Delta State University
College of Education
Annual Report
Executive Summary
2003-2004
Mission of the College of Education

The College of Education supports the mission of the University to serve the broader community of the Delta region and strives to aid in accomplishing the guiding principles established by DSU. It operates collaboratively with the other colleges/schools of the university, the university staff, and outside agencies to produce professional graduates who will be effective in the field of human learning and services. The College of Education offers a stimulating, positive environment and provides its students with professional faculty who model the competencies, skills, and dispositions expected of Delta State University graduates.

Quality of instruction and professional service are critical to the mission of both the college and university. Scholarly works and publications are strongly encouraged as professional outcomes for the entire university faculty and administration. Through program evaluation processes, the effectiveness of degree programs within the college is reviewed and refined as needed.

Primary importance is given to the academic and scholarly development of students. Equally important are the necessary professional skills for career success. The work ethic of graduates and their demonstrated empathy and human relations skills are traditions associated with graduates of the College of Education.

Within the College of Education, the numerous degree programs train professionals to address societal needs, educational needs, and personal needs. All degree programs are created to prepare individuals to function in professional service careers. At all levels and in all areas, graduates are intended to impact societal needs through their particular professional areas.
Goals of the College of Education

The goals of the College of Education are to:

1. Impact societal needs through graduates in the areas of human learning and services.

2. Establish a collaborative network of colleagues whose efforts address professional education needs of students.

3. Provide faculty and students with a positive, stimulating, learning environment.

4. Ensure quality instruction, professional service, and scholarly works from College of Education faculty.

5. Engage students in high quality instruction, sound learning experiences, professional ethics training, human relations training, and appropriate field experiences.

6. Provide educational and cultural experiences designed to enhance and fulfill the potential of all persons without regard to race, religion, national origin, sex, or age.

7. Assess the effectiveness of professional education degree programs.

Planning and Assessment Process

The College of Education (COE) at Delta State University is composed of four divisions: Counselor Education and Psychology; Curriculum, Instruction, Leadership, and Research; Family and Consumer Sciences; and Health, Physical Education, and Recreation with approximately 45 faculty members serving within the College. Additionally, the Office of Field Experiences is housed in the College of Education and functions as a support office for the divisions. The planning and assessment process for each of the divisions is basically the same: A Planning and Assessment Committee composed of representative faculty meet regularly to discuss issues surrounding programmatic improvement, assessment/evaluation strategies, curricular changes, and accreditation needs. Recommendations from these committees are forwarded to the College of Education Administrative Council (CEAC) for review and approval at one of its monthly meetings. The members of CEAC include the four chairs of the COE divisions, the Director of Field Experiences, the Director of Recreational Facilities and Aquatics, the Executive Director of the Delta Area Association for the Improvement of Schools (DAAIS), and the Dean. DAAIS is a 34 member consortium of Delta school districts that works closely with the COE.
If any questions or concerns that cannot be resolved arise during the CEAC approval process, the proposed recommendation is returned to the division Planning and Assessment Committee for further discussion. The proposed recommendation is then returned to CEAC for approval with further explanations. Any recommendations that impact teacher education programs are also taken to the Teacher Education Council (TEC) for approval. The TEC is composed of faculty representatives of all teacher education programs within the Colleges of Education, Arts and Sciences, and Business as well as practitioners representing teachers and administrators, and DSU student representatives. After approval by CEAC and TEC, if applicable, the COE recommendations are then forwarded to Academic Council for approval where appropriate.

The planning and assessment process regularly produces changes in course configuration, student requirements, assessment strategy, course offerings, and instructional practices. Additionally, modifications to meet changing accreditation requirements are made as needed. Programs in the College of Education are fully accredited by the appropriate accrediting body including SACS, National Council for Accreditation of Teacher Education (NCATE), American Association of Family and Consumer Sciences (AAFCS), Council for Accreditation of Counseling and Related Educational Programs (CACREP), Association of Childhood Education International (ACEI), Council for Exceptional Children (CEC), Educational Leadership Constituents Council (ELCC), and the National Association for Sport and Physical Education (NASPE). Candidate status has been granted to the Athletic Training Program by the Commission on Accreditation of Allied Health Programs (CAAHEP) and to the Nutrition/Dietetics Program by the American Dietetics Association (ADA) with visits leading to full accreditation for both programs planned for the 2004-2005 school year.

**Program Outcomes**

All programs within the College of Education have established outcomes for student program participants. Program graduates have demonstrated proficiency through internships, standardized test results, portfolio presentations, and other means. The results for each program are provided in the attached division annual reports. It should be noted that a wide-range of assessment strategies are used throughout the college including standardized tests such as the PRAXIS, observation during internships, and portfolios utilized for both formative and summative purposes. After pilot use by selected students during the spring semester of 2003-04, electronic assessment and data collection processes will be piloted as a program component during the fall of the 2004-05 school year.
Evaluation of Program Success

Program success is predicated on student success as measured by multiple assessment techniques. Annual course/faculty evaluations provide information on student satisfaction and course goal attainment including level of engagement with faculty and peers. Dialogue with students during advisement and program meetings also identifies the degree of program satisfaction. Grades given for courses and the success of students in earning required grades also provides helpful information when reviewing program success. Additionally, results of standardized tests required for licensure, analysis of surveys of graduates and employers, and reviews by accrediting agencies provides information used for program evaluation. Specific program assessment strategies are outlined in the annual reports for each division/office.

General Education

All majors within the College of Education must accrue a minimum of 44 general education hours with most majors requiring a minimum GPA of 2.0 or above for general education courses. Additionally, all students in a teacher education program must pass PRAXIS I and have a 2.5 GPA in general education courses, while all university students must demonstrate writing proficiency. The College of Education works collaboratively with the College of Arts and Sciences to ensure a liberal arts foundation for all students at Delta State.

Professional Development

On-going professional development is an important component for faculty, staff, and administration within the College of Education. The Faculty/Adjunct Development Task Force, the College of Education Administrative Council (CEAC), and committees working on various accreditation processes assist in determining which professional development activities are most needed. Additionally, individual faculty and staff members identify specific activities to assist in furthering their professional development. Activities for the 2003-04 year are noted in the accomplishments of the Faculty/Adjunct Task Force segment.

Budget Requests

Budget requests are tied to program improvement, accreditation requirements, student achievement needs, and faculty efficiency. Each division/office is requested to prioritize its respective budget requests to ensure that limited funds are used effectively. Technology upgrades, safety needs, and curriculum issues receive primary consideration for allocating financial resources during budget hearings each spring.
Evaluation Calendar

Student assessment and faculty evaluation processes are vital program components for the College of Education. The evaluation of each program’s success, as well as division and college success, determines budget priorities and target goals for the college. Detailed information on use of specific student assessment tools and processes is provided in each division’s annual report information.

Faculty evaluation in the college is multi-faceted and complies with the university policy on evaluation of faculty. End-of-course evaluations by students and faculty goal attainment focused on teaching, service, and scholarly activity form the foundation of the evaluation process. Course evaluation occurs each semester with the faculty evaluation process commencing when a faculty member is hired. All faculty establish annual goals in dialogue with division chairs; those goals then become the basis for faculty evaluation in the spring of each year.

Evaluation of program components occurs through multiple means: regular dialogue sessions in committees and full faculty meetings, review of course evaluations each semester, analysis of portfolio assessment each semester, and end of year review of other data. Analysis of all evaluation/assessment information drives the determination of goals for individuals, divisions, and the college for the following year. This process enables the college to utilize a continuous improvement cycle to positively impact all aspects of operation.
College of Education

Specific Accomplishments

2003-2004

Task force teams established within the college developed plans to address specific areas of improvement identified during division meetings in Spring 2003. The teams focused on faculty/adjunct development, research/scholarly activity, accreditation processes, technology/website development, recruitment/outreach, facilities, and grants development/implementation. Accomplishments of each task force are noted below.

Adjunct/Faculty Development
- Developed an Adjunct Handbook for use at both the main campus and auxiliary sites
- Planned and held adjunct orientation sessions in Greenville and Cleveland
- Developed and utilized an objective process for screening adjunct candidates
- Held faculty development sessions on COE initiatives, the NCATE conceptual framework, performance assessment, and other accreditation processes

Research/Scholarly Activity
- Established a process for implementing a “teaming” approach to research activities
- Provided financial support for faculty members and students to make presentations at regional and national conferences
- Refined a proposed reward/recognition structure for faculty involved in scholarly activity
- Held the initial monthly faculty forum (COE Eat and Meet) to discuss ways to more clearly define and support scholarly activity
- 19 Publications
- 22 Professional/Editorial Boards
Accreditation

- Surveyed divisions regarding accreditation status of each program
- Developed a timeline for each program accreditation process
- Financially supported faculty in attending training/information sessions on accreditation standards
- Successful CACREP and SACS process
- Successful MDE Process Review
- Successful candidacy submission for CAAHEP
- Submission of portfolios – AAFCS and ADA

Technology/Website Development

- Conducted needs assessments and provided divisions with suggestions for improvement of each website
- Partnered with ITS in developing a technology suite for faculty use
- Reconfigured the Center for Teaching and Learning to include a faculty development area
- Secured an I CAN Learn web master
- Developed a doctoral program website
- Partnered with ITS in funding a comprehensive assessment of technology use and processes
- Improved use of technology through upgrades implemented by the COE Center for Teaching and Learning.

Recruitment/Outreach

- Developed initial marketing materials for each division and the COE
- Established procedures for support of inactive graduate students
- Purchased professional marketing display boards, table covers, and other recruiting materials for each division
- Participated in the IHL recruitment program, all campus recruitment activities, and the MDE Teacher Fair
- Collaborated with Graduate/Continuing Studies in the development of outreach programs in Greenville, Tunica, and Clarksdale
- Published/distributed the first two issues of the Delta Education Journal
- Partnered with DAAIS on various initiatives (District Reading Fair, Teach Mississippi Institute, Regional School Board meetings, Superintendents Symposium, Superintendents Academy, and district professional development sessions)
- Worked with other entities in a variety of collaborative activities: MDE, Delta Council, MDA, MASA, MASS, MPSA, MAMLE, Whole Schools Institute, Helping Professions Conference, Viking Corp., Teach for America, & Presbyterian Day School
Facilities Beautification/Utilization
- Compiled and prioritized facilities survey results
- Finalized a comprehensive plan for improving COE facilities
- Implemented initial components of the plan including: discard of unused furniture/equipment, replacement of selected window blinds, reconfiguration of office/classroom/public use space, procurement and display of student/faculty artwork, assessment of immediate needs in each office/classroom, cleaning of stairs, painting, wall repair, carpeting, etc.

Grants 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
- Identified a grants manager for DEI
- COE 2003-04 Grants Awarded = $3,282,101

Other Accomplishments
- Strengthened relationships with Colleges of Arts and Sciences & Business through professional development, dialogue sessions, and the STEP initiative
- Developed a Master of Arts in Teaching degree program
- Began process for development of a counselor education track in the EdD program
- Established improved procedures for documenting processes such as advisement and graduation clearance
- Began exploration of the feasibility of an e-learning program
- Strengthened the evaluation of program outcomes for the Delta Education Initiative
- Refined faculty and chair evaluation processes
- Initiated development of service-learning, capstone experiences, comprehensive performance assessment, and other curriculum improvements for each program
- Began planning process for hosting the first Mississippi Academic Chairs Leadership Conference
- Formed the new Div. of Counselor Education and Psychology (merger of Behavioral Sciences and Psychology)
- Moved Special Education to the Division of Curriculum, Instruction, Leadership and Research.
Projected Goals

2004-2005

• Provide additional professional development/program improvement opportunities for faculty and division chairs

• Restore positions/employ additional faculty members

• Structures to promote/reward scholarly activity of faculty and chairs

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

• Address facilities concerns

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• Address additional facilities concerns

• Develop comprehensive high-quality marketing materials for each division and the COE

• Improve the COE website to include additional appropriate “links” and greater ease

• Complete furnishing of the technology suite

• Successfully clear all accreditation standards on upcoming CADE, AAFCS, and CAAHEP visits

• Fully address performance assessment processes, student engagements, and other identified needs tied to SACS and NCATE accreditation.