily in an inclusion classroom. This decision was directly related to the relatively weak performance in contextual factors and some elements of instructional design.

Additional changes specific to data collection and analysis

1. CSP 545 Assessment in Special Education is undergoing significant revisions to better train teachers in data-based decision making.

2. CSP 686 is being transformed into a course called Teaching for Inclusion. The emphasis in this class will be data-based instruction in inclusive classrooms, including Response to Intervention systems, Functional Behavioral Assessment and differentiated instruction.

Related Items

➦ ⊚ **GE 01: Critical and Creative Thinking**

➦ ⊚ **GE 04: Inquiry and Technology**

➦ ⊚ **GE 08: Perspectives**

MED-SE 04: LO Demonstrate the ability to complete a successful internship/practicum.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate teaching proficiency in lesson planning; instructional delivery; managing the classroom environment; and assessment and evaluation. Skills will be measured through observation of the candidate teacher using Special Education Teacher Intern Assessment Instrument (SETIAI).

Candidates must score a 2 or higher on each indicator of the rubric. Program goal is for 90% of candidates to meet expectations on each element of the rubric.

Data Collection (Evidence)
Assessment IV: Special Education Teacher Intern Assessment Instrument

Description of the assessment: During the capstone course (CSP 547 *Internship in Special Education* or CSP 647 *Action Research in Special Education*), each candidate is observed three times, at least one of which is during the implementation of the teaching unit. Observers use the Special Education Teacher Intern Assessment Instrument (SETIAI), a statewide assessment used to evaluate pre-service and in-service teachers in Mississippi. The Special Education Teacher Intern Assessment Instrument is used to assess planning and implementation of a 5-10 day teaching unit. The instrument has 34 indicators, each of which is scored on a 0-3 point rubric. Candidates must score a minimum of 2 on each indicator.

Alignment to standards: Each of the 34 indicators has been aligned with the Council for Exceptional Children competencies. Because the emphasis in the Special Education Teacher Intern Assessment Instrument is on planning, implementation, and management of instruction, it corresponds closely with standards 4, 5 and 7. However, individual sections of the instrument target additional standards. Alignment to Council for Exceptional Children competencies are embedded in the rubric.

Results of Evaluation
  Teacher Intern Assessment Instrument (TIAI)

Spring 2012 n=6 Fall 2012 n=7	Not met	Met	Exceeded expectations
Lesson Planning: Indicators 1-9			
Spring 2012		2.26	
Fall 2012		2.39	
1. Selects developmentally appropriate objectives for lessons based on state frameworks, and best practices in general and special education. (1, 7)			
Spring 2012A	2 33%	4 67%	0
Spring 2012B	0	3 50%	3 50%
Fall 2012A	1 14%	5 72%	1 14%
Fall 2012B	0	2 29%	5 71%
2. Plans appropriate teaching procedures which are age and ability appropriate. (2, 4, 7)			
Spring 2012A	3 50%	2 33%	1 17%
Spring 2012B	0	4 67%	2 33%
Fall 2012A	2 29%	5 71%	0
Fall 2012B	0	1 14%	6 86%
3. Selects a variety of appropriate materials and technology for lessons. Adapts materials and technology for needs of students with ELN. (1, 2, 6, 7)			
Spring 2012A	2 33%	2 33%	2 33%
Spring 2012B	0	4 67%	2 33%
Fall 2012A	2 29%	4 57%	1 14%
Fall 2012B	0	4 57%	3 43%
4. Plans appropriate teaching procedures which are age and ability appropriate. (7, 8)			
Spring 2012A	2 33%	4 67%	0
Spring 2012B	0	6 100%	0
Fall 2012A	2 29%	5 71%	0
Fall 2012B	0	5 71%	2 29%
5. Uses assessment information (ex. pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiate learning experiences that accommodate differences in developmental and/or educational needs in inclusive settings. (2, 3, 4, 7)			
Spring 2012A	4 66%	1 17%	1 17%
Spring 2012B	0	4 67%	2 33%
Fall 2012A	3 43%	4 57%	0
Fall 2012B	0	5 71%	2 29%
6. Uses knowledge of students'			

backgrounds, interests, experiences, and prior knowledge (e.g., parent interviews, analysis of contextual factors, pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)

Spring 2012A	3 50%	2 33%	1 17%
Spring 2012B	0	5 83%	1 17%
Fall 2012A	0	6 86%	1 14%
Fall 2012B	0	4 43%	3 57%

7. Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills.(1, 7)

Spring 2012A	4 67%	2 33%	0
Spring 2012B	0	6 100%	0
Fall 2012A	2 29%	5 71%	0
Fall 2012B	0	6 86%	1 14%

8. Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN. (3)

Spring 2012A	6 100%	0	0
Spring 2012B	0	6 100%	0
Fall 2012A	5 71%	2 29%	0
Fall 2012B	0	6 86%	1 14%

9. Uses a variety of strategies to introduce and close lessons. Opening and closing strategies actively involve students and enhance self management. (1, 6)

Spring 2012A	0	5 83%	1 17%
Spring 2012B	0	2 33%	4 67%
Fall 2012A	1 14%	2 29%	4 57%
Fall 2012B	0	2 29%	5 71%

Instructional Delivery Indicators 10-23

Spring 2012	2.35
Fall 2012	2.47

10. Uses acceptable written, oral, and nonverbal communication. (6)

Spring 2012A	0	3 50%	3 50%
Spring 2012B	0	2 33%	4 67%
Fall 2012A	0	3 43%	4 57%
Fall 2012B	0	0	7 100%

11. Provides clear, complete written and/or oral directions for instructional activities. (4)

Spring 2012A	0	5 83%	1 17%
Spring 2012B	0	3 50%	30 50%
Fall 2012A	0	4 57%	3 43%
Fall	0	2	5

2012B		29%	71%

12. Communicates high expectations for learning to all students. (3)

Spring 2012A	-1 17%	3 50%	2 33%
Spring 2012B	0	2 33%	4 67%
Fall 2012A	1 14%	1 14%	5 72%
Fall 2012B	0-	0	7 100%

13. Conveys enthusiasm for teaching and learning. (1, 5)

Spring 2012A	-0	4 67%	2 33%
Spring 2012B	0	4 67%	2 33%
Fall 2012A	0	4 57%	3 43%
Fall 2012B	-0	2 29%	5 71%

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)

Spring 2012A	0	6 100%	0
Spring 2012B	0	6 100%	0
Fall 2012A	2 29%	5 71%	0
Fall 2012B	0	6 86%	1 14%

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)

Spring 2012A	6 100%	0	0
Spring 2012B	0	5 86%	1 14%
Fall 2012A	5 71%	2 29%	0
Fall 2012B	0	4 57%	3 43%

16. Demonstrates knowledge of the subject(s) taught. (1)

Spring 2012A	0	5 86%	1 14%
Spring 2012B	0	4 67%	2 33%
Fall 2012A	1 14%	2 29%	4 57%
Fall 2012B	0	3 43%	4 57%

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)

Spring 2012A	0	3 50%	3 50%
Spring 2012B	0	2 67%	4 33%
Fall 2012A	1 14%	3 43%	3 43%
Fall 2012B	0	2 29%	5 71%

18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)

Spring 2012A	3 50%	2 36%	1 14%

Spring 2012B	0	5 71%	1 29%
Fall 2012A	2 29%	4 57%	1 14%
Fall 2012B	0	3 43%	4 57%

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)

Spring 2012A	1 17%	5 83%	0
Spring 2012B	0	6 100%	0
Fall 2012A	1 14%	6 86%	0
Fall 2012B	0	6 86%	1 14%

20. Responds to and elicits student input during instruction. (6)

Spring 2012A	1 17%	4 66%	1 17%
Spring 2012B	0	4 67%	2 33%
Fall 2012A	0	6 86%	1 14%
Fall 2012B	0	6 86%	1 14%

21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)

Spring 2012A	1 17%	4 66%	1 17%
Spring 2012B	0	5 83%	1 17%
Fall 2012A	0	4 57%	3 43%
Fall 2012B	0	4 57%	3 43%

22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)

Spring 2012A	2 33%	4 67%	0
Spring 2012B	0	6 100%	0
Fall 2012A	1 14%	5 72%	1 14%
Fall 2012B	0	6	1

23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10

Spring 2012A	4 67%	2 33%	0
Spring 2012B	0	6 100%	0
Fall 2012A	5 72%	1 14%	1 14%
Fall 2012B	0	5 71%	2 29%

Classroom Environment 24-29	
Spring 2012	2.42
Fall 2012	2.52

24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)

Spring 2012A	0	6 100%	0
Spring 2012B	0	6 100%	0
Fall 2012A	1 14%	5 72%	1 14%
Fall	0	5	2

	1	3	2
2012B		71%	29%

25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)

	1	3	2
Spring 2012A	17%	50%	33%
Spring 2012B	0	2	4
		33%	67%
Fall 2012A	0	4	3
		57%	43%
Fall 2012B		4	3
		57%	33%

26. Attends to or delegates routine tasks. (5)

	1	5	0
Spring 2012A	17%	83%	
Spring 2012B	0	5	1
		83%	17%
Fall 2012A	3	4	0
	43%	57%	
Fall 2012B	0	6	1
		86%	14%

27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)

	1	5	0
Spring 2012A	17%	83%	
Spring 2012B	0	5	1
		83%	17%
Fall 2012A	0	5	2
		71%	29%
Fall 2012B	0	5	2
		71%	29%

28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)

	0	2	4
Spring 2012A		33%	67%
Spring 2012B	0	1	5
		17%	83%
Fall 2012A	0	1	6
		14%	86%
Fall 2012B	0	0	7
			100%

29. Uses instructional time effectively.(5)

	1	3	2
Spring 2012A	17%	50%	33%
Spring 2012B	0	2	4
		33%	67%
Fall 2012A	0	2	5
		29%	71%
Fall 2012B	0	0	7
			100%

Assessment Indicators 30-34	
Spring 2012	**2.0**
Fall 2012	**2.08**

30. Communicates assessment criteria and performance standards to the students. (8)

	1	5	0
Spring 2012A	17%	83%	
Spring 2012B	0	6	0
		100%	
Fall 2012A	1	6	0
	14%	86%	
Fall 2012B	0	7	0
		100%	

31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in

developmental and/or educational needs.
(2, 3, 4, 7

Spring 2012A	4 67%	2 33%	0
Spring 2012B	0	6 100%	0
Fall 2012A	6 14%	1 86%	0
Fall 2012B	0	6 86%	1 14%

32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Spring 2012A	4 67%	2 33%	0
Spring 2012B	0	6 100%	0
Fall 2012A	5 71%	2 29%	0
Fall 2012B	0	7 100%	0

33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8

Spring 2012A	2 33%	6 67%	0
Spring 2012B	0	6 100%	0
Fall 2012A	0	7 100%	0
Fall 2012B	0	6 86%	1 14%

34. Maintains records of student work and performance and appropriately communicates student progress. (10)

Spring 2012A	1 17%	5 83%	0
Spring 2012B	0	6 100%	0
Fall 2012A	7 100%	0	0
Fall 2012B	0	6 86%	1 14%

In Spring Semester 2012, six candidates successfully completed the Special Education Teacher Intern Assessment Instrument. Candidates were observed twice and the results of the two observations were compared. Indicators are in four categories: lesson planning (indicators 1-9), instructional delivery (indicators 10-23), classroom management (indicators 24-29), and assessment (indicators 30-34). The first observation is considered to be formative, so category skills are from the second, summative, observation. The strongest category was classroom management, with a mean of 2.42. The weakest area was assessment with a mean of 2.0. .Lesson planning had a mean of 2.26, and instructional delivery 2.35.

Candidates were rated on 34 indicators on a 3 point Likert scale: 1- Expectations not met, 2 -Expectations Met and 3- Expectations Exceeded. Strength areas were those with 60% of candidates exceeding expectations, weakness areas were those with less than 30% exceeding expectations.

Indicators 1-9 represent candidate performance in lesson planning. In the first observation weakness areas were: Selects developmentally appropriate objectives for lessons based on state frameworks, and best practices in general and special education; Plans appropriate teaching procedures which are age and ability appropriate; Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiate learning experiences that accommodate differences in developmental and/or educational needs in inclusive settings; Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., parent interviews, analysis of contextual factors, pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful; Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills; Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN; and Uses a variety of strategies to introduce and close lessons. Opening and closing strategies actively involve students and enhance self management. There were no relative strengths in the first observation.

In the second observation, weaknesses included: Plans appropriate teaching procedures which are age and ability appropriate; Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., parent interviews, analysis of contextual factors, pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful; Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills; and Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN. Relative strengths include: Uses a variety of strategies to introduce and close lessons. Opening and closing strategies actively involve students and enhance self management.

Indicators 10-23 represent instructional delivery. In the first observation, there were no strength areas. Weakness areas included: Provides clear, complete written and/or oral directions for instructional activities; Conveys enthusiasm for teaching and learning; Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning; Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.); Demonstrates knowledge of the subject(s) taught; . Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs; Provides opportunities for students to apply concepts in problem solving and critical thinking; Responds to and elicits student input during instruction; Allows sufficient and equitable wait time to encourage students to expand and support their responses; Uses higher-order questions to engage students in analytic, creative, and critical thinking; and Uses family and/or community resources (human or material) in lessons to enhance student learning.

In the second observation, relative strengths were: Uses acceptable written, oral, and nonverbal communication; and Communicates high expectations for learning to all students. Relatives weaknesses included: Conveys enthusiasm for teaching and learning; Provides opportunities for the students to cooperate, communicate, and interact with each other to

enhance learning; Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.); Demonstrates knowledge of the subject(s) taught; Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.); Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs); Provides opportunities for students to apply concepts in problem solving and critical thinking; Responds to and elicits student input during instruction; Allows sufficient and equitable wait time to encourage students to expand and support their responses; Uses higher-order questions to engage students in analytic, creative, and critical thinking; and Uses family and/or community resources (human or material) in lessons to enhance student learning.

Indicators 24-29 are related to the classroom environment. In the first observation, relative strengths included: Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. Relative weakness included: Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning; Adjusts lessons according to individual student cues, professional reflections, and group responses; Attends to or delegates routine tasks; Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs; and Uses instructional time effectively.

In the second observation, relative strengths included: Adjusts lessons according to individual student cues, professional reflections, and group responses; Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment; Uses instructional time effectively. Relative weaknesses included: Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning; Attends to or delegates routine tasks; Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.

Indicators 30-34 relate to assessment. This was the weakest section on both administrations. There were no relative strengths. All items are relative weaknesses.

In Fall Semester 2012, seven candidates successfully completed the Special Education Teacher Intern Assessment Instrument. Candidates were observed twice and the results of the two observations were compared. Indicators are in four categories: lesson planning (indicators 1-9), instructional delivery (indicators 10-23), classroom management (indicators 24-29), and assessment (indicators 30-34). The first observation is considered to be formative, so category skills are from the second, summative, observation. The strongest category was classroom management, with a mean of 2.52 . The weakest area was assessment with a mean of 2.08. Lesson planning had a mean of 2.39, and instructional delivery 2.47.

Candidates were rated on 34 indicators on a 3 point Likert scale: 1- Expectations not met, 2 -Expectations Met and 3- Expectations Exceeded. Strength areas were those with a 60% of candidates exceeding expectations, weakness areas were those with less than 30% exceeding expectations.

Indicators 1-9 represent candidate performance in lesson planning. In the first observation weakness areas were: Selects developmentally appropriate objectives for lessons based on state frameworks, and best practices in general and special education; Plans appropriate teaching procedures which are age and ability appropriate There were no relative strengths in the first observation; Selects a variety of appropriate materials and technology for lessons. Adapts materials and technology for needs of students with ELN; Plans appropriate teaching procedures which are age and ability appropriate; Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiate learning experiences that accommodate differences in developmental and/or educational needs in inclusive settings; Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., parent interviews, analysis of contextual factors, pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful; Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills; and Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN. There were no relative strengths.

In the second observation, weaknesses included: Plans appropriate teaching procedures which are age and ability appropriate; Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiate learning experiences that accommodate differences in developmental and/or educational needs in inclusive settings; Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills; and Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN. Relative strengths include: Selects developmentally appropriate objectives for lessons based on state frameworks, and best practices in general and special education; Plans appropriate teaching procedures which are age and ability appropriate; and Uses a variety of strategies to introduce and close lessons. Opening and closing strategies actively involve students and enhance self management.

Indicators 10-23 represent instructional delivery. In the first observation, strength areas included: Communicates high expectations for learning to all students. Weakness areas included: Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning; Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities; Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs); Provides opportunities for students to apply concepts in problem solving and critical thinking; Responds to and elicits student input during instruction; Uses higher-order questions to engage students in analytic, creative, and critical thinking; and Uses family and/or community resources (human or material) in lessons to enhance student learning.

In the second observation, relative strengths were: Uses acceptable written, oral, and nonverbal communication; Communicates high expectations for learning to all students; and Conveys enthusiasm for teaching and learning; Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.). Relative weaknesses included: Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning; Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities; Provides opportunities for students to apply concepts in problem solving and critical thinking; Responds to and elicits student input during instruction; Uses higher-order questions to engage students in analytic, creative, and critical thinking and Uses family and/or community resources (human or material) in lessons to enhance student learning.

Indicators 24-29 are related to the classroom environment. In the first observation, relative strengths included: Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment; Uses instructional time effectively.

Relative weakness included: Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning; Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs

In the second observation relative strengths included: Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment; Uses instructional time effectively. Relative weaknesses included: Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning; Adjusts lessons according to individual student cues, professional reflections, and group responses; Attends to or delegates routine tasks; Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.

Indicators 30-34 relate to assessment. This was the weakest section on both administrations. There were no relative strengths. All items are relative weaknesses.

Many interns struggle with the standards of the Special Education Teacher Intern Assessment Instrument. The Mississippi Research to Intervention (RTI) system paired with the practices of inclusion and the emphasis on Mississippi Curriculum Tests has created a blurring of roles in special education and general education roles. The faculty recognizes that internships need to be structured to more closely align with the actual duties of inclusion teachers and to provide more consistent mentoring from the clinical faculty and local special education staff. The weakest area by far is in assessment. The assessment component in Assessment VII has been expanded to require elements developed in the assessment class, two methods classes and in the internship to give candidates more practice and more incubation time for the complexity of classroom assessment.

Use of Evaluation Results
1 & 2. Individual conferences with principals and supervisors will be necessary to emphasize the necessity for formal lesson planning and systematic assessment. Although candidates have sufficient training in each of these areas in their methods classes there is limited generalization to K-12 classroom. Additionally the program is considering a different lesson planning format to make it more compatible with the formats used in local school districts.

3. The program is in the process of creating a long range curriculum planning committee with public school practitioners to more closely align our methods classes with the demands of inclusion teachers.

4. It is felt that candidates overemphasize the written requirements of the internship to the detriment of actual teaching responsibility. Combined with the lack of strong instructional models, the opportunity to practice best practice is hindered. Two major changes to the program have been initiated to alleviate these concerns:
a. CSP 643 will now have an emphasis on the Teacher Intern Assessment Instrument (TIAI) and not the Teacher Work Sample. The candidates will teach a series of daily lessons which

will be critiqued using the TIAI. Video clips will be used to illustrate essential elements of each indicator. CSP 640 will emphasize the Teacher Work Sample.

b. Candidates who do not have an undergraduate in education will complete a two semester internship. In the first semester, the emphasis will be on contextual factors in the school and classroom, and on elements of the TIAI.

Related Items

⟫ 🕐 **GE 01: Critical and Creative Thinking**

⟫ 🕐 **GE 02: Communication**

⟫ 🕐 **GE 03: Quantitative Skills**

⟫ 🕐 **GE 04: Inquiry and Technology**

⟫ 🕐 **GE 07: Cultural Awareness**

⟫ 🕐 **GE 09: Cross-disciplinary Appreciation**

MED-SE 05: LO Demonstrate skills associated with analyzing student data and developing teaching/learning strategies based on the analyses.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Analyze developmental level (general characteristics, language skills, motor skills, social skills, inclusion needs) of a student with significant learning, motor, sensory, cognitive, or social needs, and prepare intervention plan for that student. Candidates will prepare a case study which will be measured by the rubrics for the Individualized Education Case Study. Candidates must score a 3 or higher on each indicator of the rubric. Program goal is for 90% of candidates to meet expectations on each element of the rubric

Data Collection (Evidence)
1. The Individualized Education Case Study will present candidates with a live case study. They will be given written and live documentation of a student with significant learning, motor, sensory, cognitive, or social needs. They will be asked to gather information about the student and prepare a comprehensive case study.

The case study will contain these five sections: a) Student Characteristics, b) Language Skills, c) Motor Skills, d) Social/Behavioral Skills, and e) Inclusion. Each of the sections will present a task and a series of prompts to guide the candidate through the process of responding to the task. Each section will be tied to specific Council for Exceptional Children competencies.

2. The case study will be completed in CSP 550 *Programming for Individuals with Severe/Multiple Disabilities*.

3. The case study will be rated with a 4-point rubric: 1 – Inadequate, 2 – Emerging Adequacy, 3 – Developing Adequacy, 4 – Achieving Adequacy. The candidate must score at least a 3 on each indicator.

Results of Evaluation
Summer 2012 was the last administration of the Individualized Education Case Study. Based on review from Council of Exceptional Children, the program is moving to a more comprehensive measure of language skills beginning in Summer 2013.

	Summer I 2012 n= 16		
	1	2	3
Student characteristics		7 44%	9 56%
Language plan		7 44%	9 56%
Motor plan		9 56%	7 44%
Social behavioral plan		9 56%	7 44%
Inclusion plan		7 56%	9 44%

Use of Evaluation Results
This measure did not have enough layers to provide adequate information. In addition, it was not relevant to the world of practice. The program has submitted to Council of Exceptional Children a new assessment which is being field tested summer 2013.

The Alternate Assessment (MAAECF) Language Project is an exploration of the language section of the Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF). The assessment has five sections, a) application of alternate assessment process, b) targeting Objectives, c) alignment to general education, d) use of accommodations, and e) use of supports.

Candidates are given samples of the Present Level of Performance and Accommodations in Assessment pages for three students. Two of the samples will be from students who qualify for alternate assessment; one student would not be eligible. Candidates are to choose one of the students who qualifies for Alternate Assessment, justify their selection and then create an Alternate Assessment Portfolio for that student. Alternate assessment in Mississippi covers the areas of language, math and science. The candidates will only create the language section.

The Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) for students with significant cognitive disabilities (SCD) is part of the Mississippi Statewide Assessment System. It is designed to assess the educational performance of students with disabilities who cannot participate in the general education curriculum, even with accommodations. Students in grades 3–8 and 12 who meet the state's three SCD criteria are eligible to participate in the MAAECF. In general, eligible students are those who have a history of requiring extensive individualized instruction and have been classified as being severely to profoundly cognitively disabled or experience a pervasive developmental disability. (MDE, 2012)

Related Items

⟫ 🕐 **GE 01: Critical and Creative Thinking**

⟫ 🕐 **GE 04: Inquiry and Technology**

⟫ 🕐 **GE 08: Perspectives**

MED-SE 06: LO Demonstrate competency in the use of multidimensional assessment in special education
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate competency in the use of multidimensional assessments in special education to a) identify students with learning problems, b) to plan and adjust daily instruction c) and to plan for inclusion and classroom differentiation. The competency will be measured by the rubrics in the Special Education Assessment Folio. Candidates must score a 2 or higher on each element of the rubric. Program goal is 70% of candidates meeting the standard.

Data Collection (Evidence)
Assessment for fall 2011: Special Education Assessment Folio

The Special Education Assessment Folio has replaced the Special Education Assessment Work Sample. The artifacts for this folio are developed in four classes: CSP 545 *Special Education Assessment*, CSP 643 *Programming for Adolescents with Mild/Moderate Disabilities*, CSP 686, *Education of Individuals with Mild/Moderate Exceptional Learning Needs* and the capstone class (CSP 547 *Internship in Special Education or* CSP 647 *Action Research in Special Education*). Artifacts are then revised and expanded based on the internship experience. The first section, Formal Assessment, is created in CSP 545, Assessment in Special Education. The subsections of this section include: Norm Referenced Assessment, Mississippi Assessment Systems: Research to Intervention (RTI), and Mississippi Assessment: Special Education, and Ethics in Assessment. The second section, Informal Assessments, is created in CSP 643 *Programming for Adolescent with Mild/Moderate Exceptional Learning Needs* and/or CSP 686 *Education of Individuals with Mild/Moderate Exceptional Learning Needs*. Subsections include: Curriculum Based Assessment Teacher Made Tests and Curriculum Based Assessment Authentic Assessment. The third section, Assessment for Long Term Planning, is created in the capstone course (CSP 547 *Internship in Special Education* or CSP 647 *Action Research in Special Education*).

Results of Evaluation
Assessment for Fall 2011: Special Education Assessment Folio

1 not met								
2 met								
3 exceeded expectations								
	Formal assessments			*Informal assessments*			*Assessment for long term planning*	
	1	2	3	*1*	2	*3*	1	2	3
Spring 2012 N=6	2 33%	4 67%	0	1 17%	3 50%	2 33%	0	4 33%	2 67%
Fall 2012 N=7	0	3 43%	4 57%		2 29%	5 71%		2 29%	5 71%

Spring 2012 had the first full implementation of this assessment

In Spring 2012, six candidates were assessed on the overall rubric. Strongest performance was in Assessment for Long Term Planning; 67% of candidates were rated as having exceeded expectations. Weakest performance was in Formal Assessments where no candidates exceeded expectations.

In Fall 2012, seven candidates were assessed on the overall rubric. The strongest areas were Informal Assessments and Assessment for Long Term Planning with 71% of candidates exceeding the expectations; but the candidates also did well on formal assessments with 57% exceeding expectations.

Use of Evaluation Results
This assessment has proven to be too broad a measure to use for improvement of candidate performance or to guide program development. In the fall, the assessment will be revised to evaluate each section in more detail to align with Council for Exceptional Children (CEC) standards.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

MED-SE 07: LO Demonstrate mastery of the content knowledge associated with the Council for Exceptional Children Standards.
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate mastery of the content knowledge associated with the Council for Exceptional Children Standards as measured by the Education of Exceptional Children: Core Content Knowledge (0354), Cutoff score 142.

Data Collection (Evidence)
Candidates entering the program may be divided into three categories. One subgroup includes individuals who have completed an undergraduate degree in special education. These candidates have already met the Praxis Specialty Area requirement. The second subgroup includes individuals with undergraduate degrees in other areas of education. These individuals are advised to take the Praxis examination upon completion of 15-18 hours of coursework. In the last subgroup, members have undergraduate degrees in areas other than education. Some have already passed the special education Praxis examination due to requirements for alternate licensure in Mississippi. Others are full time students and are advised to take the Praxis examination upon completion of 15-18 hours of coursework. The Praxis examination must be passed in order to register for comprehensive examinations.

Results of Evaluation
Summary of Results:

Assessment I

Education of Exceptional Children: Core Content Knowledge (0353/0354)

Note: Average range for scores is reported for each separate administration. Levels are determined by the average scores listed for the administration period in which the scores were recorded. Did not meet expectation: score is below average range. Met expectation: score is in average range. Exceeded expectation: score is above average range				

Semester of program completion	Understanding Exceptionalities	Legal and Societal Issues	Delivery of Services to Students with Disabilities	Range of Composite Scores (all candidates met expectation, must have passing score to complete program) Cutoff 136
Spring 2012 **N=1**	Did not meet expectation N=1	Met expectation N=1	Met expectation N=1	149
Summer 2012 N=3	Did not meet expectation N=2 Met expectation N=1,	Did not meet expectation N=1 Met expectation N=2	Did not meet expectation N=3	136-148
Spring 2013 N=1	Met expectation N=1	Exceeded expectation N=1	Exceeded expectation N=1	184
Total 2012-2013 **N=5** *Percentages not reported because of low N*	Did not meet expectation N=3 Met Expectation N=2	Did not meet expectation N= 1 Met expectation N=3 Exceeded Expectation N=1	Did not meet expectation N=3 Met expectation N=1 Exceeded expectation N=1	136-184

Semester of program completion	Domain I Development and characteristics of learners	Domain II Planning and the learning environment	Domain III Instruction	Domain IV Assessment	Domain V Foundations and professional responsibilities	Range of Composite Scores (all candidates met standard, must have passing score to complete program) Cutoff 142
Spring 2012 **N=3**	Did not meet expectation n=1 Met expectation N=1 Exceeded Expectation n=1	Met expectation N=3	Did not meet expectation N=1 Met expectation N=2	Did not meet expectation N=1 Met expectation N=2	Did not meet expectation N=1 Met expectation N=1 Exceeded Expectation N=1	149-184
Summer 2012 **N=3**	Did not meet expectation n=1 Met expectation N=2	Did not meet expectation N=1 Met expectation N=2	Met expectation N=3	Did not meet expectation N=2 Met expectation N=1	Did not meet expectation N=1 Met expectation N=1 Exceeded Expectation N=1	152-170
Spring 2013 **N=5**	Did not meet expectation N=1 Met expectation N=3 Exceeded Expectation N=1	Met expectation N=4 Exceeded Expectation N=1	Did not meet expectation N=2 Met expectation N=2 Exceeded Expectation n=1	Did not meet expectation N=1 Met expectation N=2 Exceeded Expectation n=2	Did not meet expectation N=2 Met expectation N=3	155-190
Total 2012-2013 **N=11**	Did not meet expectation N=3 Met expectation N=6 Exceeded Expectation N=2 **72% met or exceeded expectation**	Did not meet expectation N=1 Met expectation N=9 Exceeded Expectation N=1 **91% met or exceeded expectation**	Did not meet expectation N=3 Met expectation N=7 Exceeded Expectation N=1 **72% met or exceeded expectation**	Did not meet expectation N=4 Met expectation N=5 Exceeded Expectation N=2 **64% met or exceeded expectation**	Did not meet expectation N=4 Met expectation N=5 Exceeded Expectation N=3 **72% met or exceeded expectation**	149-190

Because this test was discontinued in Fall Semester 2010, there are few candidates using this test for State licensure. In 2012-2013 only 5 candidates reported 0353 scores. Because of the small N, it may be hard to draw conclusions from these data. The range of scores for the group was from 136 (the minimum cutoff) to 184. Three subscores were reported for each candidate: Understanding Exceptionality, Legal and Societal Issues, and Delivery of Services to Students with Disabilities.

The Understanding Exceptionality section content included a) human development and behavior as related to students with disabilities; (Standard 2) b) characteristics of students with disabilities; (Standard 2) and c) basic concepts in special education, including definitions of all major categories and specific disabilities (Standard 2). The Legal and Societal Issues Section included a) Federal laws and legal issues related to special education, including IDEA 2004, Section 504, Americans with Disabilities Act (ADA) (Standard 1); b) the school's connections with the families, prospective and actual employers, and communities of students with disabilities (Standard 10); and c) historical movements/trends affecting the connections between special education and the larger society (Standard 1).The Delivery of Services to Students with Disabilities section included a) background knowledge, including conceptual issues, placement and program issues and integrating best practices from multidisciplinary research and professional literature into the educational setting (Standard 1); b) curriculum and instruction and implementation (Standard 4 and 7); c) assessment (Standard 8); d) structuring the learning environment (Standard 5); e) professional roles (Standard 9 and 10); and f) the effect of disability across the lifespan (Standard 3).

All candidates met or exceeded the Mississippi State Department of Education (MDE) standard for licensure (136). The MDE does not stipulate a cutoff score for subscores, nor does it require these subscores to be reported. As a program, upon the suggestion of CEC reviewers, we grouped subscores in terms of program expectations: 1- does not meet expectations, 2- met expectations, and 3- exceeded expectations. These categories do not connote an absolute standard for candidates; rather, they allow the program to identify strengths and weaknesses in preparation. Candidate scores were compared to the average range of scores for the administration period in which they took the examination, as reported by ETS. A simple system of categorizing the scores is not possible as the averages reported by ETS change with each administration. Candidates may have taken the examination any time within a 5 year period of submitting scores for licensure. Therefore, in a single semester, the program completers may have taken the test in several different time periods. The program designates their score as not meeting the expectation if it fell below the average range reported for the respective subscore when the candidate took the test, met expectation if it fell in the average range and exceeding expectation if it fell above the average. Of the five candidates reporting scores for 0353 in 2012-2013 on the Understanding Exceptionality section, 3 candidates did not meet the expectation and 2 candidates met the expectation. For the Legal and Societal Issues section, 1 candidate did not meet the expectation, 3 candidates met the expectation and 1 candidate exceeded the expectation. For the Delivery of Services to Students with Disabilities section, 3 candidates did not meet the expectation, 1 candidate met the expectation and 1 candidate exceeded the expectation. The strongest overall area was Legal and Societal Issues. Our program emphasizes cultural responsiveness and ethical practices. Weaker scores in Understanding Exceptionality and Delivery of Services to Students with Disabilities are in contrast to higher scores from candidates on equivalent subtests in the 0354 test in more recent years.

Praxis 0354 Special Education: Core Knowledge and Applications

Most candidates now report the Praxis 0354 Special Education: Core Knowledge and Applications test for licensure. The current cutoff score is 142, but it will change to 152 in Fall Semester 2014. In 2012-2013, 11 candidates took the test. The scores ranged from 149 to 190. The subtest areas are: Domain I: Development and Characteristics of Learners, Domain II: Planning and the Learning Environment, Domain III: Instruction, Domain IV: Assessment, and Domain V: Foundations and Professional Responsibilities. Domain I: Development and Characteristics of Learners (Standard 2) covers human development and behavior, theoretical approaches to student learning and motivation, basic characteristics and defining factors for each of the major disability categories, impact of disabilities to certain individuals, co-occurring conditions, how family systems contribute to the development of individuals with disabilities, and the environmental and social influences on student development and achievement. Domain II: Planning and the Learning Environment (Standard 5 and 7) includes questions about characteristics and elements of an effective lesson plan, learning objectives that are measurable and appropriately challenging, means of providing access to the curriculum, organizing the learning environment, how to understand and manage students' behaviors, theory and practice of effective classroom management and the design and maintenance of a safe and supportive classroom environment that promotes student achievement. Domain III: Instruction (Standard 4) asks questions about instructional strategies or

techniques that are appropriate to students with disabilities, strategies that facilitate maintenance and generalization of concepts, selection and implementation of research-based interventions for such students, options for assistive technology, strategies that support transition goals, and preventive and intervention strategies for at-risk learners. Domain IV: Assessment (Standard 8) covers evidence-based assessments that are effective and appropriate for students, the uses of various assessments, how to interpret assessment results and the use of assessments results. Domain V: Foundations and Professional Responsibilities (Standard 1 and 10) includes questions about Federal definitions, Federal requirements for the pre-referral, referral, and identification , Federal safeguards of the rights of the stakeholders, components of a legally defensible individualized education program, major legislation, roles and responsibilities of other professionals who deliver special education services, strengths and limitations of various collaborative approaches, communication with stakeholders, and potential bias issues that may impact the teaching and interactions with students and their families.

All candidates met or exceeded the Mississippi State Department of Education (MDE) standard for licensure (142). The MDE does not stipulate a cutoff score for subscores, nor does it require these subscores to be reported. Again, as a program, upon the suggestion of CEC reviewers, we have begun to group subscores in terms of program expectations: 1- does not meet expectations, 2- met expectations, and 3- exceeded expectations. These categories do not connote an absolute standard for candidates; rather, they allow the program to identify strengths and weaknesses in preparation. Candidate scores were compared to the average range of scores for the administration period in which they took the examination, as reported by ETS. A simple system of categorizing the scores is not possible as the averages reported by ETS change with each administration. Candidates may have taken the examination any time within a 5 year period of submitting scores for licensure. Therefore, in a single semester, the program completers may have taken the test in several different time periods. The program designates their score as not meeting the expectation if it fell below the average range reported for the respective subscore when the candidate took the test, met expectation if it fell in the average range and exceeding expectation if it fell above the average.

Out of 5 major domains, the strongest area was Domain II: Planning and the Learning Environment, with 91% (10 out of 11) of the candidates meeting or exceeding the expectation. This is related to the strong emphasis in our program on lesson planning, unit planning and reflective teaching in our methods classes and in our field experiences. Average performance was reported on Domain I: Development and Characteristics of Learners, with 72% (8 out of 11) of the candidates meeting or exceeding expectations, Domain III: Instruction, with 72% (8 out of 11) of the candidates meeting or exceeding expectations, and Domain V: Foundations and Professional Responsibilities with 72% (8 out of 11) of the candidates meeting or exceeding expectations. Weakest performance was in Domain IV: Assessment with 64% (7 out of 11) of the candidates meeting or exceeding expectations.

Use of Evaluation Results
As the Mississippi Department of Education (MDE) cutoff scores for the 0354 specialty test increase from 142 to 152, we will make an increased effort through required coursework to raise scores. For Domain I: Development and Characteristics of Learners, CSP 640: Education of Young Children with Exceptional Learning Needs has been redesigned with a more rigorous emphasis on typical and atypical development across all developmental levels. For Domain II: Instruction, a new course has been added to the curriculum, CSP 686: Teaching for Inclusion. This course emphasizes differentiated instruction, co-teaching practices, grouping strategies, specialized instruction, and research based interventions. To strengthen Domain V: Foundations and Professional Responsibilities, candidates without classroom experiences will now take two semesters of internship. In the first semester, they will shadow a special education teacher and complete an ethnographic study of the special education internship setting. The ethnographic study has been added as a new section to Assessment V: The Special Education Teacher Work Sample: Postplanning. For candidates who are already teaching, this ethnographic study will be completed in their one semester internship. For Domain IV: Assessment is an area of concern. In Mississippi all formal assessments are performed by school psychologists; therefore, it is difficult to provide a rounded training experience in formal assessment and interpretation of assessment results. The faculty will be working with a local school psychologist to increase rigor and expand activities in CSP 545: Special Education Assessment.

Related Items
⚲ ⌖GE 03: Quantitative Skills

MS-SHP-ES 01: Knowledge-Based Expertise
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate knowledge-based expertise in the areas of health, fitness and recreation activities required for Sport Managers or Sport Administrators.

Data Collection (Evidence)
1. The Comprehensive Examinations were used to determine the achievement of this learning outcome.

2. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted examination results to the Graduate Coordinator.

3. The HPER Graduate Curriculum Committee performed an analysis in light of the comprehensive examination results.

Results of Evaluation
The MS in SHP had total of 15 students that took the Comprehensive Examinations, two in the Fall term 2012 and 13 in the Spring term 2013. All individuals took the Comprehensive Examination in their last semester of their program, respectively. Of these individuals, 12 (80%) passed all areas of the written examination with at least the minimum requirement of 80%. Of the three individuals that did not pass the written examination with the minimum requirement, two took and passed the oral examination. One had to repeat all areas of the written comprehensive examination but declined.

The analysis revealed that all students were provided a study guide to assist them in preparing for the examination and based on student feedback were better prepared to take the examination. All students that took the written comprehensive examinations had the same choice selection of questions; however, still had the freedom to choose which questions they responded to, respectively. Additionally, a standardized grading rubric was not used in scoring the examinations making the grading process subjective and inconsistent across all areas and between student responses.

Use of Evaluation Results
1. The Graduate Curriculum Committee agreed to establish a grading rubric to use in assessing student responses. The Graduate Coordinator and Faculty agreed to conduct an orientation of program expectations prior to each academic year and a comprehensive examination review session at the beginning of each semester to better assist students.

2. The Comprehensive Examination were restructured to streamline the process to allow all students to respond to and be evaluated on the same questions in each subject area while continuing to allow each student freedom of choice to select questions they would respond to. They were provided five question choices and asked to choose three of the five to respond to, in each subject area. All students were provided a study guide to assist them in preparing for the examinations and based on student feedback were better prepared to take the examination.   A grading rubric was not developed due to multiple instructors teaching the same area. It was decided to phase the grading rubric when inconsistencies in questions selection were resolved.

Related Items
There are no related items.

MS-SHP-ES 02: Tests and Measurements
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Design, conduct and analyze tests and measurements in health, fitness and recreation activities research in order to provide evidence-based programs for athletes, recreationalists or fitness clients.

Data Collection (Evidence)
1. The Comprehensive Examinations were used to determine the achievement of this learning outcome.

2. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted examination results to the Graduate Coordinator.

3. The HPER Graduate Curriculum Committee performed an analysis in light of the comprehensive examination results.

Results of Evaluation
The MS in SHP had total of 15 students that took the Comprehensive Examinations, two in the Fall term 2012 and 13 in the Spring term 2013. All individuals took the Comprehensive Examination in their last semester of their program, respectively. Of these individuals, 12 (80%) passed all areas of the written examination with at least the minimum requirement of 80%. Of the three individuals that did not pass the written examination with the minimum requirement, two took and passed the oral examination. One had to repeat all areas of the written comprehensive examination but declined.

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Use of Evaluation Results
1. The Graduate Curriculum Committee agreed to establish a grading rubric to use in assessing student responses. The Graduate Coordinator and Faculty agreed to conduct an orientation of program expectations prior to each academic year and a comprehensive examination review session at the beginning of each semester to better assist students.

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Related Items
There are no related items.

MS-SHP-ES 03: Professional Development
Start: 7/1/2012
End: 6/30/2013

Learning Outcome
Demonstrate dispositions that reflect professional growth and development required of Physical Educators by engaging in continual professional development activities.

Data Collection (Evidence)
1. The Service Learning Form was used to determine the achievement of this learning outcome.

2. The Service Learning Forms were collected and evaluated by the instructor of the PER 611: Current Trends and Topics in Health, Physical Education and Recreation course and reported to the Graduate Coordinator.

3. The HPER Graduate Curriculum Committee met to analyze data.

Results of Evaluation
The MS in SHP program had 14 graduates and15 eligible for comprehensive examinations. Of these individuals all participated in a minimum of one professional development activity; however, no completed Service Learning Forms were provided to the Graduate Coordinator and Curriculum Committee. Additionally, the PER 611 course syllabus did not included the activities as part of the grading criteria for the class. No data was collected or analyzed.

Use of Evaluation Results
1. The Graduate Coordinator and Faculty agreed to establish a Graduate Curriculum Committee to address weaknesses in the graduate program, make recommendations for revisions to curriculum and to analyze data on an annual basis.

2. PER 611: Current Trends and Topics in Health, Physical Education and Recreation was where the professional development activities were assigned; however, the assignment was not clearly defined on the syllabus. As a result the assignment was not part of the grading criteria and was not assigned a grade. The PER 611 course syllabus was revised to clearly reflect the Service Learning project and a grading rubric was developed to ensure that all students completed the assignment and they were evaluated using the grading rubric.

Related Items
There are no related items.

Gen Ed Learning Outcomes

CEL_300_GE07: Cultural Awareness
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Outcome: Cultural Awareness

Developing an understanding of the need to be accepting of the variety of cultures future students will bring into the classroom and developing the ability to articulate that understanding particularly as it relates to education and their future students.

Data Collection
1. Assessment methods will include test items (multiple choice) and written research papers.

2. Data will be collected via item analysis of the test data which will come from the online management system used for testing. Data from written reports will be collected by the instructor of the course. A scoring rubric will be used to assess the written reports.

3. Data will be compiled into a report by the instructor. Data will then be presented to the faculty of the department. As a collective team, faculty will determine the level of success by students and the changes, if any, that need to be incorporated into the course.

Results of Evaluation
Analysis of data revealed that students have been successful in developing an understanding of the need to be accepting of the variety of cultures future students will bring into the classroom. They demonstrated the ability to articulate that understanding as they relate to future students.

Use of Results
1. No specific recommendations were made due to the students meeting the learning outcome.

2. No changes are being proposed.

Related Items
GE 07: Cultural Awareness

FCS_215_GE03: Quantitative Skills
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Enhancing abilities for symbolic and numeric reasoning and the ability to use and understand statistical and other quantitative techniques to interpret data

Data Collection
Students in Personal Finance are required to complete a personal budget. They are required to calculate their income and expenses, then to construct and analyze a realistic, workable personal budget. These budgets are evaluated by the instructor for quantitative accuracy, and to make sure that they look realistic and workable. They receive a percentage grade.

Budget Assignment
syllabus

Results of Evaluation
The average percentage grade earned by students in personal finance for the academic 2012-13 year was 93%, indicating that the students showed good understanding of the budgeting process and the quantitative skills required in its completion.

Use of Results
In the future, the instructor will evaluate budgets thoroughly to determine which areas presented opportunities for more detailed instruction.

Related Items
GE 03: Quantitative Skills

FCS_215_GE04: Inquiry and Technology
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies.

Data Collection
In FCS 215 Personal Finance, students are required to review research literature in the library or through the electronic data bases related to areas of personal finance. They are to analyze the findings and write a reaction paper related to the articles. Their paper should be based on their personal insights and responses to the information.

Reaction Paper
syllabus

Results of Evaluation
The students' papers were evaluated and given a percentage grade. Grades were based on the following criteria: 1) The quality of the article selected, 2) grammatical correctness of the writing, 3) personal reaction to content in the paper, and 4) following guidelines for the assignment.

Results showed that 78% of the students completed the assignment. Of those who completed it, the mean percentage grade earned was 77%.

Use of Results
Based on results, the goal for next year's group of students will be 95% completion, with at least 80% of the students receiving 80% or higher on the assignment.

Related Items
GE 04: Inquiry and Technology

FCS_270_GE05: Self
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

Data Collection
In FCS 270 Individual and Family Development, two of the objectives are as follows:

- Describe the developing person at different periods in the lifespan
- Provide a perspective on the changes that take place during an individual's life from birth to death

Students are given the assignment of writing a reaction paper. They are to search the library and the electronic databases to find two related articles from journals and periodicals concerning middle aged adults. The paper should be self-reflective and include the student's response to the information. It should reflect their insights, opinions, and reactions.

Papers are evaluated and given a percentage grade, based on the following criteria:

- quality of the article selected
- grammatical correctness of the writing
- personal reaction to content in the paper
- degree to which student followed instructions

Reaction Paper
Syllabus 270

Results of Evaluation
84% of the students in the class completed the assignment. Of those completed assignments, the average grade was 94%. The results indicate that most of the students understood the assignment and were reflective in their analyses and writing. A goal for the next year's group of students is that 94% of the students will complete the assignment, with the average grade to be at least 90%.

Use of Results
Results of this assessment will be used to determine the areas that students are mastering, and areas that need to be strengthened. Evaluation of the number of students not submitting assignments will be used to further encourage all students to complete all assignments.

Related Items
GE 05: Self

FCS_270_GE08: Perspectives
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social.

Data Collection
In FCS 270 Individual and Family Development, two of the objectives are as follows:

- Describe the developing person at different periods in the lifespan
- Provide a perspective on the changes that take place during an individual's life from birth to death

Students in the course are given the assignment of interviewing an elderly person.

They are then asked to write a reaction paper in response to the information that they acquired during this interview. The paper should reflect the perspective of the student interviewer and the life perspective of the interviewee. The student should synthesize what they have learned academically regarding the aging process and what perspective they have gained from the personal interview.

The papers are evaluated and given a percentage grade based on the following criteria:

- clarity with which personal thoughts and feelings were expressed in writing
- degree of insight and perspective shown in the paper
- grammatical correctness of the writing
- degree to which instructions were followed

Interview Paper

Results of Evaluation
Analysis of the assignments submitted indicated that 85% of the students completed the assignment. Of those who completed the paper, the mean percentage grade was 86%.

Use of Results
Based on the results, the goal for next year's class is for at least 95% of the students to complete the assignment, with at least an average percentage grade of 85%.

Related Items
GE 08: Perspectives

FCS_325_GE05: Self
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

Data Collection
Students in FCS 325 Marriage, Family and Sex Education are required to write a 450 word reaction paper

related to the area of human intimacy. The article should come from research journals in the library or from an electronic database. In the paper, they are to share their reactions based on their personal feelings and thoughts about the article. They are to self-reflect about the subject. Papers are evaluated by the instructor, based on quality of the article selected, grammatical correctness of the writing, personal reaction to content in the paper, how well you followed instructions. Papers are given a percentage grade.

Reaction Paper
Syllabus 325

Results of Evaluation
The instructor analyzed how many students completed the reaction paper, and calculated the mean grade. Over both semesters, 82% of the students completed the assignment. Of those who completed the paper, the mean grade was 94%, with students showing good insight.

Use of Results
For the next year, the instructor will further encourage all students to complete the assignment, with a goal of 94% completion, and at least an average percentage grade of 90.

Related Items
GE 05: Self

FCS_325_GE06: Social Institutions
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government.

Data Collection
Since marriage and family are social institutions, the data used to assess students' level of understanding of marriage and family, how those institutions are described, and how they function within the macro-environment includes both calculating the mean final course grade, and calculating the mean percentage of all of the tests given during the semester.

The goals are for the mean of all students' course grades to be at least 75% and for the mean test grade to be 75%, with at least 95% of the students completing all online tests.

Syllabus FCS 3235

Results of Evaluation
Analysis of the test grades in FCS 325 revealed that 89% of the students completed all five tests online.The mean average of the completed five test grades in the course was 76%.

The mean overall course grade for the students who were enrolled in FCS 325 was 75%.

Use of Results
Tests will be examined to determine if any of the questions need further coverage in the course. Course grades will also be examined on a regular basis, to make sure content is being covered adequately.

Related Items
GE 06: Social Institutions

FCS_343_GE05: Self
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

Data Collection
In Nutrition and Physical Fitness, students are required to complete two assignments that help them gain insight about themselves. Both of the projects focused upon self-improvement. The first assignment was on individual weight management. Students learned about energy balance through the calculation of appropriate calorie needs and energy usage through

physical activity. Students were able to better understand factors that influenced their own weight.

In the second assignment, students were required to compare food labels and terms used on these labels while grocery shopping. This assignment provided the guidance needed to make better choices at the grocery store.

📄 Grocery Store Assignment
📄 Syllabus FCS 343
📄 Weight Management Assignment

Results of Evaluation
For both of the assignments, eight-five percent of the students enrolled in FCS in 343 scored a ninety percent or higher. This indicates that the majority of students gained understanding of their own weight and weight management.

From the second assignment on evaluation of food labels, students gained insight regarding food, its label, and its nutritional content.

Use of Results
Both of these assignments led the students to better understanding themselves, their choices, and the physical impact of those choices. After completing the weight management assignment, they were also asked to practice these calculations on a friend or family member. They then applied this knowledge to create a menu plan for a friend or family member, which helped to further reinforce their knowledge, and to gain more experience and perscpective regarding weight management. After completing the grocery store assignment, many reported that this was extremely informative and that the knowledge gained would be helpful to them in the future. They would be able to use this knowledge to make better food choices for themselves and would be able to share this knowledge with clients or patients in the future.

Related Items
🔧 🧭 **GE 05: Self**

PER_100_GE 05: Self
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

Data Collection
Fitness assessments, skill tests, and/or activity logs were used in PER 100 level activity courses. These assessments are collected and evaluated by the instructor of the course. The evaluations are also shared with each student.

Results of Evaluation
In all courses at Delta State University students must meet a minimum of 75% of scheduled class meetings to receive a passing grade for the course. This is significant for activity courses because the prescribed activity must be undertaken by the students at least 75% of class meetings. Classes that require certain skills may use skill set evaluations. Any activity courses can use fitness assessments to determine the general health of the participants.

📄 Fall 2012 Fitness Testing Data
📄 Spring 2013 Fitness Data

Use of Results
Streamline exercise testing procedures to be done over a one week period. Include information in each course syllabus that describes fitness levels or skill levels. Include an informational link in CANVAS for each PER 100 level activity course that includes fitness, exercise, and nutritional data.

Related Items
🔧 🧭 **GE 05: Self**

PER_101_GE 05: Self
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

Data Collection
Unit assignments in PER 101 Concepts of Physical Education are collected and evaluated by the instructor of the course. The topics include Managing Stress, Improving Cardiovascular Endurance, Increasing Flexibility, Increasing Muscular Strength & Endurance, Choosing a Nutritious Diet, and Maintaining a Healthy Body Composition & Body Weight.

Results of Evaluation
Different sections of PER 101 have used multiple evaluations in the past. This has presented a challenge in comparing data between sections. Data can be compared within each section. The topics of instruction were consistent as was the material evaluated.

Fall 2012 PER 101 Section C01 (24 students) Managing Stress was the lowest overall average score 6.88/10 and Maintaining a Healthy Body Composition & Body Weight was the highest score on average at 10/10. The average scores for Choosing a Nutritious Diet was the only other average score lower than an 8/10. The class achieved an overall average of 88% proficiency (7/10) over all elements.

Fall 2012 PER 101 Section C02 (16 students) achieved an overall average of 100% proficiency (7/10) over all elements.

Spring 2013 PER Section 01 (23 students) achieved an overall average of 96% proficiency (7/10) over all elements.

Spring 2013 PER Section 02 (29 students) achieved an overall average of 93% proficiency (7/10) over all elements.

Use of Results
Multiple sections should contain similar evaluations. The evaluations will be over written and laboratory assignments for Managing Stress, Improving Cardiovascular Endurance, Increasing Flexibility, Increasing Muscular Strength & Endurance, Choosing a Nutritious Diet, and Maintaining a Healthy Body Composition & Body Weight.

Related Items
🔧 🧭 **GE 05: Self**

PSY _101_GE 01: Critical and Creative Thinking
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Outcome 01 (Critical and Creative Thinking): Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change

Data Collection
Specific Objectives: Solve critical thinking exercises from textbook.

Recognize and describe aspects of the scientific method.

Recognize or describe essential features of descriptive, correlational, and experimental research

Content will be specifically taught in each PSY 101 course section when covering the research methods chapter (e.g., scientific method, essential features of descriptive, correlational, experimental research).

The competency will be specifically assessed using a uniform multiple-choice quiz in the Blackboard/Canvas course shells for all PSY 101 sections. Each quiz consists of 20 items. Students must obtain a score of 75% or higher to achieve satisfactory attainment (75% is a conventional criteria of competency in a content area).

Results of Evaluation
In the fall of 2012, 168 students took the research methods quiz. Mean percentage scores on the Outcome 01 competency quiz were: fall 2012 = 78% (N=168).

Specifically, 63 students did not score > 75% while 105 did score > 75%.

In the spring of 2013, 110 students took the research methods quiz. This time the average score was spring 2013 = 81% (N=110).

Specifically, 32 students scored < 75% while 78 students scored > 75%.

The average scores in fall 2012 and spring 2013 exceeded the 75% satisfactory attainment criteria.

Data spreadsheet is attached.

📊 PSY 101 General Education Competency Data Fall 12 and Spring 13

Use of Results
A uniform assessment for Outcome 01 in all PSY 101 sections was implemented in fall 2012. The mean percentage scores for fall 2012 and spring 2013 indicate satisfactory attainment of the Outcome 01 competency.
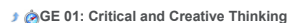
Each semester, the Psychology Program Curriculum Committee systematically tracks the assessment process and mastery/understanding of the competency.

Psychology faculty were encouraged to see a 3%-point increase from fall 2012 to spring 2013.

The following changes are being considered:

1) In order to increase competency scores and completion rates, the psychology faculty have decided to make the Outcome 01 competency quiz a course requirement rather than a bonus point opportunity. Getting all students to complete the quiz in a timely manner will assist the faculty in assessing their ability to implement Outcome 01.

2) Additionally, faculty must adjust their syllabi to give importance to the chapter on research methods in psychology. This chapter encourages critical thinking and use of the scientific method in examining psychological theories and research.

3) Faculty are considering designing a standalone module to accompany the quiz instead of relying on textbook information.

4) Faculty will encourage student participation in research studies conducted in the department.

Related Items
🔗 🌐 **GE 01: Critical and Creative Thinking**

🖊 **PSY_101_GE 05: Self**
Start: 7/1/2012
End: 6/30/2013
Gen Ed learning outcome (competency)
Outcome 05 Self – Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
Data Collection
Specific Objectives: Recognize and describe the nature of human beings according to psychodynamic, behavioral, cognitive, or humanistic models.

Understand issues in personal development and apply these to present situations.

Content will be specifically taught in each PSY 101 course section when covering the human development chapter.

The competency will be specifically assessed using a uniform multiple-choice quiz in the Blackboard/Canvas course shells for all PSY 101 sections. Each quiz consists of 20 items. Students must obtain a score of 75% or higher to achieve satisfactory attainment (75% is a conventional criteria of competency in a content area).

Results of Evaluation
Mean percentage scores on the Outcome 05 competency quiz were:

fall 2012 = 80% (N=170)

spring 2013 = 88% (N=111)

In the fall of 2012, 170 students took the Outcome 05 competency quiz. Of these, 54 students scored < 75% while 116 scored > 75%. In the spring of 2013, 164 took the Outcome 05 competency quiz. Of these, 29 scored < 75% while 82 scored > 75%.

The average scores in fall 2012 and spring 2013 exceeded the 75% satisfactory attainment criteria.

Data spreadsheet is attached.

📊 PSY 101 General Education Competency Data Fall 12 and Spring 13

Use of Results
A uniform assessment for Outcome 05 in all PSY 101 sections was implemented in fall 2012. The mean percentage scores for fall 2012 and spring 2013 indicate satisfactory attainment of the Outcome 05 competency.

Each semester, the Psychology Program Curriculum Committee systematically tracks the assessment process and mastery/understanding of the competency.

Psychology faculty were encouraged to see a 8%-point increase from fall 2012 to spring 2013.

In light of this data, the following changes are being considered to the program:

1) In order to increase competency scores and completion rates, the psychology faculty have decided to make the Outcome 05 competency quiz a course requirement rather than a bonus point opportunity. With more students completing the quiz, faculty will be in a better position to evaluate the psychology program.

2) Faculty need to adjust their syllabi to make sure that the chapter on development is covered each semester.

3) Faculty are considering using a standalone module for this outcome instead of relying on a textbook chapter.

4) Faculty are considering using more interactive materials for covering this material, such as videos or research experiences.

Related Items
GE 05: Self

User Outcomes

FE 01: UO Field experiences and internship placements
Start: 7/1/2012
End: 6/30/2013

User Outcome
Field experiences and internship placements will be provided for all teacher education candidates.

Data Collection (Evidence)
An exit survey is given to all student teachers/interns at the conclusion of the internship semester by use of Task Stream, the College of Education and Human Sciences' electronic database. Questions 12 – 15 relate directly to the Office of Field Experiences. Reports on the exit surveys are run and distributed to various program coordinators. The data from these questions are then analyzed by the Director of Field Experiences at the end of each semester.

Results of Evaluation
Instructions: Rate the following survey items on a scale of 1 to 5. 5 indicates very good and 1 indicates very poor.

Survey items:

12. **Rate your overall internship experience.**

13. **Rate your overall internship placement.**

14. **Rate your support from your DSU supervisor.**

15. **Rate your support from your cooperating teacher.**

Spring 2012 = 59 interns

	Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Question 12.	59.32%	32.20%	5.08%	3.39%	0%
Question 13.	72.88%	16.95%	10.17%	0%	0%
Question 14.	81.36%	13.56%	1.69%	3.39%	0%
Question 15.	74.58%	8.47%	13.56%	1.69%	1.69%

Fall 2012 = 46 interns

	Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Question 12.	65.22%	23.91%	8.70%	2.17%	0%
Question 13.	71.74%	13.04%	15.22%	0%	0%
Question 14.	69.57%	21.74%	6.52%	0%	2.17%
Question 15.	78.26%	10.87%	6.52%	4.35%	0%

Use of Results and Recommendations
Ratings indicate that overall candidates were very satisfied with placements and their overall internship experience. A very small percentage (2%) was not satisfied with their support from their DSU supervisor and another small percentage (1%) was not satisfied with support from cooperating teachers. In cases of such small percentages, dissatisfaction is generally due to personality conflicts. Relationships and responsibilities of supervisors and cooperating teachers continue to be an emphasis for supervisor and cooperating teacher trainings held each semester.

Each semester, the Director of Field Experiences will continue to monitor placements and will adjust the list of placements for the future as needed. It is noted, as well, though, that occasionally a placement is not working simply due to a personality clash between candidates and cooperating teachers and/or supervisors. Also, candidates do not always receive the exact placement that they want due to specific qualifications of cooperating teachers. Sometimes a particular school may not have a cooperating teacher that meets the criteria in a specific subject area.

Related Items
There are no related items.

Unit Goals

CEDP 2013_01: Division Increase Enrollment
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Increase enrollment in Counselor Education and Psychology Programs by a minimum of 1% (through expanded/new [Ed.S.] programs and innovative program/course offerings, as well as vigorous recruiting practices) and retain quality students.

Evaluation Procedures
Review of enrollment and retention reports from Institutional Research and Planning. Track the number and type of productive recruitment efforts.

Actual Results of Evaluation
1.   Total CED enrollment over the past three years was 155 in 2010-11, 170 in 2011-12, and 182 in 2012-13. Three-year and two-year trend data indicate that CED enrollment increased 15% from 2010-11 to 2012-13 and increased 7% from 2011-12 to 2012-13. In order help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The CED program also implemented a new EDS counseling program which has helped increase enrollment. Even though trend data indicates that enrollment is increasing, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education. Total PSY enrollment over the last three years was 204 in 2010-11, 192 in 2011-12, and 151 in 2012-13. Three-year and two-year trend data indicate that PSY enrollment decreased 26% from 2010-11 to 2012-13 and decreased 21% from 2011-12 to 2012-13. As a result of this decreasing enrollment trend, the division has started engaging in more vigorous recruiting practices. In fall 2011, the division implemented an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges was launched in 2012. This involved personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase enrollment. Division faculty attended several recruitment functions. All recruitment functions were productive. In particular, the Memphis Area College Night Fair was large and well attended by serious students from the Memphis area. The division plans to attend this fair on an annual basis.

Comparison of Enrollment by Major

	2005 - 2006		
	Summer	Fall	Spring
CED	NA	120	120
PSY	NA	76	76
Total	NA	196	196

	2006-2007			2007-2008		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	78	125	120	60	101	101
PSY	28	97	76	30	105	83
Total	106	222	196	90	206	184
	2008-2009			2009-2010		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	55	82	80	46	64	61
PSY	29	84	77	24	71	70
Total	84	166	157	70	135	131
	2010-2011			2011-2012		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	33	64	58	29	75	66
PSY	29	92	83	34	83	75
Total	62	156	141	63	158	141
	2012-2013			2013-2014		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	41	67	74			
PSY	31	69	51			
Total	72	136	125			

Use of Evaluation Results
Results will be used to evaluate effective methods of recruitment in order to strengthen the Counselor Education and Psychology Programs. The division will work closely with the Graduate Office and Admissions to develop recruitment plans and develop retention plans through advisement and monitoring.

Related Items
SP1.Ind03: Academic and support services

SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

SP2.Ind01: Enrollment

SP2.Ind02: Retention

CEDP 2013_02: Division Increase CHP
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Increase credit hour production (CHP) in Counselor Education and Psychology Programs by a minimum of 1% (through expanded/new [Ed.S.] programs and innovative program/course offerings, as well as vigorous recruiting practices).

Evaluation Procedures
Review of CHP reports from Institutional Research and Planning.

Actual Results of Evaluation
1.   CED CHP three-year trend data indicate a 4% increase from 2009 (1563) to 2012 (1635); two-year trend data indicate a 10% increase from 2011 (1467) to 2012 (1635). The increase of CHP in CED is associated with an increase in enrollment. PSY CHP three-year trend data indicate a 12% decrease from 2010 (2961) to 2012 (2610); two-year trend data indicate a 3% decrease from 2011 (2694) to 2012 (2610). The PSY three-year and two-year trend data may be due to the fact that students are taking fewer hours due to the current economic climate. EPY CHP three-year trend data indicate a 17% decrease from 2010 (1134) to 2012 (945); two-year trend data indicate an 8% decrease from 2011 (1032) to 2012 (945). The EPY trend data is related to enrollment in undergraduate and graduate programs outside of the Division. As a result of the PSY decreasing CHP trend, the division has started engaging in more vigorous recruiting practices. In fall 2011, the division implemented an enrollment and retention plan developed by CEAC. This involves academic advisors

personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges was launched in 2012. This involved personally contacting school counselors at Mississippi community colleges, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase CHP. Division faculty attended several recruitment functions. All recruitment functions were productive. In particular, the Memphis Area College Night Fair was large and well attended by serious students from the Memphis area. The division plans to attend this fair on an annual basis.

Credit Hour Production (CHP) by Discipline

	Summer 2007		Fall 2007		Spring 2008	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	72	375	177	570	156	567
PSY	264	3	1407	9	1422	0
EPY	72	150	204	153	246	138
Total	408	528	1788	732	1824	705

	Summer 2008		Fall 2008		Spring 2009	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	75	378	135	537	135	594
PSY	261	0	1578	0	1422	0
EPY	45	78	228	93	210	276
Total	381	456	1941	630	1767	870

	Summer 2009		Fall 2009		Spring 2010	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	69	330	213	522	153	450
PSY	261	0	1476	0	1245	0
EPY	36	198	156	165	249	180
Total	366	528	1845	687	1647	630

	Summer 2010		Fall 2010		Spring 2011	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	84	315	159	402	120	354
PSY	273	0	1443	0	1155	0
EPY	54	189	234	228	276	126
Total	411	504	1836	630	1551	480

	Summer 2011		Fall 2011		Spring 2012	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	87	249	135	522	93	465
PSY	222	0	1317	0	1188	0
EPY	30	174	243	183	273	111
Total	339	423	1695	705	1554	576

	Summer 2012		Fall 2012		Spring 2013	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	99	387	162	429	132	585
PSY	141	0	1281	0	1071	0
EPY	81	138	192	150	177	96
Total	321	525	1635	579	1380	681

Use of Evaluation Results
Results will be used to evaluate effective methods of recruitment in order to strengthen the Counselor Education and Psychology Programs. The division will work closely with the Graduate Office and Admissions to develop recruitment plans and develop retention plans through advisement and monitoring. The division will focus on market analysis and course offerings to ensure strategic delivery of courses.

Related Items
SP1.Ind03: Academic and support services

SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

SP2.Ind01: Enrollment

SP2.Ind02: Retention

CEDP 2013_03: Division Increase Graduates
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Increase the number of graduates for Counselor Education and Psychology Programs by a minimum of 1% (through expanded/new [Ed.S.] programs and innovative program/course offerings, as well as vigorous recruiting practices).

Evaluation Procedures
Review of graduation numbers reported by Institutional Research and Planning.

Actual Results of Evaluation
1. Note – Overall division graduation numbers increased from 2011-2012 (29) to 2012-2013 (38). This is an overall 24% increase. The implementation of the new EDS counseling program resulted in 8 additional CED graduates. CED increased from 12 to 20 (40%) while PSY increased from 17 to 18 (5%). CED three-year trend data indicate a 20% increase from 2010-2011 (16) to 2012-2013 (20). PSY three-year trend data indicate a 28% increase from 2010-2011 (13) to 2012-2013 (18). Trend data indicate that graduate numbers are increasing despite the fact that the division experiences a significant amount of attrition due to the rigor of the psychology and counselor education programs. In order to help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. However, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education. The PSY program also continues to host a writing and plagiarism workshop (fall 2012) to address noticeable student writing weaknesses. Also, the PSY research methods and statistics redesign project should help increase graduation rates in the future. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase graduate rates in the future. Division faculty attended several recruitment functions. All recruitment functions were productive. In particular, the Memphis Area College Night Fair was large and well attended

by serious students from the Memphis area. The division plans to attend this fair on an annual basis.

Division Graduates by Major

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
CED	26	30	22	26	24	16	12	20 (12 MED, 8 EDS)
PSY	18	23	26	16	22	13	17	18
Total	44	53	48	42	46	29	29	38

Use of Evaluation Results
Results will be used to evaluate effective methods of recruitment in order to strengthen the Counselor Education and Psychology Programs. The division will work closely with the Graduate Office and Admissions to develop recruitment plans and develop retention plans through advisement and monitoring. Note - Immediate impact on graduation numbers will likely not be seen as candidates who are not currently on track for graduation may not meet requirements even with enhanced advisement. It will, also, take time (i.e., at least two years) to measure the effect of vigorous recruitment efforts on graduation rates).

Related Items
📄 **SP1.Ind03: Academic and support services**

📄 **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

📄 **SP2.Ind03: Graduation Rate**

🛑 **CEDP 2013_04: Division Teacher Observation Mentorship**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Continue and refine In-Class Chair Observation and Mentorship Program for faculty.

Evaluation Procedures
Qualitative assessment outcomes will be discussed with each division faculty member after an in-class observation and annual chair evaluation.

Actual Results of Evaluation
All division faculty were observed at least once in the academic year. Subsequently, they met with the chair and received detailed feedback/recommendations about their teaching and classroom management skills. Faculty were encouraged to use the feedback/recommendations to increase their teaching effectiveness as they progressed toward tenure and promotion. This should ensure teaching quality and rigor and ultimately lead to more faculty obtaining tenure and promotion. In the last two years, two faculty members were granted tenure and promotion.

Use of Evaluation Results
1.   The Chair In-Class Observation and Mentorship Program will continue to be used to develop and strengthen the division faculty and promote effective and innovative teaching. Division faculty will be observed every academic year.

Related Items
📄 **SP1.Ind08: Curriculum Development and Revision**

📄 **SP3.Ind08: Evaluations**

📄 **SP3.Ind09: Professional development**

🛑 **CEDP 2013_05: Division External Funding**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Division faculty will continue to examine external funding sources to supplement program initiatives.

Evaluation Procedures
Number of grant-writing workshops attended by faculty and number of faculty in attendance; meetings with the DSU grant office; number of grant applications.

Actual Results of Evaluation
1.   Some division faculty met with Robin Boyles in the DSU Grant Office to seek information about applying for discipline-related grants several times throughout the year. The International Baxter Foundation grant to create a play therapy training clinic was funded in 2011 and the play therapy training clinic opened in fall 2012. The development of the play therapy training clinic has benefited the community. Moreover, all division faculty and staff applied for and received six funded awards for professional development from the Dulce Fund supported by Dr. Leila Wynn and the Bryce Griffis President's Endowment Fund. The combined amount funded was $4,075. The funds were used to purchase a iWorx Physiological Teaching Kit (EEG) ($2,500) and a Diversity Video Series ($1,575).

Use of Evaluation Results
The Division will continue to seek additional funds from potential grants and other funding sources.

Related Items
📄 **SP4.Ind03: External resources**

🛑 **CEDP 2013_06: Division Data Integrity**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
The Division will research what needs to be done for it to be in compliance with the University's "Data Integrity" Policy and provide the appropriate procedures and training for data entry and use in order to insure that the data are good, secure, and used appropriately.

Evaluation Procedures
Provide training for all personnel who enter, collect, and analyze data. Provide confidentiality training for all who have access to confidential information. Maintain training session agendas and sign-in sheets.

Actual Results of Evaluation
1.   The Division Data Integrity Committee was formed (Drs. Shuttlesworth, Simmons, and McCormick). The Committee met and developed a draft for division data integrity and procedures (see attached file). Some of the recommendations have already been implemented (i.e., storing student files and information in a secure location in a lockable file cabinet). Other recommendations are currently being implemented. This goal will be continued for next year.

📄 Data Integrity Draft

Use of Evaluation Results
1.   Division capacity will be increased through effective use of data to make date-driven decisions.

Related Items
📄 **SP4.Ind10: Data Integrity**

CEDP 2013_07: CED Hire Train Faculty
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Hire, train, and support one new CED faculty to replace faculty departing spring 2012.

Evaluation Procedures
Course evaluations, in-class chair observations, annual chair evaluations, weekly meetings with program coordinator, and mentorship meetings with division chair.

Actual Results of Evaluation
One new faculty member began in fall 2012 and has become a strategic faculty member in both the MED program and the EDS and EDD programs.

Use of Evaluation Results
Continue to develop and strengthen the program faculty. Continue to improve all CED faculty in teaching, scholarship, and service. The program needs to look for ways to diversify its faculty.

Related Items
SP3.Ind01: Faculty and staff hiring

CEDP 2013_08: CED CACREP Reaccreditation
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Prepare for the CACREP reaccreditation site visit in fall of 2012.

Evaluation Procedures
Addendum accepted; Site visit scheduled and completed with the CACREP board voting for reaccreditation in January of 2012.

Actual Results of Evaluation
Site visit was completed in mid-October. A rejoinder to the site visit was completed in December for the CACREP Board meeting to vote in January. In 2013, the program was notified that both master's degree programs received the maximum years of reaccreditation, eight years.

Use of Evaluation Results
A map to program evaluation was submitted as a continuing program assessment plan for Counselor Education. That plan will be implemented in 2013.

Related Items
SP1.Ind08: Curriculum Development and Revision

SP4.Ind09: Institutional review process / Accreditations/IE

CEDP 2013_09: CED EDS Student Admission
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Program faculty will admit students to the Ed.S in counseling with school concentration beginning in fall 2012.

Evaluation Procedures
Course curriculum, admissions process, and enrollment

Actual Results of Evaluation
Students were admitted to the EdS program in Fall 2012. They took at least six hours of the core courses and will continue toward the remaining core in Spring of 2013.

Use of Evaluation Results
1. The first students in the program are providing us feedback relative to our communication of program goals and priorities. Also, as the program is fully online the program is learning new ways of teaching through the electronic medium.

Related Items
SP1.Ind08: Curriculum Development and Revision

SP2.Ind01: Enrollment

SP2.Ind04: Degrees

CEDP 2013_10: CED Scholarship Efforts
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Program faculty will continue to engage in regular discussions about current research and publication efforts including but not limited to: Journal article submissions and potential submissions, conference presentations, book chapters, and involvement of students in scholarly efforts.

Evaluation Procedures
Minutes of bi-weekly faculty meetings, presentations, and publication submissions.

Actual Results of Evaluation
There has not been any substantial journal article submissions during this year.

Use of Evaluation Results
The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts. CACREP, a new program, and faculty turnover have required existing faculty to focus on program strengthening and maintenance.

Related Items
SP3.Ind09: Professional development

CEDP 2013_11: CED Online Hybrid Course Offerings
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Program faculty will identify at least two courses that are suitable for hybrid or fully online offerings and will have syllabi and peer-review for offerings in coming semesters.

Evaluation Procedures
Scheduling and review of at least two hybrid or on-line courses.

Actual Results of Evaluation
The program saw three courses created online for the MEd program and two courses established for the EdS program. The EdS program has two additional courses created for the EdS program in Spring 2013.

Use of Evaluation Results
1. Feedback from current students in the newly developed classes showed evidence that appropriate learning environments were created and students in both the MEd and EdS programs are asking for more courses to be taught this way. The program faculty has entered a discussion about creating a hybrid/online MEd in counseling program.

Related Items
SP1.Ind08: Curriculum Development and Revision

> SP2.Ind01: Enrollment

> SP5.Ind01: Distance Education Offerings

> SP5: Improve the quality of life for all constituents

CEDP 2013_12: CED Play Therapy Center
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Program faculty will assist in working with Dr. Mistie Barnes to implement a Play Therapy Community Counseling Center using grant funds from the Baxter International Corporation.

Evaluation Procedures
The number of community children and their families seen in the play therapy counseling center.

Actual Results of Evaluation
1. Two students completed their practicum and one-half of their internships in the play therapy lab. The grant paid tuition and stipends for these two interns who completed at least 480 hours of direct services to over 30 Delta children and their communities.

Use of Evaluation Results
The need for an ongoing establishment of a community counseling facility serving the children and the families of the Delta region has been established by this important play therapy clinic. An important piece of information relative to this effort is the inappropriateness of the space for a community counseling lab. The program will interact with University officials in an effort to find more appropriate space and funding for a community counseling lab.

Related Items
> SP4.Ind03: External resources

> SP5.Ind06: Community Outreach

> SP5: Improve the quality of life for all constituents

CEDP 2013_13: PSY Hire Train Faculty
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Hire, train, and support a new PSY faculty member to replace faculty member who departed in spring 2011.

Evaluation Procedures
Course evaluations, in-class chair observations, annual chair evaluations, weekly meetings with program coordinator, and mentorship meetings with division chair.

Actual Results of Evaluation
One new faculty member began in fall 2012 (Dr. Zengaro). She has been fully integrated into our program as evidenced by responses and evaluations from students, faculty, and staff.

Use of Evaluation Results
Continue to develop and strengthen the program faculty. Continue to improve all division faculty in teaching, scholarship, and service.

Related Items
> SP3.Ind01: Faculty and staff hiring

CEDP 2013_14: PSY Research Methods Redesign
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Continue the process of assessing the redesign of PSY 102 (Psychological Tools) and PSY 201 (Research Methods). The redesign needs to be recalibrated and more comparative data are needed.

Evaluation Procedures
Grade distributions of PSY 332 (formerly PSY 201) in fall 2012, spring 2013, fall 2013, spring 2014, and fall 2014 as compared to previous semesters.

Actual Results of Evaluation
1. The redesign of PSY 102 (Psychological Tools) and PSY 201 (Research Methods) took place in spring 2010 and was partially implemented in fall 2010 with PSY 330 (Research Methods I) PSY 331 (Statistics) in spring 2011 and PSY 332 (Research Methods II) in fall 2011. Grade distribution data from 2006 to 2009 compared to data from 2010 to fall 2011 indicate that the redesign has been ineffective in increasing student pass rates (pre-redesign 75% pass rate compared to post-redesign 73% pass rate). However, the spring 2012 pass rate increased to 79% and the fall 2012 pass rate increased to 90%. The pass rate for spring 2013 was 75%. Due to the fact that PSY 330 and PSY 332 require intense writing and research components and the fact that many students have limited writing skills, the redesign was recalibrated to narrow the field of possible research topics for student research proposals. By doing so, students were provided with more scaffolding needed to write a research proposal. Since this was largely ineffective, the redesign has been recalibrated by changing the course sequence of PSY 330, 331, and 332. PSY 331 (Statistics) will be offered at the beginning of the sequence in order to allow students to take more topical psychology courses to learn more about psychology before being required to initiate a research proposal in PSY 330 (Research Methods I)

Use of Evaluation Results
Results will be used to modify the curriculum and PSY program in the future to improve student learning.

Related Items
> SP1.Ind08: Curriculum Development and Revision

> SP2.Ind02: Retention

> SP2.Ind03: Graduation Rate

CEDP 2013_15: PSY Online Course Offerings
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Encourage faculty to increase the number of online course offerings.

Evaluation Procedures
Number of online courses offered

Actual Results of Evaluation
1. There were three additional online courses (i.e., EPY 341, PSY 101, PSY 425) offered this year than last year.

Use of Evaluation Results
1. Results will be used to consider offering more online courses in order to make it more convenient for nontraditional students and distance students to take psychology courses.

Related Items
> SP1.Ind08: Curriculum Development and Revision

> ⟩ ▤SP2.Ind01: Enrollment

> ⟩ ▤SP5.Ind01: Distance Education Offerings

>> ⟩ ⊕SP5: Improve the quality of life for all constituents

⊘ **CEDP 2013_16: PSY Scholarship Efforts**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
PSY Program faculty will engage in regular discussions about current research and publication efforts, including but not limited to: Journal article submissions and potential submissions, conference presentations, book chapters, and involvement of students in scholarly efforts.

Evaluation Procedures
Minutes of faculty meetings, presentations, and publication submissions.

Actual Results of Evaluation
1. Faculty presented at various professional conferences this year. While publications remain few, the regular research discussions at program meetings have made the faculty members more aware of actively pursuing publication opportunities. These discussions led to an idea to secure funding to purchase an iWorx Physiology Teaching Kit (EEG) in order to enrich the learning environment and increase in engagement in psychology classes. In a collaborative effort, the psychology faculty will use the kit to teach course material and collect data on the scholarship of teaching and learning. Collaborative presentations and publications should result from this effort. Dr. Drury and Dr. Hutchens have also continued to involve undergraduate psychology majors in faculty-mentored research. Dr. Hutchens' fall 2011 PSY 315 (Social Cognition) students conducted 5 empirical research projects. Three were presented as professional research presentations in 2012 at The Mid-South Psychology Conference (one student was awarded first place for Best Research Poster). One of Dr. Drury's students also conducted a research project in 2011 and presented it as a professional research presentation at The Mid-South Psychology Conference in 2012.

Use of Evaluation Results
The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts.

Related Items
⟩ ▤SP3.Ind09: Professional development

⊘ **CEDP 2013_17: PSY Quality Online Hybrid Courses**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Continue to peer-review all online and hybrid courses using the Quality Matters rubric.

Evaluation Procedures
Quality Matters rubric (www.qualitymatters.org) will be used to peer-review all online and hybrid courses.

Actual Results of Evaluation
1. The *Quality Matters* rubric (www.qualitymatters.org) has continued to be used to peer-review all online and hybrid courses. This process has become standard practice. Faculty were given recommendations for improvement and course redesign. One major recommendation given to all faculty was to use the "Learning Module" tool in Blackboard to organize course materials, assessments, assignments, and discussions. As a result, the PSY online/hybrid curriculum has become stronger and more organized.

Use of Evaluation Results
Results will be used to continue to modify online and hybrid curriculum in the future.

Related Items
⟩ ▤SP1.Ind08: Curriculum Development and Revision

⟩ ▤SP3.Ind08: Evaluations

⟩ ▤SP3.Ind09: Professional development

⟩ ▤SP5.Ind01: Distance Education Offerings

>> ⟩ ⊕SP5: Improve the quality of life for all constituents

⊘ **COE 2013_01: Enrollment, Recruitment, and Retention**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
The College of Education, through targeted recruitment, will increase overall enrollment in the program by 1%. The COE will continue to monitor market demand and trends, and recruit strategically through the university admissions office, the community college system, and interest meetings for targeted populations. Retention efforts will again focus on the advisement system, with the practice of contacting advisees who have not enrolled in classes each semester to encourage them to enroll and provide needed support. This year's plan will include tracking of those who enroll in the subsequent semester.

Given the fact that the COE increased .84% in enrollment over the past year and expects stabilization of online programming that spiked enrollment in the past 3-5 years, this seems a realistic goal.

Evaluation Procedures
Analysis of trends based on Institutional Research enrollment data

Actual Results of Evaluation
Overall enrollment in the College decreased over the past year by 3.16% (exclusive of Teach for America numbers) compared to the overall University enrollment which decreased by 5.17%. This is following a three year trend of increased enrollment. While the College seeks each year to increase enrollment, there is a realization that given spikes in enrollment due to programming, a leveling off or decrease may be expected. While the Division of Health, Physical Education, and Recreation (HPER) increased by 1.47% and the Division of Family and Consumer Sciences (FCS) by .39%, the Division of Teacher Education, Leadership, and Research (TELR) declined by 4.29%. Within the Divison of Counselor Education and Psychology enrollment in the Counselor Education major increased by 7.06% while the Psychology major decreased by 21.35%. The Division of TELR decrease is somewhat to be expected as this Division has significantly increased new programming in recent years resulting in a trend of increased enrollment. The decline may be in part a leveling off or saturating of the local market. Psychology courses are affected by the overall enrollment pattern of the University due to inclusion in general education offerings.

▦ Enrollment by Division

Use of Evaluation Results
Trend data for the past year influenced the dean and chairs to develop a strategic plan for establishing more extensive partnerships with community colleges within the region and state. As a result, 2+2 partnerships were expanded in the spring to include the following: 2+2 partnerships with Holmes Community College to deliver the UG psychology program, UG child development program, and UG elementary education programs to that campus in a seamless fashion through distance mediums. In addition, the child development program will be offered to Hinds Community College students through a 2+2 partnership as well. In addition, all faculty within the COEHS engaged in a rigorous advisement process, personally contacting students in advance of registration during fall early registration and again during spring registration in an effort to retain students. This practice will be continued in AY 13/14.

Chairs will continue to analyze programs and are in negotiations or planning stages with several university and community college partners to expand offerings in the coming year.

Related Items
⟩ ▤SP1.Ind03: Academic and support services

⟶ 📄 **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

⟶ 📄 **SP2.Ind01: Enrollment**

⟶ 📄 **SP2.Ind02: Retention**

⟶ 📄 **SP3.Ind03: Distance Education training**

⟶ 📄 **SP5.Ind05: Diversity initiatives**

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

🎯 **COE 2013_02: Partnerships and Funding**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
The College of Education, through grants, contracts, and partnerships, as well as private donor contributions, will secure funding to support student tuition scholarships and innovative programming that supports the COE mission. (Minimum of $500,000 in funding to be secured.) Due to a reduction in federal funding available through the Delta Health Alliance, the COE suffered the loss of an annual grant that exceeded one million dollars. While a program sustainability plan is in place, the COE will target fundraising to support student scholarships, as they were greatly reduced in number with the loss of federal funding.

Evaluation Procedures
All grants, contracts, and scholarship files were reviewed to collect data. Sources included were the Institutional Grants Office and the Delta State University Foundation.

Actual Results of Evaluation

Tri-State Educational Foundation - Leadership Fellows Program	$27,000
Tri-State Education Foundation - Master's/Specialist's Program	$169,344
Tri-State Education Foundation - Redirect funds from Master's in Elementary Ed to Specialist's	$48,000
Tri-State Educational Foundation - Doctorate in Education - 10 students - maximum 45 hours	$114,480
Tri-State Foundation - Master's Degree in Elementary Education	$156,000
Tri-State Foundation - Tishomingo Master Teacher Initiative	$130,000
Blue Cross & Blue Shield of Mississippi Foundation for Healthy Campus/Community Initiative	$135,650
Mississippi Department of Education, Math and Science Partnership Grant	$310,005
E-Learning Appropriation - Miss. Legislature	$350,000
Crosstie Arts Council for Art Education	$500
International Baxter Foundation	$73,038
Importer Support Program of the Cotton Board	$9,900
Total	$1,590,600

Use of Evaluation Results
While the goal was exceeded by 218%, the results are being analyzed to determine sources of continued funding and successful strategies for securing funding which may be replicated.

Related Items

⟶ 📄 **SP2.Ind07: Scholarships and Aid**

⟶ 📄 **SP4.Ind03: External resources**

⟶ 📄 **SP5.Ind06: Community Outreach**

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

🎯 **COE 2013_03: Research**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
The College of Education will nurture a culture for research focused on meeting the needs of the rural region served by DSU, specifically through department-level initiatives focused on collaborative support. As a result, publications and presentations will increase in number by 5%. While total publications and presentations increased in AY 10/11 by 26.9%, the need continues for focus on developing the research contributions of the faculty body, especially in the area of publications. With the loss of the Director's position (Thad Cochran Center for Rural School Leadership and Research), the leadership team within the COE determined that the research agenda for the unit needs to build from the division level, with chairs seeking and providing guidance and support for initiatives. With over a 25% gain in productivity for the past year, the 5% targeted increase for presentations/publications seems reasonable, allowing for growth, but recognizing that there would logically be a leveling out in the pattern.

Evaluation Procedures
Collected data from the Merit Achievement Documents (MAD).

Actual Results of Evaluation
Total scholarly works increased by 10%, with an increase of 73.7% in publications and a very slight decrease of 4.8% for presentations.

Use of Evaluation Results
Total scholarly works increased by 10%, with an increase of 73.7% in publications and a very slight decrease of 4.8% for presentations. There has been an increased emphasis on publications, possibly accounting for this shift. In addition, faculty members were extensively engaged in book reviews, editorial work for professional publications, and grant writing. The Delta Education Journal has evolved to include diverse and broad representation on the editorial board beyond the University level and represents a peer reviewed venue for the exchange of scholarly works. See the related funding goal for a listing of funded grants.

Related Items

🢒 **SP1.Ind02: National / Standardized Test Scores**

🢒 **SP3.Ind08: Evaluations**

🔴 **COE 2013_04: Diversity**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
The College of Education will foster diverse perspectives and interactions among all stakeholders. This will be accomplished through recruitment practices related to both students and faculty and through the curriculum. This goal is ongoing. Recruitment of faculty through diverse mediums and recruitment of candidates through diverse sites will continue. Baseline data will be established to review outcomes of these practices rather than processes only (i.e., through Title II reporting). An ongoing curriculum audit and field experience database will provide information about diverse practices/experiences related to the curriculum.

Evaluation Procedures
Review Field Placement Chart (Office of Field Experiences), Recruitment and Hiring Reports (Office of Human Resources), and Curriculum Committee minutes/CEAC minutes, as well as Faculty Activity Reports.

Actual Results of Evaluation
The College of Education and Human Sciences supports the definition of diversity put forth by the National Council for the Accreditation of Colleges and Teacher Education (NCATE). The definition states: "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P-12 students are stated in the rubrics for those elements (Professional Standards for the Accreditation of Teacher Preparation Instructions. p. 86).

During AY 12/13 faculty continued to focus on improving ELL instruction. A total of 41 faculty members and students visited Lakeside Elementary School in Lake Village, Arkansas, during fall and spring semesters to see practical application of best practice in ELL instruction. Further, a systematic review of all syllabi was conducted and revisions were made to address weaknesses in all areas of diversity. The Office of Field Experiences continues to work with programs to identify diverse settings for candidates, and tracks the same through a database. Every effort is made when hiring to conduct searches that will yield a more diverse faculty. Strategies include targeting advertising in diverse publications/organizations, sending letters directly to universities that have populations which yield diverse candidates, and following up with personal inquiries. During FY 12/13 seven position searches were conducted. Three faculty positions were filled by races other than Caucasian.

In addition, partnerships with community colleges were expanded in an effort to recruit a more diverse student population.

Use of Evaluation Results
COEHS faculty will monitor implementation of improved syllabi and associated outcomes. Effective recruiting and hiring practices will be continued. The Field Placement Chart will continue to be monitored through the Office of Field Experiences to ensure diverse field placements and experiences for candidates. In addition, an increased emphasis will be placed on international partnerships. With respect to recruitment of candidates, the COEHS will seek to expand partnerships with diverse P-12 schools, community colleges, and institutions of higher learning.

Related Items
🢒 ▤ **SP1.Ind05: Diversity -- access to diverse ideas/programs**

🢒 ▤ **SP3.Ind06: Diversity**

🔴 **COE 2013_05: Identity**
Start: 7/1/2012
End: 6/30/2013

Unit Goal
The College of Education will maintain its identification as an NCATE-accredited unit, within which programs prepare individuals to provide healthy, high-achieving settings for education and the delivery of professional services throughout the region. Specifically, all unit programs will be recognized through their specialized professional associations (programs are under review; this status is pending). Additionally, funding will be sought to continue the Healthy Campus/Community Initiative, which provides curricular programs and emphases on health and wellness. Faculty will continue to monitor curriculum revisions that infuse health concepts aligned with the Healthy Schools Components set forth by the Centers for Disease Control.

Evaluation Procedures
Review of status of program reports with respect to Specialized Professional Association (SPA) outcomes; review of Annual Report for Healthy Campus/Community Initiative; and review of Teacher Education syllabi.

Actual Results of Evaluation
The following programs were nationally recognized by their Specialized Professional Associations (SPAs): Social Studies, Mathematics, Science, and Educational Leadership. Recognition is pending notification for Elementary Education, Physical Education, Special Education, and English Education. Music Education recently underwent a NASM review with results pending. The Counselor Education program received this past year an eight year renewal of its accreditation by CACREP. The Athletic Training program received a ten year renewal of its accreditation by CAATE.

The Healthy Campus/Community Initiative was funded for a fifth year and noted by the Blue Cross & Blue Shield Foundation of Mississippi as the state's flagship Health and Wellness University.

Use of Evaluation Results
SPA reports will continue to be monitored, feedback will be used to improve programs as appropriate. Data will be shared as identified in the COEHS unit assessment system to ensure an appropriate feedback loop. Recommendations will be channeled through appropriate curriculum committees and other governing committees and councils. Additionally the unit will prepare for a comprehensive NCATE/CAEP review in 2014. Results will be disseminated publicly.

Additional practices focused on health curriculum will be continued. The COEHS is currently seeking additional funding to expand its role in health education.

Related Items
🢒 ▤ **SP1.Ind08: Curriculum Development and Revision**

🢒 ▤ **SP3.Ind06: Diversity**

🔴 **FCS 2013_01: Strategies to simulate career-related situations**
Start: 7/1/2011
End: 6/30/2013

Unit Goal
Increase strategies in upper-level classes to simulate career-related situations.

COE GP#1, GP#4, GP#5

Evaluation Procedures
An analysis was made of the upper-level FCS courses that utilize role playing techniques and mock interviews. Exit interviews solicited information from graduates regarding their laboratory, internship, field study, and supervised practice experiences.

Actual Results of Evaluation
Increase strategies in upper-level classes to simulate career-related situations.

Strategies have been increased to include and enhance the following:

- Students in FCS 447 Professional Development located and reviewed job announcements.
- Students in FCS 488 Internship in Fashion Merchandising located and secured their own internship positions.
- Dietetics students found, reviewed, analyzed and reported on current job announcements.
- Students in all areas worked through case study simulations.
- Role-plays and mock interviews were used effectively for Dietetics students in FCS 460 Management in Nutrition and Dietetics and FCS 350 Basic Skills in Dietetic Practice and in FCS 480 Seminar in Nutrition/Dietetics.
- Students in all other FCS majors practiced role-playing and mock interviews in FCS 447 Professional Development. All students reported in exit interviews and many indicated on

class evaluations that these experiences were helpful in simulating reality-based situations.
- All majors are required to participate in internship/supervised practice situations, and concentrated blocks of time are scheduled in all areas to simulate real job situations.
- The internship manual, syllabi and requirements for child development majors were revised to reflect more real life simulations and more relevant internship experiences.
- The internship evaluation for child development majors was further revised to reflect more real life simulations and more relevant internship experiences.

Use of Evaluation Results
Faculty have continued to utilize role-plays and other simulation exercises, such as mock interviews, in clinical and management courses and in FCS 447 Professional Development, which is required of FCS majors with concentrations in Child Development and Fashion Merchandising. These exercises are used with Dietetics students in FCS 480 Seminar in Nutrition/Dietetics. All students indicated in exit interviews that these real-life experiences have been very helpful in developing their skills and increasing their knowledge for the workplace.

Related Items
SP1.Ind08: Curriculum Development and Revision

FCS 2013_02: Technological capabilities
Start: 7/1/2011
End: 6/30/2013

Unit Goal
Add a Blackboard component to identified courses within all FCS concentrations to increase students' computer literacy and to provide a practice forum for the Certification Exam for Registered Dietitians.

COE GP#1, GP#5

COE 2010 Plan #1: Quality; Capacity: Continue to increase enrollment in online and off-campus programs and expand field experiences, including virtual experiences.

Evaluation Procedures
All courses within the Division that now utilize online components were tabulated. Usage of online components within programs was identified. Online courses were also evaluated, using the Quality Matters score sheet.

Actual Results of Evaluation
- The National Certification Exam for Registered Dietitians (RD) Practice Exam website was originally made available for Nutrition/Dietetics majors in August 2005. The number of practice exams that have been placed in Blackboard for Dietetics students has now been increased to over 20, and these exams contain over 1300 sample review questions.
- Recommendations for enhancements to online classes were made based on the review of these classes and completion of the Quality Matters score sheet.
- Blackboard (Canvas) components have been incorporated into all classes.
- Blackboard (Canvas) has been effectively utilized in the majority of FCS classes for the provision of PowerPoint programs, notes, study guides, quizzes and exams.
- A compilation of FCS course formats revealed that over 30% of the FCS courses are offered online and approximately ten percent are offered in a hybrid format.

Use of Evaluation Results
Blackboard (Canvas) provides a communication venue for students and a user-friendly online format to access materials and quizzes. Blackboard (Canvas) was utilized for PowerPoint programs, notes, study guides, quizzes and exams and to continually update the RD Practice Exam website. The RD practice quiz website was used for the completion of over 100 practice exams. RD first-time exam scores need to be raised, and the faculty will continue to utilize Blackboard for practice testing.

Through Blackboard (Canvas) and Wimba, we are strengthening the RD Exam review component of the Nutrition/Dietetics curriculum.

Blackboard (Canvas) will continue to include computerized testing to decrease test anxiety with new testing format.

Blackboard (Canvas) reinforces knowledge base for use in supervised practice (theory to practice).

Through Blackboard (Canvas) and Wimba, review sessions will be opened to graduates who have not yet passed the RD exam, thus promoting good customer service to students and alumni.

Blackboard and Wimba will include more problem based learning to enhance critical thinking skills.

To provide additional review for the RD Exam, a professional review course has been ordered to be integrated into the curriculum and will provide the following:

      -include computerized testing to decrease test anxiety with new testing format

      -reinforce knowledge base for use in supervised practice (theory to practice)

      -include problem based learning to enhance critical thinking skills

Related Items
SP1.Ind02: National / Standardized Test Scores

SP1.Ind07: Resources: access to appropriate library and learning resources

SP2.Ind04: Degrees

SP4.Ind06: Technology infrastructure

SP4.Ind09: Institutional review process / Accreditations/IE

SP5.Ind01: Distance Education Offerings

    SP5: Improve the quality of life for all constituents

SP5.Ind02: Continuing Education

    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

FCS 2013_03: Recruitment
Start: 7/1/2011
End: 6/30/2013

Unit Goal
Continue to enhance and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

COE GP#5

COE Goal #3 Increase overall enrollment in the College of Education by a minimum of 1%.

Evaluation Procedures

Compare enrollment data for the current academic year to enrollment data from the prior year.

Evaluate website on a regular basis.

Actual Results of Evaluation

There were 98 Family & Consumer Sciences majors in Fall 2012 compared to 104 majors in Fall 2011. These represents a 16% decrease. There were 94 Family & Consumer Sciences majors in Spring 2013 compared to 95 majors in Spring 2012. This is nearly level enrollment. The enrollment in Family & Consumer Sciences courses is nearly even, and the number of majors remained fairly even. Faculty in the Division have continued to evaluate, enhance, and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

Use of Evaluation Results

- Flyers and brochures for all three concentrations were updated and reprinted as needed.
- The Division website was reviewed on a regular basis, enhanced and updated. This site provides information on programs to prospective students.
- Faculty in the Division have participated in all on-campus recruiting events, and as many off-campus events as possible.
- Recruitment cards were completed by forty prospective students. Letters were sent to these from the Division. These cards were then delivered to Admissions for them to send out information.
- At least one to two students per month visited the Division, spoke with faculty, and toured the facilities.
- Faculty always take time to speak with prospective students.

- Recruiting information has been provided to recruitment personnel to distribute to high schools and community colleges across the state.
- Students have been asked to help with recruitment at various events, and they will continue to be included in recruiting efforts.
- The data in the system continues to be analyzed and corrected.
- Faculty continue to work with personnel in the DSU Public Relations department to increase and improve their presence on the social network sites and on the website.
- We have requested the campus graphic designer to create fighting Okras for the website that depict our three areas.
- The Dietetics students and faculty set up a table at the annual meeting of the Mississippi Dietetic Association. This received a very good response. Most of the dietetics students also attended the meeting.
- The Dietetics director set up a table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.) in Philadelphia, PA.

- A faculty representative set up a recruiting table at a recruiting fair that was coordinated by the Cleveland Career Development and Technology Center.
- The number of students accepted into the Coordinated Program in Dietetics for 2013-14 has reached thirteen out of its potential capacity of fifteen. Several inquiries from other potential stuents have been answered.

Recruiting efforts need to continue. The strategies noted above will be continued. These results will be used in setting goals and improving recruitment efforts. Several of the FCS faculty members met with members of the recruiting staff to discuss collaboration and increasing exposure of the Division. These kinds of efforts will continue. One faculty member taught a GST class to freshmen at DSU. This will be continued. The Division Chair went with other College of Ed chairs to discuss our programs at Hinds Community College. A 2+2 agreement for the Child Development concentration was created and will be available in fall 2013 to students at Hinds Community College. Inquiries were also made regarding purchasing a Google account that would make it easier to locate our programs. The fashion merchandising faculty member and some students are investigating the feasibility of designing Okra printed fabrics and a DSU tartan plaid as a fundraiser. The university Communications and Marketing Department will design fighting Okra this summer to represent the three FCS concentrations on the website.

Related Items

⇗ 📊 **SP2.Ind01: Enrollment**

⇗ 📊 **SP2.Ind04: Degrees**

⇗ 📊 **SP4.Ind07: Website**

⇗ 📊 **SP4.Ind09: Institutional review process / Accreditations/IE**

⇗ 📊 **SP4.Ind14: Marketing and Publicity**

⇗ 📊 **SP5.Ind01: Distance Education Offerings**

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

🔴 **FCS 2013_04: Visibility**
Start: 7/1/2011
End: 6/30/2013

Unit Goal

The Division of Family & Consumer Sciences will have increased visibility because of its curricula and its impact on individuals, families, consumers, and the community.

COE GP#1, GP#4, GP#5

Evaluation Procedures

Identify presentations made by students and faculty to community colleges, high schools, vocational/technical centers, and community groups, providing information about FCS programs and increasing the public awareness of FCS programs at DSU.

Actual Results of Evaluation

Faculty members in all areas work toward participation in events on campus, in the community, region and state and nation to increase visibility.

Child Development students and faculty participation:

- The Director of the Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009 and the site visit occurred during 2010. The Center was granted accreditation for five years from NAEYC. Publicity materials now include information about this achievement.
- Parents of children in the Child Development Center are very active in participating with various events and increasing visibility. Publicity is always sent to local media regarding all of these activities.
- The Child Development Center was selected by the readers of the *Bolivar Commercial* as the best place in Cleveland for child care.
- The faculty in the Division have sponsored and participated in numerous workshops/events in various areas to improve visibility. These are further outlined under Goal #7.
- Service-Learning Courses within the Division included: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition, and FCS 476 Practicum in Child Development Administration. Numerous activities of DSU students in these classes increased the FCS exposure within the schools and community. Service Learning activities are further delineated in another section.
- Plans are being developed to offer the annual DSU A – Z Early Childhood Conference next year.
- Delta State provides quality training for providers and child care for children, infants through Pre-Kindergarten, promoting the importance of quality education for the very young.

Nutrition/Dietetics students and faculty participation:

- The Nutrition/Dietetics students participated in the Fit-Tastic Fridays at Bell Academy, providing nutrition screening, and lessons and activities. They also participated in the physical fitness aspect on an as-needed basis. Publicity information on all events was sent to the Delta State University Public Relations office.
- Students assisted the Healthy Campus/Healthy Community Registered Dietitian with National Nutrition Month activities in the DSU cafeteria and student union.
- Students assisted the Healthy Campus/Healthy Community Registered Dietitian with the C.O.R.E. program at Bell Academy.
- Several of the Dietetics students and both faculty members attended the annual meeting of the Mississippi Dietetic Association (MDA).
- The Dietetics program had an informational table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.).
- Delta State had a recruiting exhibit booth at the MDA meeting.
- Ms. Draughon McPherson and two Nutrition/Dietetics students were asked to participate again with the Art of Living Smart Camp at the B.B. King Museum in 2012, with funding nearly $10,000. Dietetics students were paid to assist with the camp.
- The Dietetics students set up an informational table at Bolivar County's Annual Rice Luncheon at DSU, which was attended by about 2,000 people.

Fashion Merchandising students and faculty participation:

- The Fashion Merchandising students were visible at the student design competition at the Mississippi Association of Family & Consumer Sciences state meeting in February 2012. Three students each submitted an original apparel design. Delta State students won first, second, and third place awards in the competition

- Talented fashion merchandising students entered designs at Dallas Fashion Career Day, April 2013, sponsored by Fashion Group International and Texas Natural Fiber Producers Association. This event attracts the finest university educators and students from over 40 schools across more than 12 states. The design contest is extremely competitive, and it is a huge honor to win an award of any kind, or to be shown on the runway. Seven fashion merchandising students entered a total of ten designs. Three of these were shown on the runway and two were shown in the mounted exhibit.
- One DSU fashion merchandising student won third place in the annual Fiber Trend Board Competition at the Dallas Fashion Career Day for his cotton trend board.

- One student had her original menswear design accepted for show in the juried design live gallery at the annual meeting of the International Textile and Apparel Association (ITAA) in 2012. The acceptance rate is about 34%.
- Two fashion merchandising students and the faculty member designed several and coordinated all of the costumes for two campus-wide productions of Delta State's theatre department.
- With a grant from the Cotton Board of Cotton Incorporated, DSU fashion merchandising students produced a large campus-wide fashion show, featuring many original apparel designs. This was televised several times on the local channel. Students also were on a local television channel in the morning to promote the event.
- The Fashion Merchandising students and faculty set up an exhibit of original cotton apparel designs at the Bolivar County Annual Rice Luncheon.
- The Fashion Merchandising faculty set up an exhibit of origiginal cotton apparel designs at the annual meeting of the Delta Council, which is attended by over 1,000 people.

Use of Evaluation Results
Students and faculty made a valuable contribution in marketing Family & Consumer Sciences programs. Successful initiatives were identified and will be continued and expanded and enhanced. The results will be used to continue to impact individuals and families in a positive way. More effort needs to be made to encourage roles of leadership among students and to involve other campus leaders in efforts to improve the quality of life for individuals and families.

Related Items
SP4.Ind07: Website

SP4.Ind09: Institutional review process / Accreditations/IE

SP4.Ind14: Marketing and Publicity

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

FCS 2013_05: Faculty
Start: 7/1/2011
End: 6/30/2013
Unit Goal
The Division of Family & Consumer Sciences will maintain a strong faculty. The faculty will have excellent communication skills and technological capabilities, facilitating productivity. Each faculty member will also have the necessary depth of professional knowledge in a specific area of specialization, and will exhibit above satisfactory performance in the areas of teaching, scholarship and service.

Evaluation Procedures
Annual faculty activity records provide an assessment of the prior year's goal achievement. These indicate credentials acquired, faculty development participation, successful activities in the classroom, and productivity in the areas of scholarly activities and service.

Actual Results of Evaluation
The faculty attended a number of professional meetings at the district, state and national levels. Tenured and tenure-track faculty members made refereed presentations at national meetings. They also attended some faculty development workshops or trainings on various topics. Each semester students complete an evaluation of all classes in Family & Consumer Sciences. These assessments are used in faculty evaluations to establish goals when needed. Most student evaluations were very good. Several faculty members submitted grant proposals. The grants that were funded were primarily DSU internal grants. The faculty provided service to the university and to the public through presentations to a variety of groups on various topics. One faculty member is a licensed Marriage and Family Therapist. He provided consultations to the public. The Registered Dietitians also provided consultations to various individuals, groups and agencies on food and nutrition topics. The faculty in the Food Science area made several presentations at university and community events. One faculty member served on the Board of the Mississippi Association of Family & Consumer Sciences (MAFCS) for 2012. She also served as Secretary of the Collegiate Assembly of the American Association of Family and Consumer Sciences.

Use of Evaluation Results
Each faculty member benefits from the knowledge gained and skills acquired at each meeting or workshop attended. In turn, the Division and the University benefit from the faculty member's knowledge and skills as demonstrated in the classroom and in various service activities around the state. The implementation of a performance-responsive reward structure encouraged the faculty to maintain a high level of productivity, and to document all activities. One tenured faculty resigned in 2011, one resigned in 2012, and one other retired in 2012. All of these positions were filled for the 2012-13 year by qualified applicatns. The two tenure-track positions were filled by faculty members with doctorates who also are Registered Dietitians.

Related Items
SP3.Ind01: Faculty and staff hiring

SP3.Ind07: Credentials

SP3.Ind09: Professional development

SP3.Ind10: Personnel Training -- HR and other

FCS 2013_06: Electronic journaling and documentation
Start: 7/1/2011
End: 6/30/2013
Unit Goal
Use technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development, required of all Family & Consumer Sciences majors.

COE GP#1, GP#4, GP#5

Evaluation Procedures
The use of technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development will be documented.

Actual Results of Evaluation
Child Development and Fashion Merchandising students record electronic journals on a daily/weekly basis throughout their internship experiences. Nutrition students in supervised practice also record journals electronically for each practice rotation.

The Child Development and Fashion Merchandising students complete electronic and hard copy versions of their senior level portfolio in FCS 447 Professional Development, making it easier to store and to communicate with potential employers. Students who participate in the fashion merchandising field study experiences are required to keep reflective journals.

The Dietetics majors have specific guidelines from the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for completion of a hard copy of their portfolio.

Use of Evaluation Results

All Family & Consumer Sciences students will continue to write reflective journals of their supervised practice rotations. This benefits the communication process between the student, the faculty member and the preceptor or facility supervisor(s). In FCS 447 Professional Development and in the internship experiences, the evaluations of students' performances will be partially based on this electronic documentation.

Related Items
📄 **SP1.Ind07: Resources: access to appropriate library and learning resources**

🔴 **FCS 2013_07: Community partnerships**
Start: 7/1/2012
End: 6/30/2013
Unit Goal
Identify increased opportunities for participation in local health fairs, and other public and community forums (schools, churches, cooperative extension and Chamber of Commerce programs). Contact industry representatives as a means of communicating availability and willingness to participate as community partners.

COE GP#1, GP#2, GP#3, GP#4

Evaluation Procedures
Evaluate faculty's lists of yearly accomplishments.

Actual Results of Evaluation
All three areas within the Division participated in a number of events and trainings, which particularly focus on early childhood education/child development and health and wellness education. Students in the Coordinated Undergraduate Program in Dietetics and faculty have been involved in a number of health screenings, health fairs, and community speaking engagements on the subject of nutrition and health/wellness. Dietetics participation, promoting health and wellness, included:

- Students/faculty participated in several Health Fairs and Screenings throughout the Delta, at various health fairs, nutritional assessments were provided to faculty, staff, and students and DSU, as well as members of the Miss. Delta.
- Dietetics students assisted the Child Development Center with healthy menu planning and the incorporation of more whole grains into the Center's meals.

Community/public school involvement that was in partnership with the Blue Cross & Blue Shield of Mississippi Foundation's Healthy Campus/Community Initiative (HCCI):

- Dietetics students participated in health fairs for the parents at each elementary school in conjunction with a school parent program.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components to students at the Cleveland Career Development and Technology Center. 170 students participated. Dietetics students assisted with these events.
- Dietetics students worked with HCCI and Hayes Cooper Center and Parks Elementary and helped with the C.O.R.E. (Centering on Recreation Education and Nutrition) after school program.
- Dietetics students participated in Delta Health and Wellness Day. This is a community event. Students planned, executed, and collected data. They conducted cholesterol screenings and blood sugar screenings and provided nutrition information. They also aided in planning the event.
- Dietetics students participated in the development of the Nutrition Counseling Center. One student researched software, and another researched educational materials. They also participated in dietetic counseling sessions with the Healthy Campus Dietetian.
- Dietetics students participated in the BEEP Girl Power weekend by providing healthy snacks and educational materials for the Center for Community Economic Development.
- Dietetics students participated in Cafeteria demonstrations for, "eat this not that."
- Dietetics students assisted with the BELL Academy Health Awareness Day and the Walk to School Day by educating parents and children on nutrition.

Child Development participation, in an effort to enhance early childhood education:

- Service learning courses within the Division include: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition and FCS 476 Practicum in Child Development Administration.
- The Child Development Center again participated in the Mississippi Child Care Quality Step System (MCCQSS) and earned a four star rating on its five star system. There is only one center in the state serving the same age ranges that has earned a five star rating.
- The Child Development faculty worked with the Child Development Center's Parent Advisory Board to have its annual Eagles and Aces fundraiser, which is a major golf and tennis tournament. This involves a large number of community members, and is a significant fundraiser for the Center.
- The money raised from the Child Development Center's fundraisers went toward renovation of the playground at the Bailey Center, which serves the three and four-year-old children.
- Students participated in a food drive to benefit the Helping Hands Food Bank.

(Faculty service accomplishments are further delineated in Goal #4)

Use of Evaluation Results
More public-oriented nutrition and health classes are planned for the upcoming year.

The general public will become more aware of health-related programs at DSU, and more programs will be generated. Further collaborative efforts are planned in all areas.

Related Items
📄 **SP5.Ind05: Diversity initiatives**

     🔵 **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**

🔴 **FCS 2013_08: Foods laboratory**
Start: 7/1/2011
End: 6/30/2013
Unit Goal
Continue to utilize Ada Swindle Mitchell Foods Laboratory for community and university educational and outreach programs.

COE GP#1, GP#4, GP#5

Evaluation Procedures
Evaluate faculty's lists of yearly accomplishments.

Actual Results of Evaluation
Numerous events were conducted by students and faculty in the foods laboratories, including:

- The Christmas party for the Division of Family and Consumer Sciences was catered by the FCS 312 Meals classes.
- Several Lunch n' Learn classes were sponsored through continuing education and were open to the public as well as the university. Original recipes were demonstrated and then served to the participants.
- The February meeting of the Student Association of Family and Consumer Sciences was catered by the FCS 360 Quantity Food Procurement and Production class, featuring healthy and economical meals.
- The spring initiation of Kappa Omicron Nu, national honor society for Family and Consumer Sciences, was catered by the FCS 360 class.
- The College of Education Recognition of Achievement Program was catered by the FCS 360 Quantity Foods class.

- "Junior Chefs" was taught as a weeklong class for Kids' College.
- Continued Education has used the laboratory for some of their continuing education classes.
- The meeting of the Delta Center for Culture and Learning was catered by the FCS 360 Quantity Food Procurement and Production class.
- The March Dietetic and Nutrition Workshop held at the Alumni Center was catered by the FCS 360 Quantity Food Procurement and Production class with assistance from dietetic students.
- The ServSafe food safety training and certification examination was open to the community as well as DSU dietetic students and met in the foods laboratory.

Use of Evaluation Results
Plan collaborative efforts for the future. Continue the Lunch n' Learn Programs. Develop more classes for Kids' College. Explore student engagement opportunities that utilize the laboratory and enhance student learning. Explore the possibility of offering credit classes on cooking for non-majors.

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

FCS 2013_09: Wellness
Start: 7/1/2011
End: 6/30/2013
Unit Goal
Develop an annual wellness program, collaborating with representatives from industry, campus, and nonprofit organizations, and invite the public to attend. This will include participation in the Blue Cross & Blue Shield of Mississippi Foundation's Healthy Campus/Health Community Initiative Nutrition Counseling Center.

COE GP#1, GP#4, GP#5

COE 2010 Plan/Strategies: Identity:

- Continue to build health emphasis through infusion of healthy schools curriculum, delivery of fitness programs, education, and support for campus and local community
- Host Healthy Schools Best Practices Conference for Cleveland School District (fall 2010)
- Continue to provide services to the campus and larger community through the Forest E. Wyatt Health and Wellness Center

Evaluation Procedures
 Determine accomplishments of the campus wellness program.

Actual Results of Evaluation
Students in the Division, particularly in the Coordinated Undergraduate Program in Dietetics and faculty were involved in a number of health screenings, health fairs, and community speaking engagements on the subject of nutrition and health/wellness. The benefits from the Nutrition Counseling Center, and other health and wellness programs on campus, as well as those through the Healthy Campus/Healthy Community Initiative were seen on campus and in the community.

Community/public school involvement that was in partnership with the Blue Cross & Blue Shield of Mississippi's Healthy Campus/Community Initiative (HCCI):

- The DSU Health and Wellness Committee was initially charged to develop a university-wide program to increase awareness about health and physical fitness. Out of this committee, the DSU Health Challenge emerged and became an ongoing program to promote health and physical fitness among DSU faculty and staff. This was expanded to students and community by the Healthy Campus/Community Initiative.
- Dietetics students participated in health fairs for the parents at each elementary school in conjunction with a school parent program.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components to students at the Cleveland Career Development and Technology Center. 170 students participated. Dietetics students assisted with these events.
- Dietetics students worked with HCCI and Hayes Cooper Center and Parks Elementary and helped with the C.O.R.E. (Centering on Recreation Education and Nutrition) after school program.
- Dietetics students participated in Delta Health and Wellness Day. This is a community event. Students planned, executed, and collected data. They conducted cholesterol screenings and blood sugar screenings and provided nutrition information. They also aided in planning the event.
- Dietetic tudents participated in the development of the Nutrition Counseling Center. One student researched software, and another researched educational materials. They also participated in dietetic counseling sessions with the Healthy Campus Dietetian.
- Dietetics students participated in the BEEP Girl Power weekend by providing healthy snacks and educational materials for the Center for Community Economic Development.
- Dietetics students participated in Cafeteria demonstrations for, "eat this not that."
- Dietetics students assisted with the BELL Academy Health Awareness Day and the Walk to School Day by educating parents and children on nutrition.
- Dr. Jan Haynes served as Chair of the Walk it Out Cleveland campaign for 2012.

Dietetics students also had an informational booth at the annual Delta Rice Luncheon held at DSU. Nearly 2,000 people attend this event.

Many of these accomplishments are further delineated above in Goal #7

Use of Evaluation Results
An expanded Health Challenge and wellness program on the DSU campus will be continued, collaborating with representatives from industry, campus, and nonprofit organizations and the public will be encouraged to participate.

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

   SP5: Improve the quality of life for all constituents

FE 2013_01: Field Experiences Database
Start: 7/1/2012
End: 6/30/2013

Unit Goal

To continue to refine field experiences database which now includes a candidate checklist to monitor diversity within experiences and to ensure continued collaboration with P-12 school partners and clinical faculty by meeting with program coordinators, supervisors, methods course faculty, and clinical faculty at least once each semester.

Evaluation Procedures
Use checklist to evaluate the types of diversity candidates are experiencing during field experiences for NCATE reporting purposes. NCATE requires that candidates have experiences with at least two different ethnic groups, students with different socioeconomic status, English language learners, and students with exceptionalities. Examine minutes and agendas from meetings with educational partners.

Actual Results of Evaluation
The chart has been completed as a summary of diversity within field experiences. Undergraduate field experiences contain enough diverse settings to meet NCATE requirements. As graduate candidates complete many of their field experiences in their own schools in which they are teaching, some of the candidates are not getting enough experiences with diverse candidates. The checklist review revealed that graduate candidates need more experiences with different ethnic groups as some candidates are in settings that are primarily African American or primarily Caucasian. The review also showed that candidates need more experiences with English Language Learners.

Use of Evaluation Results
Collaborative partners list has been expanded to include further quality schools. Candidates will continue to be placed in quality partnership schools for field experiences.

The report on diversity is being used within the Institutional Report for NCATE. Program coordinators have submitted proposals to NCATE coordinators with plans to include additional diverse activities and field experiences for candidates who emerged in the chart as not having enough diverse experiences in particular settings particularly for experiences with English Language Learners and more than one ethnic group.

It should be noted as well that the checklist was found to be too complex. It is being revised to better portray the experiences that candidates are having.

Related Items
SP1.Ind04: Job placement

SP1.Ind05: Diversity -- access to diverse ideas/programs

SP1.Ind08: Curriculum Development and Revision

SP5.Ind06: Community Outreach

SP5: Improve the quality of life for all constituents

FE 2013_02: Monitoring of elementary and secondary teacher education programs
Start: 7/1/2012
End: 6/30/2013

Unit Goal

To continue to monitor field experiences, subject content preparation, differentiation of instruction, classroom management, recruitment and retention, strong partnerships, and accountability for elementary education and secondary education programs (continuation goal)

Evaluation Procedures
Examine methods course syllabi, agendas and minutes from faculty meetings, Teacher Education Council, and candidate evaluations. Conduct focus groups of candidates and educational partners. Examine agendas and minutes from partner meetings. Conduct survey of focus group participants regarding teacher education program. Review field experience request forms and candidate, faculty, and clinical faculty formal and informal evaluations.

Actual Results of Evaluation
Methods course syllabi reflected partnerships with local districts as well as appropriate content for the subject. A variety of strategies were used by faculty to adequately prepare candidates for the classroom. Placements for interns were in quality settings to ensure quality experiences for candidates. Focus group sessions and other feedback sessions with stakeholders revealed that an area that needs improvement is candidate use of community resources in their teaching. A further area that needs to be addressed according to stakeholders is additional training for candidates in working with students with special needs.

Use of Evaluation Results
Quality settings will continue to be used for internship placements in preparation for candidates to become master teachers in their respective areas and to remain in the teaching profession.

In order to address the weaknesses cited by stakeholders, plans are being made to work with the Chamber of Commerce in helping students use community resources. Plans are also being made to partner with local teachers in getting candidates additional experiences in working with students with special needs.

Related Items
SP1.Ind08: Curriculum Development and Revision

SP2.Ind02: Retention

SP2.Ind03: Graduation Rate

SP4.Ind09: Institutional review process / Accreditations/IE

SP5.Ind06: Community Outreach

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

FE 2013_03: Leadership skills and collaboration
Start: 7/1/2012
End: 6/30/2013

Unit Goal

To continue to increase leadership skills by working to improve collaboration and cohesiveness between elementary and secondary education programs by providing general information meetings each semester as well as providing TWS trainings throughout the year. Workshops for Praxis I, the PLT, and the elementary content area will be provided each semester. Resources and assistance will be offered to secondary faculty to conduct workshops in respective content areas for Praxis. (continuation goal)

Evaluation Procedures
Examine candidate exit surveys and run reports in Task Stream concerning Praxis pass rates. Examine course evaluations, training evaluations, and solicit formal and informal feedback from faculty through focus groups.

Actual Results of Evaluation
According to exit surveys and reports analyzed by program coordinators, candidates are better prepared for their respective programs for field experiences and for internship.

First - time pass rates on Praxis are continuing to improve. For example, in the largest teacher education program, elementary education, the first-time pass rates on the Praxis II PLT increased from 60% to 81%. The secondary programs have much smaller numbers of candidates and trends for first-time pass rates have not been established yet.

All programs continue to work together for the common goal of attracting and retaining quality candidates for the teaching profession.

Use of Evaluation Results
Workshops and general meetings concerning Praxis and other teacher education issues/requirements will continue to be held each semester. Trends concerning first-time Praxis pass rates will be established in coming semesters as number of candidates increase.

Related Items

SP1.Ind02: National / Standardized Test Scores

SP1.Ind08: Curriculum Development and Revision

SP2.Ind02: Retention

SP2.Ind03: Graduation Rate

SP3.Ind08: Evaluations

SP4.Ind09: Institutional review process / Accreditations/IE

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

SP5: Improve the quality of life for all constituents

HPER 2013_01: Recruitment
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Increase or maintain recruitment efforts and increase HPER majors over the 2012-13 year.

Evaluation Procedures
Review enrollment figures for 2011-2012 and have HPER representation at 75% or more of Delta State University recruitment events.

Actual Results of Evaluation
This goal was met and will continue to be a goal for the future in HPER. The Division of HPER had a representative at every recruiting event hosted at Delta State University and had representation at the majority of off campus recruitment events also. The priority for off campus visits were given to areas with a large or growing population. The faculty continued to make extensive efforts to meet individually with all prospective students who visited the campus. On campus visits seem to yeild better results than off campus visits. The COEHS Chairs visited Holmes Community College and met with administrators and faculty to promote Delta State and several programs of interest. Enrollment has increased in the division by over 5% from last year and was the highest enrollment HPER has had over the past six years. This increase combined with the increase of enrollment from last year give HPER and increase of enrollment of 15% over the past two years.

Use of Evaluation Results
Enrollment results will be used for the annual report and as a baseline for recruitment and retention efforts for the next year. Over the next year HPER will continue to make all efforts possible to assist and lead in recruitment efforts at the university. The curriculum changes and new minors made the HPER programs more attractive and produce more marketable students.

Related Items
SP2.Ind01: Enrollment

SP2.Ind08: Recruitment

HPER 2013_02: Retention
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Increase retention efforts for HPER majors through advisement and early recognition of problematic students.

Evaluation Procedures
The number of HPER majors continued to increase. Enrollment numbers increased by over 5%. Efforts were made to contact all advise-es for registration sessions. Advisement and keeping accurate advisement records was emphasized over the past year. Advisers also made an effort to get all of the HPER majors listed in the correct major in the university system. Retention efforts will continue.

Actual Results of Evaluation
The main emphasis with retention in HPER was still focused on the advisement process and getting students to have face to face meetings with their advisors prior to registration sessions and at other times of the year when the students are having academic problems. It is important that the academic advisors understand the goals of the students and work with them in order to achieve their goals. Over 90% of advise-es were contacted for registration sessions for both fall and spring. Only two undergraduate HPER undergraduate majors were suspended due to poor academic performance for the spring semester. This was the lowest number of suspensions for an academic semester for the past five years.

Use of Evaluation Results
Academic advisement training and help sessions that were conducted over the next year for HPER faculty yielded good results. The number of academic suspensions was down and the number of HPER majors was at a six year high by over 5%.

Related Items
SP2.Ind02: Retention

HPER 2013_03: Data standards/integrity policy
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Develop a written data standards/integrity policy and train all employees in data entry.

Evaluation Procedures
The university created a data standards and integrity policy that all employees are to follow.

Actual Results of Evaluation
Assessment systems and the gathering of data to support programmatic changes have been underway for sometime in the COEHS. The COEHS has regular meetings to report data and data driven programmatic changes each regular semester. Several programmatic changes were made over the past year as a result of the assessment data.

Use of Evaluation Results
The division of HPER has multiple curriculum committees in place to discuss and recommend programmatic changes. Significant curriculum changes were made to the exercise science concentration, allied health minor, and recreation leadership. Other changes were made to the sports management concentration, and the BSE in HPER program.

Related Items
SP4.Ind10: Data Integrity

RFAC 2013_01: Renovate Aquatic Center
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Goal #3: Renovate Aquatic Center

Evaluation Procedures
Renovation in process

Actual Results of Evaluation
Attractiveness will encourage Faculty, Staff, students and community to utilize Aquatic Center.

Use of Evaluation Results
Renovation still in progress

Related Items
SP4.Ind04: Facilities Management

RFAC 2013_02: DEMOLITION OF OLD POOL/ CONSTRUCTION OF NEW FITNESS CENTER
Start: 7/1/2012
End: 6/30/2013

Unit Goal
1) Work toward demolition of old pool and the construction of a new fitness pool.

Evaluation Procedures
In planning stage and awaiting funding source

Actual Results of Evaluation
Provide additional space for water aerobics and athletic water therapy rehab. Renovation of the Forest E. Wyatt Center to potentially include aerobic fitness rooms, recreational game room, new indoor spinning room, outdoor education lab, indoor walking track, multipurpose room, and additional classroom space. Current facility would be updated and include flooring, lighting, painting, and wireless access. Build a new fitness center with new exercise/aerobic equipment and landscaping. Build an outdoor courtyard for faculty/ staff/ and students.

Use of Evaluation Results
Use for planning future renovations and construction.

Related Items
SP4.Ind04: Facilities Management

RFAC 2013_03: Tennis Courts resurfaced.
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Get Tennis Courts resurfaced.

Evaluation Procedures
Tennis court resurfacing is complete.

Actual Results of Evaluation
Newly surfaced tennis courts are being utilized by HPER classes, faculty, staff, students, community, and athletic teams.

Use of Evaluation Results
Significantly increased usage of courts and improved aesthetics of campus.

Related Items
SP4.Ind04: Facilities Management

RFAC 2013_04: Update and improve the Forest E. Wyatt Center.
Start: 7/1/2012
End: 6/30/2013

Unit Goal
Strive to continually update and improve the Forest Wyatt Center.

Evaluation Procedures
Walk through evaluation of facilities revealed:

- Fitness Center/halls need to be painted
- Identified the need for surveillance system throughout both the Forest E. Wyatt and Aquatics Facility.
- Need to continually repair and update fitness center equipment for safety purposes
- Landscaping needs around the facility
- Identified a need for outdoor education parking/loading area
- New tile flooring needed throughout the Forest E. Wyatt Center
- Lack wireless access to the majority of the facility
- Classroom and faculty furniture are old and in disrepair
- Lack of current technology in the classrooms

Actual Results of Evaluation

Fitness Center/halls have been repainted. A security system has been installed for safety and monitoring of facilities. Continually replaced/updated fitness center equipment. Outdoor areas around the Forest E. Wyatt Center and the Aquatics Center have been landscaped. Constructed a new outdoor education parking/loading area with direct access to the outdoor education storage facility.

Use of Evaluation Results
Will continue to monitor progress on facility enhancements and identify areas for future improvements.

Related Items
⚓ 📄SP4.Ind04: Facilities Management

⊙ **RFAC 2013_05: Aquatic Center**
   Start: 7/1/2012
   End: 6/30/2013

Unit Goal
Move the Aquatic renovation project forward.

Evaluation Procedures
Aquatic Center is currently undergoing the following renovations:

- Completion of the 2nd floor men's and women's restrooms.
- Installation of the sliding door.
- Glassing in the announcers/scoring booth upstairs.
- Removal of current scoreboard and installation of new media board.
- Remodled the chemical room.

Actual Results of Evaluation
Renovation is currently in process.

Use of Evaluation Results
IMPROVEMENTS TO AQUATIC CENTER WILL DOCUMENT SUCCESS

Related Items
⚓ 📄SP4.Ind04: Facilities Management

⊙ **RFAC 2013_06: Expand the community learn to swim program and Lifeguard training courses offered.**
   Start: 7/1/2012
   End: 6/30/2013

Unit Goal
1) **Expand the community learn to swim program and Lifeguard training courses offered.**

Evaluation Procedures
COUNT NUMBER TAKING CLASS

Actual Results of Evaluation
Provide a safer aquatic environment for our community. Increased number of students taking learn to swim classes and lifeguarding will document success

Use of Evaluation Results
NUMBER OF PERSONS TAKING CLASS WILL DOCUMENT SUCCESS

Related Items
⚓ 📄SP5.Ind06: Community Outreach

   ⚓ ⊙SP5: Improve the quality of life for all constituents

⊙ **TELR 2013_01: SPA/NCATE Compliance**
   Start: 7/1/2012
   End: 6/30/2013

Unit Goal
Prepare program reports for submission to specialized professional associations (SPAs) by March 15, 2012.   The following programs will submit reports: B.S.E. in Elementary Education, M.Ed. in Special Education, M.A.T.., and M.Ed. in Educational Administration and Supervision. In addition, non-SPA program reports will be prepared for the fall 2014 NCATE visit. Non-SPA programs include the M.Ed. and Ed.S. in Elementary Education, the Ed.S. in Educational Administration and Supervision, and the Ed.D. Degree Programs.

Evaluation Procedures
Program coordinators and program faculty will develop and submit SPA reports by March 15, 2012, based on the standards and requirements of their respective

Actual Results of Evaluation
All information was reported to the appropriate parties as specified in the Unit Goals. All reports from the agencies receiving the information gave good results. The Special Education report had to be resubmitted due to essential data being delayed because of implementation of new evaluation procedures.

Use of Evaluation Results
The information obtained from the submitted reports are being examined to make sure all appropriate information received from the report reviewers is implemented. In actuality, there were few changes needed based on the information submitted and responses received.

Related Items
⚓ 📄SP1.Ind08: Curriculum Development and Revision

⚓ 📄SP4.Ind09: Institutional review process / Accreditations/IE

⚓ ⊙GE 01: Critical and Creative Thinking

⚓ ⊙GE 02: Communication

⚓ ⊙GE 03: Quantitative Skills

⚓ ⊙GE 04: Inquiry and Technology

⊙ **TELR 2013_02: Increase the number of graduates in Teacher Education Programs**
   Start: 7/1/2012
   End: 6/30/2013

Unit Goal
Increase the number of graduates in Teacher Education Programs by an average of 2% over five years, with the baseline year as AY 2007-08.

Evaluation Procedures
Continue to hold recruitment events in strategically identified areas. Track the number of events, as well as number of prospective applicants who attend.

Actual Results of Evaluation

In the area of Educational Administration and Supervision, there was an increase from 2011 to 2012 of 41 students. This counter balanced the slight decrease in previous years. Elementary Education undergraduate enrollment increased slightly for 2012 counter balancing a slight decline in previous years. The Master of Arts in Teacher program has dropped slightly in enrollment the past two years but data from 2011 was not reported correctly preventing an accurate comparison between 2011 and 2012. The doctorate in Professional Studies has remained fairly stable with a slight decrease from 2011 to 2012. The graduate program in Special Education had a significant increase in enrollment from 2011 2012. This was probably due to the program going online and follows a previous slight gradual decline in enrollment.

Use of Evaluation Results
Analyzed by early fall 2012 to support data-driven decisions related to recruitment and retention.

Table 4

Teacher Education, Leadership, & Research Program Graduates

Goal	Institutional Goal	Baseline (AY 2007-08)	Year 1 (08-09)	Year 2 (09-10)	Year 3 (10-11)	Year 4 (11-12)	Year 5 (12-13)
Goal #2 – Increase number of graduates by an average of 2% over 5 years	SP 1, 2 GE 1, 2, 4	132	139	170	196	194	213

Related Items
⤵ SP1: Increase student learning

⤵ SP2.Ind03: Graduation Rate

⤵ GE 01: Critical and Creative Thinking

⤵ GE 02: Communication

TELR 2013_03: Increase Faculty publications
Start: 7/1/2012
End: 6/30/2013
Unit Goal
Increase the number of papers submitted and published by faculty, with 2010 as the baseline year.

Evaluation Procedures
Use the end-of-year faculty activity reports to document publications and presentations.
Actual Results of Evaluation
The actual number of faculty publications increased from 2 in 2011 to 10 in 2012.

Use of Evaluation Results
Publications will be documented in faculty activity reports. The conducting and dissemination of research will provide new insights into ways to collaborate with Delta area schools and school districts to increase student learning, as well as research that will improve faculty teaching skills.
Related Items
⤵ SP5: Improve the quality of life for all constituents

⤵ SP3.Ind07: Credentials

⤵ GE 01: Critical and Creative Thinking

⤵ GE 02: Communication

⤵ GE 03: Quantitative Skills

TELR 2013_04: Use results of Quality Matters evaluations to improve online courses.
Start: 7/1/2012
End: 6/30/2013
Unit Goal
Use results of Quality Matters evaluations to improve online courses.
Evaluation Procedures
The Chair will work with Program Coordinators to plan, prioritize work, and implement procedures for addressing online course weaknesses.
Actual Results of Evaluation
A Committee was formed from members of the Division of Teacher Education, Leadership, and Research to formulate specific goals for improvement of online courses. This committee was chaired by Dr. Corlis Snow.
Use of Evaluation Results
A list of requirements was developed for online courses and will be in 2013.
Related Items
⤵ SP1: Increase student learning

⤵ SP1.Ind08: Curriculum Development and Revision

⤵ SP3.Ind08: Evaluations

⤵ GE 01: Critical and Creative Thinking

⤵ GE 02: Communication

⤵ GE 10: Values

TELR 2013_05: Faculty will be trained in maintaining accuracy and consistency in advisement procedures when evaluating students.

Start: 7/1/2012
End: 6/30/2013

Unit Goal

Faculty will be trained in maintaining accuracy and consistency in advisement procedures when evaluating students.

Evaluation Procedures

Provide regular training for all personnel who collect and analyze data. Provide regular training for all faculty who evaluate candidate performance in appropriate use of various assessment instruments and assessment procedures. Provide confidentiality training for all who have access to confidential information. Maintain training session agendas and sign-in sheets.

Actual Results of Evaluation

Dr. Cheryl Cummins and Dr. Kathe Rasch, NCATE coordinators conducted sessions with all faculty members and discussed essential evaluation components in each course. This type of training is necessary for both SACS and NCATE. The division chair also discussed advisement procedures for all new and returning faculty in the beginning of the year faculty meeting as related to maintaining quality data collection for SACS and NCATE.

Use of Evaluation Results

The information obtained from the various aspects of evaluations made in designated classes will be used to make data driven decisions affecting instruction. This process is ongoing and in a state of constant modification.

Related Items

SP1: Increase student learning

SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

TELR 2013_06: Faculty members will receive training in how to be an effective advisor.

Start: 7/1/2012
End: 6/30/2013

Unit Goal

Faculty members will receive training in how to be an effective advisor. Specific procedures will be followed which coincide with the policies of Delta State University.

Evaluation Procedures

Faculty members will demonstrate an understanding of appropriate advising procedures by accurately deciding various scenarios.

Actual Results of Evaluation

The faculty received specific training in advisement related to scheduling, registration procedures, and follow up with students. All facets were discussed using appropriate materials with faculty

Use of Evaluation Results

The results will be used to ensure that better student advisement is provided in all facets of the programs of the student. The end result will be increased student achievement and student retention.

Related Items

SP1: Increase student learning

SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

SWOT analyses

✏️ **COEHS CED SWOT Analysis**
Start: 7/1/2012
End: 6/30/2013

Strengths
- Faculty members take seriously the gate-keeping responsibilities expected by the profession.
- Faculty members seek to help students in a developmental way including providing some remedial help in academic skills and critical thinking skills.
- Faculty members promote and model an atmosphere of professionalism and collegiality with a dedication to our students.
- Faculty members provide rigorous attention to basic counseling skills.
- Faculty members represent diverse skills and viewpoints.
- Faculty members have a growing level of experience.
- The program has a regional and statewide reputation for graduating effective, ethical professionals.
- We have a live supervision counseling lab and a play therapy clinic.
- Play Therapy Training Institute, which opened in August 2012, has provided ongoing services to the community as well as training opportunities to students and clinicians around the state.
- The program received eight-year CACREP accreditation.
- Our ten-to-one student-to-faculty ratio is highly valued because of the ability to offer enhanced faculty/student relationships through a safe and more intimate environment for learning.
- We are increasingly moving toward a hybrid program, including the online or hybridization of multiple courses.
- We attract good students to the Master's and Ed.S. Counseling programs.

Weaknesses
- We are working toward balancing our need for class sections/enrollment while maintaining our CACREP faculty-to-student ratio.
- We need to build and maintain enrollment for both programs.
- The counseling area needs a more confidential training lab.
- The department does not offer enough online courses.
- The department has no senior faculty members in the program area. This lack of mentorship is debilitating in several ways:

  ○ Understanding and finding best practices for the Delta population being served.
  ○ Insufficient mentoring in balancing the multiple roles of Counselor Educators including:

    ■ Research & Publication
    ■ Supervision
    ■ Social Justice Leadership
    ■ Rigorous Accreditation Standards
    ■ Self-care
    ■ Teaching Strategies

  ○ Institutional Memory
  ○ Creating a Viable Five-Year Plan

- The program needs to move toward a hybrid approach for the Master's program and a fully online program supplemented with residency opportunities for the new Ed.S. program.
- Salaries are significantly below what Master's level counselors can make with only a few years of experience. That is, with three years of experience our students will be earning salaries competitive with our own. In some cases, this is true even when considering a nine-month calendar versus a twelve-month calendar. In addition, the DSU entry level salary for new assistant professors is significantly lower than most programs across the Southeast. It is difficult to attract and maintain a viable faculty. Therefore, we remain dependent on mission-driven persons or persons who are committed to living in the area. However, this results in a high turnover of faculty and a lack of interest from qualified faculty members.
- Area students are often weak in academic skills, and the program needs to recruit students who are up to the academic rigors and critical thinking required of professional counselors.
- The Ed.S. program, while very important, has gotten off to a slow start due to the other demands facing new faculty and other program demands.
- We lack long-term faculty research programs/agendas.
- We lack faculty publications.
- We lack alumni support.
- The Play Therapy Training Institute has been grant-funded for the last year. We have been unable to secure a follow-up grant to continue this program.

Opportunities
- We can explore possibilities for collaboration to increase scholarly efforts.
- The Ed.S. program provides the impetus to create online course work at both degree levels. It will create a student base of seasoned professionals and will enable us to sustain a viable student headcount while becoming more selective at the Master's level. Once fully online, the Ed.S. program should have students on a waiting list for admission.
- The grant from Baxter Corporation to create a play therapy lab to serve the community is a tremendous "seed" opportunity to move this program toward a community counseling lab. Our students will have more counseling opportunities with better supervision. The significance of a community counseling lab serving the area should not be underrated. It would move this program to a significantly higher level of training for clinical mental health counselors and would increase funding opportunities.
- With a stable faculty and a community counseling lab, this program could create programs that would attract federal grants. There are a multitude of programs for which we would be competitive with a program focus and some program changes and additions. Some examples of those changes could be:

  ○ The addition of two or three undergraduate classes in counseling that would serve the psychology, social work, criminal justice and nursing programs as electives. These would be important recruiting tools and would foster better preparation for graduate school. Course examples would be:

    ■ Facilitative skills,
    ■ Critical thinking for helping professionals,
    ■ Introduction to counseling.

  ○ A series of pre-requisite courses offered during the summer that identifies incoming student strengths and weaknesses.
  ○ An identified system available to non-traditional students at the university level to facilitate graduate writing.
  ○ A significant effort to attract high quality students from both DSU and Mississippi Valley State University.
  ○ An early identification effort to find students at Coahoma and Northwest Community Colleges who are academically strong and socially motivated to be counselors.

- We have a goal in Counselor Education of making our program available to more students through Canvas-hybrid and completely online.
- We also are working toward establishing a community clinic to meet the growing mental health needs of the Delta while providing internship opportunities for our students and research opportunities for our faculty.
- We will schedule and plan a faculty retreat focusing on both topics in early fall — August or September.
- The implementation of TaskStream also presents us with opportunities for faculty and students alike.
- This department provides employees with several conferences to participate in as well as attend and research/article writing opportunities. The Play Therapy Training Institute also provides research opportunities.
- The items noted in the areas of Weaknesses and Challenges are Opportunities, also.

Threats
- Increasing scholarship and publication efforts.
- Maintaining rigor while serving under-served students.
- Salaries
- Creating a stable faculty—Frequent turnover inhibits the ability to move forward on other needs: recruitment and retention of students, ability to mentor junior faculty, gaining and maintaining alumni support, etc.
- Mentoring
- Dwindling population and qualified students in the Delta.
- Prioritizing efforts and having all stakeholders agree.
- Balancing the CACREP standard of 10:1 student-faculty ratio while growing the opportunities mentioned above.
- Restoring and enhancing our connection to the counseling community in the Delta Region—we should make an effort to make connections in eastern Arkansas as well.
- The Play Therapy Training Institute has been grant-funded for the last year. We have been unable to secure a follow-up grant to continue this program.

Related Items
➤ 🔲 **SP1: Increase student learning**

➤ 🔲 **SP2: Develop an engaged, diverse, high-quality student population**

SP3: Assure high-quality, diverse, engaged faculty and staff

SP4: Enhance institutional effectiveness

SP5: Improve the quality of life for all constituents

COEHS FCS SWOT Analysis
Start: 7/1/2012
End: 6/30/2013

Strengths
- Commitment of faculty
- Qualifications/credentials of faculty
- Student/faculty ratio provides optimal interaction with students and opportunities for student engagement activities.
- Early Childhood Education is one of the priority issues for 2013, according to the Mississippi Economic Council (http://www.msmec.com/advocacy/mec-priority-issues).
- The Child Development Center at Delta State University is accredited by NAEYC and has a four star rating from the Mississippi Child Care Quality Step System.
- The Fashion Merchandising students have received good recognition at the regional, state, and national level.
- The Coordinated Program in Nutrition and Dietetics is the only undergraduate program of its kind in Mississippi. This Academy of Nutrition and Dietetics accredited program meets a critical need for the Mississippi Delta area by providing the necessary coursework for students who want to become Registered Dietitians.
- Overall, facilities are adequate, particularly the Foods Lab.

Weaknesses
- Our RD exam pass rate needs improvement.
- Our student body comes mainly from the Delta region, which is shrinking in population and has a high rate of poverty.
- Enrollment has declined since the recession began in 2008; financial aid opportunities for students have decreased significantly, particularly in Child Development.
- Although space is adequate and aesthetically pleasing in most cases, the facility (Ewing) is lacking in maintenance and replacement of certain structural/physical elements and this presents a negative image for the college. For example, the carpet is abysmal, there are broken and falling ceiling tiles, the restrooms need repair, floor tiles in the stairwells are mismatched and broken, and some desks and tables need to be replaced.

Opportunities
- Move Coordinated Program in Dietetics from a Bachelor's Degree program toward a Master's Degree program
- Increase enrollment in all areas
- Increase study abroad opportunities
- Add concentration or track in Child Development for Child Life Specialist
- Improve Early Childhood Education/Child Development training and opportunities in the Delta
- Raise more funds for innovative programming and scholarships
- More fully engage alumni
- The Child Development Center would ideally be a state of the art facility in one building; if there are any historical preservation funds or renovation funds, the old cafeteria would be a site to retrofit for this purpose.
- Child Development students need to begin preparation toward taking and passing the PRAXIS.
- All programs need to be widely promoted across campus, the region, state, nation, and   internationally.

Threats
- Increasing pass rate of RD exam
- Increasing class size of some required upper level classes in Nutrition/Dietetics due to number of transfer students who enter the Coordinated Program
- Maintaining adequate supervised practice sites for Dietetics students
- Distance from urban opportunities
- The myriad of activities that faculty must juggle, particularly in accreditation years

Related Items
SP1: Increase student learning

SP2: Develop an engaged, diverse, high-quality student population

SP3: Assure high-quality, diverse, engaged faculty and staff

SP4: Enhance institutional effectiveness

SP5: Improve the quality of life for all constituents

COEHS Field Exp. SWOT Analysis
Start: 7/1/2012
End: 6/30/2013

Strengths
- The quality of field experiences prior to internship has increased for elementary and secondary programs within the last three years.
- With changes to the Teacher Work Sample (TWS), interns are being required to do further in-depth thinking and reflecting on their entire experience.

Weaknesses
- The Director of Field Experiences needs to develop a better system for checking students out for licensure within graduate programs. Currently, students call to say they are finished with their programs. Licensure would run smoother with further communication with program coordinators.

Opportunities
- Expand relationship with principals in the Jackson area to provide more opportunities for students in the Hinds 2+2 program.
- Increasing the number of observations that supervisors are required to make will provide more opportunities for the Director of Field Experiences and other faculty to be involved in the evaluation of interns.

Threats
- The scheduling of field experiences that do not interfere with classes on campus continues to be a challenge.
- As schools implement Common Core, some principals are not as willing to allow extended field experiences in their schools.

Related Items
SP1: Increase student learning

SP2: Develop an engaged, diverse, high-quality student population

SP3: Assure high-quality, diverse, engaged faculty and staff

SP4: Enhance institutional effectiveness

SP5: Improve the quality of life for all constituents

COEHS HPER Swot Analysis

Start: 7/1/2012
End: 6/30/2013

Strengths

- Facilities in the Wyatt Center
- Outreach programs with the community
- Relationships with the State Department of Education, Mississippi Alliance for Health, Physical Education, Recreation, and Dance (MAHPERD), and the Mississippi Athletic Trainers' Association
- Relationships with other departments/divisions on campus
- Increased HPER enrollment by major 5.6% over the past year
- Outdoor Recreation Program
- One of only two accredited athletic training programs in Mississippi
- Network of community and junior college faculty and staff
- Required internship options which allow interaction with community, state, and regional contacts
- Newly formulated advisement documents and updated instructional plans
- Hired athletic training clinical coordinator and the Athletics Department hired an assistant athletic trainer

Weaknesses

- Only one smart classroom in the Wyatt Center
- No wireless internet in the Wyatt Center
- Need to continue increasing research and publications
- Need more classroom space, more space for exercise classes, and more space for recreation
- Low budgets to hire student workers (RSE)
- Low wages for graduate assistants

Opportunities

- Prospective online degree options
- Potential for grants and research
- Room to expand facilities
- Host site for events and conferences
- Large alumni base

Threats

- Getting all faculty to use and embrace technology and online courses
- Curriculum changes, ongoing
- Learning to use the new online system, Canvas
- Students in class without textbooks
- Repair and renovation of the Wyatt Center
- Minimizing the number of overloads taught by HPER faculty
- Streamlining assessment efforts
- Students entering classes up to two weeks late each semester
- Very low return rate for course evaluations

Related Items

SP1: Increase student learning

SP2: Develop an engaged, diverse, high-quality student population

SP3: Assure high-quality, diverse, engaged faculty and staff

SP4: Enhance institutional effectiveness

SP5: Improve the quality of life for all constituents

COEHS Psy SWOT Analysis

Start: 7/1/2012
End: 6/30/2013

Strengths

- There is cohesion and collegiality among faculty.
- Faculty members serve under-served students with respect.
- Faculty members maintain a rigorous program of study.

   ◦ There is no grade inflation.

- Faculty members are dedicated to teaching.
- Faculty members focus on student empirical research.
- Faculty members are innovative, hardworking, fair, and available.
- Faculty members provide rigorous attention to research methods and APA writing skills.
- Faculty members help students in a developmental way including providing remedial help in academic skills, writing skills, and critical thinking skills, and provide excellent student advising.
- Faculty members represent diverse skills and viewpoints. We have a good mix of educational backgrounds and specializations.
- Department culture convivial despite little practical overlap and wholly different constituents.
- Faculty members are well-received by students.
- The program purchased an EEG machine for classroom use.

Weaknesses

- Maintaining rigor while serving under-served students. (This is easier said than done.)

   ◦ We have spectacularly under-served cohorts not in a position to succeed as a function of regional education, resulting in subtle watering down of our pedagogy to reflect the students as opposed to what we bring; 4-4 load leaves little room for else.

- Lack of long-term faculty research programs/agendas
- Lack of faculty publications
- Lack of grant writing
- Lack of alumni support

   ◦ Institutional memory hamstrung by faculty turnover

- The possibility of moving the program toward a hybrid/online approach while maintaining rigor and serving under-served students.
- DSU entry level salaries for new assistant professors and existing salaries are low and have not kept up with rising living costs.

   ◦ Difficult to attract and maintain a viable faculty.
   ◦ Remain dependent on mission-driven persons or persons who are committed to living in the area.

- Faculty is over-extended with a heavy teaching load, sometimes with overloads, increased research and service responsibilities, and increased advising. The majority of faculty energy goes toward teaching.
- Instructional environment

- Classroom and office appearance, lighting, desks, old furniture.
- The south elevator needs to be replaced.

- Lack of engagement of students in professional and school activities
- Faculty turnover
- Student professionalism – Millennial students – fast food service mentality

  - Attendance
  - Quality of work
  - Late work
  - Has the feel of commuter school.

- Students often have poor writing and math skills, which poses problems for the Research Methods sequence and courses involving writing.
- The program needs revamping and brought up to date.
- The program lacks systemic, predictable, extra-curricular events to infuse environment with purpose, cohesion, culture.

Opportunities
- Faculty collaboration to increase scholarly efforts.
- Explore opportunities to increase enrollment.

  - Need to develop more online course offerings while maintaining rigor and serving under-served students. Delta students do not do well in online courses.
  - Need to play up the fact that students get a face-to-face education.

- Grow student body with greater undergrad culture (this will need to be face-to-face).
- Recruitment

  - We need to attract high-quality, competent students.

- Capitalize on untapped faculty knowledge, skills and abilities.
- Publications in *Delta Journal of Education* for articles that pass peer review.
- Add regular events that faculty members and students attend.
- Use the EEG and existing lab space for classrooms, recruitment, and basic student research.
- Two guest lectures per year to create more interest, cohesion, and participation in students.

Threats
Most challenges are mentioned in the weaknesses and opportunities listed above.

- Maintaining rigor while serving under-served students. (This is easier said than done.)

  - We have spectacularly under-served cohorts not in a position to succeed as a function of regional education, resulting in subtle watering down of our pedagogy to reflect the students as opposed to what we bring.

- Increasing enrollment
- Attracting high-quality, competent students in a dwindling Delta population who are up to the academic rigors and critical thinking that are expected.
- Increasing scholarship and publication efforts. With course overloads and faculty turnover, the faculty members who remain face challenges of increased work, leaving little time for experimental research and writing. We need to be able to dedicate time for a joint publication, perhaps in meetings.
- Creating a stable faculty
- Salaries

  - This remains and will remain a significant challenge for DSU—it affects morale, employment (new hires), and retention of experienced faculty.

- Prioritizing efforts and having all stakeholders agree.
- Revamp program—modernize it. Make practical choices on what courses to offer with a reduced faculty.
- Track students through the program so that course offerings can be planned and varied.
- Develop a program identity that promotes participation.
- Allow time for a self-study and alignment of program with APA goals, learning outcomes, etc.
- Provide additional resources for travel to meetings, especially for presentations.

Related Items
🔗⚙️**SP1: Increase student learning**

🔗⚙️**SP2: Develop an engaged, diverse, high-quality student population**

🔗⚙️**SP3: Assure high-quality, diverse, engaged faculty and staff**

🔗⚙️**SP4: Enhance institutional effectiveness**

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

✏️ **COEHS TELR SWOT Analysis**
Start: 7/1/2012
End: 6/30/2013
Strengths
- M.Ed. Cohort program in Educational Administration and Supervision approved nationally.
- Elementary Education and Special Education programs approved provisionally and responses to recommended changes have been sent to both CEC and ACEI.
- Three cohort programs have been funded by the Tri State Foundation in the M.Ed. in Elementary Education, Ed.S. in Elementary Education, and Ed.S. in Educational Administration and Supervision. A doctoral cohort has been funded and will start in January 2013.
- The Ed.S. Cohort in Educational Administration and Supervision is undergoing review to strengthen the program.
- All degree programs are constantly being monitored for needed improvements.
- A Fellowship Program in Educational Administration and Supervision has been funded by the Tri State Educational Foundation.

Weaknesses
- Online delivery process needs improving and monitoring.
- Adjunct faculty who teach online courses need more careful training and monitoring.
- Recruitment process needs to be refined.
- Faculty should be more engaged with all areas of research, publications, and presentations.
- Faculty should be encouraged to broaden their perspective to include current happenings on the national scene.

Opportunities
- Faculty should be encouraged to search for grant opportunities.
- The division should search for partnerships with school districts and other universities.

Threats
- Maintaining and increasing enrollment numbers in light of changing state and national standards.
- Developing a cohesive faculty that works to improve each program from a national perspective.

Related Items

♪ SP1: Increase student learning

♪ SP2: Develop an engaged, diverse, high-quality student population

♪ SP3: Assure high-quality, diverse, engaged faculty and staff

♪ SP4: Enhance institutional effectiveness

♪ SP5: Improve the quality of life for all constituents

Executive Summaries

⚙ **ES COEHS**

Diversity Compliance Initiatives and Progress
The College of Education and Human Sciences supports the definition of diversity put forth by the National Council for the Accreditation of Colleges and Teacher Education (NCATE). The definition states: "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P-12 students are stated in the rubrics for those elements (Professional Standards for the Accreditation of Teacher Preparation Instructions. p. 86)."

During AY 12/13 faculty continued to focus on improving ELL instruction. A total of 41 faculty members and students visited Lakeside Elementary School in Lake Village, Arkansas, during fall and spring semesters to see practical application of best practice in ELL instruction. Further, a systematic review of all syllabi was conducted and revisions were made to address weaknesses in all areas of diversity. The Office of Field Experiences continues to work with programs to identify diverse settings for candidates, and tracks the same through a database. Every effort is made when hiring to conduct searches that will yield a more diverse faculty. Strategies include targeting advertising in diverse publications/organizations, sending letters directly to universities that have populations which yield diverse candidates, and following up with personal inquiries. During AY 12/13 seven position searches were conducted. Three faculty positions were filled by races other than Caucasian. Despite efforts to offer competitive salary packages and working accommodations, it is difficult to recruit quality candidates to the area due to the highly competitive market. The COEHS continually seeks contacts with professionals of diverse backgrounds and explores ways in which to provide a positive working environment for these potential faculty and staff candidates.

Economic Development Initiatives and/or Impact
N/A

Grants, Contracts, Partnerships

Tri-State Educational Foundation - Leadership Fellows Program	$27,000
Tri-State Education Foundation - Master's/Specialist's Program	$169,344
Tri-State Education Foundation - Redirect funds from Master's in Elementary Ed to Specialist's	$48,000
Tri-State Educational Foundation - Doctorate in Education - 10 students - maximum 45 hours	$114,480
Tri-State Foundation - Master's Degree in Elementary Education	$156,000
Tri-State Foundation - Tishomingo Master Teacher Initiative	$130,000
Blue Cross & Blue Shield Foundation of Mississippi for Healthy Campus/Community Initiative	$135,650
Mississippi Department of Education Math and Science Partnership Grant	$310,005
E-Learning Appropriation - Miss. Legislature	$350,000
Crosstie Arts Council for Art Education	$500
International Baxter Foundation	$73,038
Importer Support Program of the Cotton Board	$9,900
Total	$1,590,600

Committees reporting to unit
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 Chairs' 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 Chairs' Council (Arts and Sciences): Changes made at the department or division level require approval from CEAC or the Chairs' Council. Deans of the respective colleges (College of Education and Human Sciences 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 and Human Sciences). These changes are then approved by TEC and subsequently 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 Chairs' Council, to TEC, and then back to the Dean of Arts and Sciences to be submitted for approval at the Academic Council level.

Graduate Education Programs Council (GEPC): The GEPC serves as the governing authority for the graduate education programs at Delta State University. The general purpose of the GEPC is to provide leadership in the process of educating and graduating professionals in the fields of education, counselor education, and educational leadership.

Doctoral Admission and Curriculum Council (DACC): This represents the first interdependent level for graduate program approval. The DACC, housed within the College of Education and Human Sciences, 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 and Human Sciences).

Department: College of Education

Overview (brief description of scope)
The College of Education and Human Sciences (COEHS) at Delta State University is composed of four divisions: Counselor Education and Psychology; Family and Consumer Sciences; Health, Physical Education, and Recreation; and Teacher Education, Leadership, and Research. The College is served by 41 faculty members and 14 staff members. Additionally, the *Office of Field Experiences* within the College of Education and Human Sciences functions as a support office for the divisions. The College of Education and Human Sciences Administrative Council (CEAC) is comprised of the four chairs of the COEHS divisions, the Director of Field Experiences, the Executive Director of the Delta Area Association for the Improvement of Schools (DAAIS), and the Dean. DAAIS is a 32 member consortium of Delta school districts that is housed in and supports the functions of the COEHS.

Comparative data
Overall enrollment in the College decreased over the past year by 3.16% (exclusive of Teach for America numbers) compared to the overall University enrollment which decreased by 5.17%. This is following a three-year trend of increased enrollment. While the College seeks each year to increase enrollment, there is a realization that given spikes in enrollment due to programming, a leveling off or decrease may be expected. While the Division of Health, Physical Education, and Recreation (HPER) increased by 1.47% and the Division of Family and Consumer Sciences (FCS) by .39%, the Division of Teacher Education, Leadership, and Research (TELR) declined by 4.29%. Within the division of Counselor Education/Psychology, enrollment in the Counselor Education major increased by 7.06% while the Psychology major decreased by 21.35%. The Division of TELR decrease is somewhat to be expected as this Division has significantly increased new programming in recent years resulting in a trend of increased enrollment. The decline may be in part a leveling off or saturating of the local market. Psychology courses are affected by the overall enrollment pattern of the University due to inclusion in general education offerings. The Psychology department executed a rigorous advisement and recruiting plan during AY 12/13 and entered into a 2+2 agreement with Holmes Community College in an effort to recruit and retain students in that major.

While credit hour production was down overall 4.25%, there are several interesting patterns. First, those Divisions with decreased enrollment (CED/PSY, TELR) actually sustained increased credit hour production over the previous year CED/PSY (2.21%) and TELR (3.08%). Conversely, FCS and HPER had decreased credit hour production, FCS (-8.34%) and HPER (-1.07%). These two divisions offer general education courses; therefore, given overall decreased enrollment at the University, it would be expected that programs offering general education coursework would sustain declines as well. FCS has entered into 2+2 agreements with Hinds Community College and Holmes Community College in an effort to increase enrollment. The Division of HPER is engaged in similar recruitment efforts.

Related Items

» SP1: Increase student learning

» SP2: Develop an engaged, diverse, high-quality student population

» SP3: Assure high-quality, diverse, engaged faculty and staff

» SP4: Enhance institutional effectiveness

» SP5: Improve the quality of life for all constituents

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
Changes made in the past year:

Recommended changes for the coming year(s):

Section VI.b

Recommended Changes for the Coming Year

Judgment
□ Meets Standards   □ Does Not Meet Standards   □ Not Applicable

Narrative