Executive Summary  
Annual Report  
College of Education  
2002-2003 

I. Description of Planning and Assessment Process 

The College of Education (COE) at Delta State University is composed of four divisions: Counselor Education and Psychology; Curriculum, Instruction, Leadership, and Research; Family and Consumer Sciences; and Health, Physical Education, and Recreation with approximately 45 faculty members serving within the College. Additionally, the Office of Field Experiences is housed in the College of Education and functions as a support office for the divisions. The planning and assessment process for each of the divisions is basically the same: A Planning and Assessment Committee composed of representative faculty meet regularly to study data and make recommendations surrounding programmatic improvement, assessment/evaluation strategies, curricular changes, and accreditation needs. Recommendations from these committees are forwarded to the College of Education Administrative Council (CEAC) for review and approval at one of its monthly meetings. The members of CEAC include the four chairs of the COE divisions, the Director of Field Experiences, the Director of Recreation Facilities and Aquatics, the Executive Director of the Delta Area Association for the Improvement of Schools (DAAIS), and the Dean. DAAIS is a 34 member consortium of Delta school districts that works closely with the COE. 

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

The planning and assessment process regularly produces changes in course configuration, student requirements, assessment strategy, course offerings, and instructional practices. Additionally, modifications to meet changing accreditation requirements are made as needed. Programs in the College of Education are fully accredited by the appropriate accrediting body including SACS, National Council for Accreditation of Teacher Education (NCATE), American Association of Family and Consumer Sciences (AAFCS), Council for Accreditation of Counseling and Related Educational Programs (CACREP), Association of Childhood Education International (ACEI), Council for
Exceptional Children (CEC), Educational Leadership Constituents Council (ELCC), National Association for Sport and Physical Education (NASPE), etc. Candidate status has been granted to the Athletic Training Program and the Nutrition/Dietetics Program with visits leading to full accreditation for both programs planned for Fall, 2004.

II. **Major Improvements/Accomplishments**

Seven Task Force Teams (TFT) were established in the College of Education to focus on specific areas of improvement. These teams and the work accomplished by each are noted below.

A. **Faculty/Adjunct Development**

- Developed an outline for an Adjunct Handbook for use at both the main campus and auxiliary sites beginning in the 2003-2004 school year.
- Planned adjunct orientation sessions to begin in the 2003-2004 school year.
- Developed an objective process for screening adjunct candidates.
- Conducted a survey to determine faculty development needs.
- Participated in faculty development session planning on such topics as performance assessment, COE initiatives, accreditation processes, and utilization of technology.

B. **Research/Scholarly Activity**

- Established a process for implementing a “teaming” approach to research activities.
- Provided support for faculty members engaged in research through mentoring and dialogue sessions regarding research issues.
- Presented possible reward structures for faculty involved in scholarly activity to the College of Education Administrative Council.
- Began the process for an on-going faculty forum to discuss ways to more clearly define and support scholarly activity in the COE.
C. Accreditation Processes

- Surveyed divisions regarding accreditation status of each program.
- Established an accreditation liaison for each division.
- Developed a timeline for each accreditation process within the divisions.
- Identified areas for improvement/professional development regarding accreditation requirements for programs in the COE.

D. Technology/Website Development

- Conducted sessions with each division to determine website needs.
- Made corrections to the information on the COE website.
- Provided divisions with information on ways to improve each website.
- Surveyed websites of other institutions for innovative website construction.

E. Recruitment/Outreach

- Developed plans for marketing materials for each division and the COE.
- Met with each division to discuss recruitment initiatives and continuing outreach efforts to local school districts and other constituencies.
- Established procedures for support of graduate students who had become inactive.
- Researched and purchased professional marketing display boards for each division to use at college fairs, professional meetings, and DSU recruitment sessions.
- Developed plans for a semi-annual COE journal focusing on pertinent issues in education to be distributed to school districts, community colleges, four-year institutions, and other interested partners in education during the 2003-2004 school year.
F. **Facilities Beautification/Utilization**

- Surveyed faculty and housekeeping staff to determine facility needs.
- Developed a comprehensive plan for improving all COE facilities.
- Implemented initial components of the plan including discard of unused furniture and equipment, replacement of selected window blinds, reconfiguration of classroom and public use space, procurement and display of student and faculty artwork, and assessment of immediate needs in each office/classroom.
- Met with housekeeping staff to determine building concerns.
- Identified areas for immediate attention by housekeeping/physical plant due to legal, safety, and health concerns.

G. **Grant Development/Implementation**

- Conducted a survey to determine grant interests of faculty and needs of divisions.
- Presented information to faculty on grant/research opportunities.
- Conducted grant development round table discussions with faculty.
- Provided assistance and support to faculty members engaged in writing grants.

**Other improvements/accomplishments of the COE include:**

- Strengthened the relationship between COE and teacher educators in the Colleges of Arts and Sciences and Business through frequent dialogue sessions on curricular issues and teacher education procedures.
- Improved use of technology through upgrades implemented by the COE Center for Teaching and Learning.
- Conducted a comprehensive assessment of technology use and processes.
- Began work on a new technology suite on the third floor of the Ewing building to feature a model classroom for technology use by faculty.
- Renewed relationships with external organizations such as the Mississippi Association of Educators (MAE), the Mississippi Association of School...
Administrators (MASA), and the Mississippi Association of School Superintendents.

- Served as the administrator for the *I CAN Learn* program for computer-enhanced algebra skills instruction funded through the Mississippi Development Authority and installed in 20 Delta school districts.

- Reconfigured the Division of Behavioral Sciences through its merger with the Department of Psychology to form the new Division of Counselor Education and Psychology.

- Moved the Department of Special Education from the Division of Behavioral Sciences to the Division of Curriculum, Instruction, Leadership, and Research and moved Educational Psychology into the new Division of Counselor Education and Psychology.

- Established improved procedures for documenting processes such as advisement and graduation clearance.

- Began development process for programs at auxiliary campus sites.

III. **Goals for Improvement**

All goals for improvement are the results of assessment information gathered through avenues such as student surveys, faculty committees, internal accreditation audits, review of state and federal requirements, student test results, and practitioner feedback.

- Continue refinement of performance assessment procedures for all programs.

- Provide additional professional development opportunities for faculty and division chairs.

- Continue to seek funding to allow the employment of additional faculty members.

- Strengthen structures to promote/reward scholarly activity of faculty and chairs.

- Establish more formalized and usable assessment of graduate success in the workplace.

- Continue efforts to address facilities concerns.

- Develop high-quality marketing materials for each division and the COE to strengthen the recruitment process.
• Improve the COE website to include additional appropriate “links” and greater ease of use.

• Upgrade technology as needed and provide support systems for increasing faculty/student use.

• Continue program improvement and expansion efforts.

• Successfully clear all accreditation standards on upcoming SACS and CACREP visits.

• Refine faculty and chair evaluation processes so that expectations are clearly delineated and understood by all involved.

IV. Recommendations for Consideration by Academic Council and the DSU Cabinet

The following assistance and support will be needed from the Cabinet/Academic Council if the College of Education is to adequately address each noted area:

• The development of a detailed plan for facilities improvement to address concerns related to safety, health, and legal requirements as well as aesthetics. A sampling of specific needs includes the following: replacement of worn or broken stair treads in all staircases; cleaning, plaster repair, and painting of all stairwells, installation/modification of an elevator to meet ADA specifications; external cleaning of all windows; removal/replacement and/or upkeep of exterior landscaping; upgrade/replacement of heating/cooling system to adequately regulate interior temperature; replacement of worn carpeting; and replacement of broken window blinds.

• Clear communication regarding the involvement of ITS in improvement of the COE website.

• Development of university structures for collecting data and providing timely and appropriate results regarding chair/dean evaluations, student evaluations of faculty, graduate/employer surveys, and program expansion surveys.

• Provision of financial support from the university for program improvement including the funding of needed positions, professional development, and program materials.

• Clear communication regarding COE responsibilities in carrying out the university vision as it relates to such issues as recruitment, program expansion, program enhancement, community outreach, and faculty retention.

Date reviewed by Academic Council 1/8/04 (final)