Delta State University
College of Education
Annual Report
2007-2008

Executive Summary

Mission of the College of Education

The College of Education supports the mission of the University to serve the broader community of the Delta region and strives to aid in accomplishing the guiding principles established by DSU. It operates collaboratively with the other colleges/schools of the university, the university staff, and outside agencies to produce professional graduates who will be effective in the field of human learning and services. The College of Education offers a stimulating, positive environment and provides its students with professional faculty who demonstrate 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 dispositions 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.
Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident education candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects educator candidate development through the triad of preparation, performance, and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1) [SP Goal(s) 1; QEP Goal(s) 3, 4]*

2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2) [SP Goal(s) 3, 4, 5; QEP Goal(s) 1, 4]

3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3) [SP Goal(s) 4, 5; QEP Goal(s) 1]

4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4) [SP Goal(s) 2, 3, 5; QEP Goal(s) 4]
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5) [SP Goal(s) 1 – 5; QEP Goal(s) 2]

*SP refers to Delta State University Strategic Plan Goals.
QEP refers to Delta State University Quality Enhancement Plan Goals.

**General Goals of the College of Education**

The goals of the College of Education are to:

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

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

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

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

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

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

7. Assess the effectiveness of professional education degree programs.

**Planning and Assessment Process**

The College of Education (COE) at Delta State University is composed of five divisions: *Counselor Education and Psychology; Family and Consumer Sciences; Health, Physical Education, and Recreation; the Thad Cochran Center for Rural School Leadership and Research; and Teacher Education*, with approximately 42 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 College of Education Administrative Council (CEAC) is comprised of the five chairs of the COE divisions, the Director of Field Experiences, the Director of Recreational Facilities and Aquatics, the Executive Director of the Delta Area Association for the Improvement of Schools (DAAIS), and the Dean. DAAIS is a 34-member consortium of Delta school districts that works closely with the COE. Curriculum changes and program improvements, as well as other decisions central to the unit, are addressed by and approved through CEAC. A description of how curriculum and program changes are made, as well as the stakeholders involved in the process, is provided in the following narrative.
Changes and Program Improvements: Program faculty meet to discuss their assessment of data and make changes based upon their assessments. These changes might be programmatic in structure or involve curriculum decisions.

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 Chair’s 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 Chair’s Council (Arts and Sciences): Changes made at the department or division level require approval from CEAC or the Chair’s Council. Deans of the respective colleges (College of Education 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). Once approved, these changes are approved by TEC and then submitted by the Dean for approval at the Academic Council (AC) level. Similarly, changes made in the College of Arts and Sciences will go through the Chair’s Council, to TEC, and then back to the Dean of Arts and Sciences to be submitted for approval at the Academic Council level.

Doctoral Admission and Curriculum Council (DACC): This represents the first interdependent level for graduate program approval. The DACC, housed within the College of Education, 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).

Graduate Council: This represents the second interdependent level of graduate approval. The Graduate Council works in conjunction with DACC, but additionally makes policy decisions for graduate programs within the institution. Graduate Council reports to Academic Council and seeks approval for policy changes from that body.

Academic Council (AC): Academic Council is chaired by the Academic Vice President/Provost and approves all curriculum changes for all programs in the university. All deans, the Associate Dean for Assessment and Planning, Director of Library Services, a representative from the Office of Information Technology (OIT), and the Faculty Senate Chair sit on this council. Changes significantly affecting student life (i.e., fees, schedule changes, university policy) are submitted to the President’s Cabinet for approval.

President’s Cabinet: The University President oversees the Cabinet. Cabinet usually deliberates on decisions made that affect student life, the goals and strategic direction of the university, the university structure and organization and major policy changes.
The planning and assessment process regularly produces changes in course configuration, student requirements, assessment strategies, course offerings, and instructional practices. Additionally, modifications to meet changing accreditation requirements are made as needed. Programs in the College of Education are accredited by the appropriate accrediting body including the following: Southern Association for Colleges and Schools (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 for Childhood Education International (ACEI); Council for Exceptional Children (CEC); Educational Leadership Constituents Council (ELCC); Council on Accreditation of Dietetics Education (CADE); and the National Association for Sport and Physical Education (NASPE). The Psychology Program has also been through a review process conducted by an external evaluator with positive results. Additionally, the Athletic Training Program was fully accredited by the Committee on Accreditation of Athletic Training Education (CAATE) during the summer of 2006 after a successful site visit during the 2005-2006 academic year.

Program Outcomes

All programs within the College of Education have established outcomes for students. Program graduates have demonstrated proficiencies for their respective fields through internships, standardized test results, portfolio presentations, and other means. The results for each program are provided in the attached division annual reports. It should be noted that a wide range of assessment strategies are used throughout the college including standardized tests such as the PRAXIS, observation during internships, written comprehensive examinations, and portfolios utilized for both formative and summative purposes. An electronic data collection tool, TaskStream, continues to be used to manage assessment data for educator preparation programs, as well as a selection of other programs throughout the College of Education unit. Both program and specific learner outcomes are tracked through this data collection tool. In addition, other programs such as Access, Excel, and SPSS are utilized in tracking and analyzing data.

Evaluation of Program Success

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

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

Professional Development

Ongoing professional development is an important component for faculty, staff, and administration within the College of Education. Faculty curriculum committees, the College of Education Administrative Council (CEAC), and committees working on various accreditation processes and other initiatives assist in determining which professional development activities are most needed. Additionally, individual faculty and staff members identify specific activities to assist in furthering their specific professional development. Activities for the 2007-08 year are noted in the general college accomplishments as well as in the reports for individual divisions/departments.

Budget Requests

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

Evaluation Calendar

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

Faculty evaluation in the college is multi-faceted and complies with the university policy on evaluation of faculty. End-of-course evaluations by students, merit-based evaluations conducted by the chair and dean, and the extensive summative faculty evaluations conducted by division chairs all focus on goals related to teaching, service, scholarly activity, and enhancement of the total learning experience. Course evaluation occurs each semester with the faculty evaluation process commencing when a faculty member is hired. Merit-based evaluation is conducted annually in accordance with university policy. All faculty members establish annual goals in
dialogue with division chairs; those goals along with data from course evaluations then become the basis for summative faculty evaluation in the spring of each year.

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

College of Education

Selected Accomplishments

2007-2008

State, regional, and national accreditation standards, assessment and evaluation processes, and program refinement and enhancement were the areas of major focus for the College of Education during the 2007-2008 academic year. Major accomplishments in each of these areas are noted below.

Accreditation Standards

State Accreditation

- Met all standards for initial teacher preparation programs and advanced educational leadership preparation through the Mississippi Department of Education Process and Performance Review
- Faculty served as both committee members and chairs of six MDE Process and Performance Review visits to other campuses

Regional Accreditation

- Implemented activities to foster enhanced student engagement within all programs
- Conducted orientation sessions for new faculty to acquaint them with accreditation bodies and their corresponding standards
- Continued refinement of outcomes-based assessment processes
- Mentored faculty on web-based data collection and assessment tools
- Implemented strategic goals in each division
- Provided opportunities for faculty development in multiple assessment strategies
- Held extended faculty retreats for the purposes of data analysis, discussion of assessment results, and identification of program changes, bringing together College of Education faculty and secondary education faculty in the College of Arts and Science for collaborative and strategic planning
• Held extensive on-site training for COE unit faculty in the usage of TaskStream tools

National Accreditation

• Earned continuing accreditation status from the National Council for the Accreditation of Teacher Education (NCATE) in April 2008
• Supported a faculty member from the College of Arts and Sciences to attend national NCATE training to broaden understanding of the accreditation process across the unit

Assessment and Evaluation Processes

• Identified a Unit Assessment Director to ensure a closely coupled Unit assessment system
• Developed an Assessment Manual to institutionalize assessment procedures across the COE unit
• Assessment Director published a Data Book comprised of data on all key unit assessments for review by stakeholders
• Restructured Office of Field Experiences to provide oversight and support to all teacher preparation programs
• Implemented Teacher Work Sample methodology across secondary teacher education programs
• Increased field experience hours and structured experiences across all programs
• Established a timeline for dissemination, analysis, and decision making relevant to unit assessment data
• Added a Unit Access database to centralize and supplement program-specific databases
• Continued committee work in developing all program components for meeting standards for the NCATE accreditation process
• Initial English Education program received National Recognition Status through a program report submission to the National Council for English Education (NCTE)
• Continued preliminary assessment and preparations for National Association for the Education of Young Children (NAEYC) Accreditation
• Continued committee work in developing all program components for meeting standards for the NCATE accreditation process
• Continued to implement and refine the conceptual framework for all educator preparation programs
• Supported Counselor Education faculty members’ participate in national venues related to CACREP accreditation
• Director of Field Experiences served on state committee for revision of the Student Teacher Assessment Instrument (STAI)

Program Refinement and Enhancement

• Redefined the functions of the Office of Field Experiences to increase partnerships with P-12 schools and more closely
couple the curricula of various educator preparation programs

- Continued curriculum refinement across all programs
- Increased online program/course availability, as well as hybrid course offerings
- Increased number of video, weekend, intersession, and other alternative types of course offerings
- Revised the Educational Specialist degree program in Educational Administration and Supervision to better reflect new national and state standards
- Implemented NAEYC standards in Child Development Center
- Hosted an Early Childhood Conference for early childhood educators
- Established the Heflin Endowed Professorship in Recreation to increase interest in the recreation concentration within the Division of Health, Physical Education, and Recreation

Other Major Accomplishments

- Planned and implemented an online Master of Elementary Education program
- Planned and implemented a Master of Education degree program in Elementary Education at the Coahoma County Higher Education Center
- Increased number of courses offered exclusively online, hybrid-online, in weekend sessions, and through videoconferencing
- Administered first comprehensive examinations for the Master of Arts in Teaching
- Enhanced the website to allow Ed.D. applicants to view admissions procedures online
- Hosted the Mississippi Licensed Professional Counselor’s Association state training program concerning new rules concerning training and certification in clinical supervision
- Completed renovations and updates for the Counseling Lab
- Dr. Scott Hutchens served as the keynote speaker at the December 2007 graduation ceremony as recognition for receiving the 2007 Kossman Outstanding Teaching Award
- The Director of the Child Development Center applied for accreditation by the National Association for the Education of Young Children with the site visit scheduled for the coming school year
- Students in Child Development and Nutrition/Dietetics developed toolkits as a service-learning aspect of FCS 444 Child Nutrition and distributed them to area elementary teachers
- Mrs. Leigh-Anne Gant assisted with the revision of benchmarks for four-year-olds in early childhood programs in the state of Mississippi
- Dr. Tommy Taylor was appointed by Mississippi Governor Haley Barbour to the Mississippi Juvenile Justice Advisory Committee
- Added a new display to the first floor hallway in Ewing to showcase Family & Consumer Sciences students’ work
- Dr. John Alvarez for HPER and Dr. Kathy Davis for FCS collaborated to team teach a course (FCS 343 Nutrition and Physical Fitness)
- All HPER classes were revised to require an online component, a presentation, and library utilization
Hosted a meeting of all Directors of Field Experiences in the state’s Institutions of Higher Learning

Promotions and Awards

- Dr. Kathy Davis, Assistant Professor of Dietetics in Family & Consumer Sciences, was selected as the Outstanding Dietetic Educator of the Year for the state of Mississippi by the Mississippi Dietetic Association.
- Dr. Donna Sheperis was elected as the new President of Mississippi Licensed Professional Counselor’s Association.
- Dr. Jan Haynes is the President-elect of the Mississippi Association of Family & Consumer Sciences.
- Dr. Wayne Lee is the President of the DSU Athletic Alumni Association
- Dr. Scott Hutchens, recipient of the Spring 2006 Kossman Outstanding Faculty Member award, spoke at fall 2007 commencement.
- Dr. Laura Simpson received the Mississippi Counseling Association Outstanding Research Award; and the Mississippi Licensed Professional Counselor Association Outstanding Research Award and the Delta State University College of Education Outstanding Faculty Award for 2008.
- Dr. John Alvarez received the College of Education Outstanding Faculty Award for 2008.

Production of Faculty:

- State/Regional/National Scholarly Presentations, Workshops, and Juried Presentations:

<table>
<thead>
<tr>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>85</td>
<td>143</td>
<td>149</td>
<td>146</td>
</tr>
</tbody>
</table>

- Publications:

<table>
<thead>
<tr>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>38</td>
<td>41</td>
<td>43</td>
<td>39</td>
</tr>
</tbody>
</table>

Grants:
- Delta Health Alliance (Delta Health Initiative Cooperative Agreement) $1,250,000.00 (Dr. Leslie Griffin – PI)
- Middle School Institute for Content Literacy (IHL/U.S. Dept. of Education) $72,500.00 (Dr. Levenia Barnes, Director)
- Carol M. White Physical Education Program (Partnership between DSU and Cleveland School District; sponsored through U. S. Dept. of Education) $1,225,282 over three-year period (Cleveland School District is fiscal manager) (Dr. John Alvarez)
- Mississippi Humanities Council (Delta Heritage Oral History Project) $966.65 (Dr. Jenetta Waddell)
- National Writing Project $89,875 (Dr. Gerry Sultan)

Other Data
### ENROLLMENT BY DIVISION

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>SUMMER 05</th>
<th>FALL 05</th>
<th>SPRING 06</th>
<th>SUMMER 06</th>
<th>FALL 06</th>
<th>SPRING 07</th>
<th>SUMMER 07</th>
<th>FALL 07</th>
<th>SPRING 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Ed/Psy.</td>
<td>89</td>
<td>196</td>
<td>196</td>
<td>106</td>
<td>222</td>
<td>184</td>
<td>90</td>
<td>206</td>
<td>173</td>
</tr>
<tr>
<td>FCS</td>
<td>69</td>
<td>147</td>
<td>179</td>
<td>62</td>
<td>186</td>
<td>200</td>
<td>103</td>
<td>168</td>
<td>148</td>
</tr>
<tr>
<td>HPER</td>
<td>287</td>
<td>268</td>
<td>252</td>
<td>104</td>
<td>256</td>
<td>303</td>
<td>79</td>
<td>269</td>
<td>234</td>
</tr>
<tr>
<td>Teacher Ed.</td>
<td>240</td>
<td>487</td>
<td>435</td>
<td>199</td>
<td>484</td>
<td>409</td>
<td>221</td>
<td>465</td>
<td>421</td>
</tr>
<tr>
<td>Ldrshp./Res.</td>
<td>116</td>
<td>128</td>
<td>137</td>
<td>94</td>
<td>121</td>
<td>136</td>
<td>70</td>
<td>112</td>
<td>106</td>
</tr>
<tr>
<td>TOTAL</td>
<td>801</td>
<td>1226</td>
<td>1199</td>
<td>565</td>
<td>1269</td>
<td>1232</td>
<td>563</td>
<td>1220</td>
<td>1082</td>
</tr>
</tbody>
</table>

### GRADUATES BY DIVISION

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>FALL 05</th>
<th>SPRING 06</th>
<th>FALL 06</th>
<th>SPRING 07</th>
<th>FALL 07</th>
<th>SPRING 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Ed/Psy.</td>
<td>18</td>
<td>19</td>
<td>26</td>
<td>25</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>FCS</td>
<td>19</td>
<td>10</td>
<td>16</td>
<td>25</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>HPER</td>
<td>26</td>
<td>28</td>
<td>41</td>
<td>34</td>
<td>26</td>
<td>35</td>
</tr>
<tr>
<td>Ldrshp./Res.</td>
<td>21</td>
<td>6</td>
<td>25</td>
<td>12</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>Teacher Ed.</td>
<td>69</td>
<td>34</td>
<td>53</td>
<td>38</td>
<td>63</td>
<td>40</td>
</tr>
<tr>
<td>Totals</td>
<td>153</td>
<td>97</td>
<td>161</td>
<td>134</td>
<td>152</td>
<td>134</td>
</tr>
</tbody>
</table>

### CREDIT HOUR PRODUCTION BY DIVISION

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>SUMMER 05</th>
<th>FALL 05</th>
<th>SPRING 06</th>
<th>SUMMER 06</th>
<th>FALL 06</th>
<th>SPRING 07</th>
<th>SUMMER 07</th>
<th>FALL 07</th>
<th>SPRING 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Ed/Psy.</td>
<td>769</td>
<td>1519</td>
<td>2598</td>
<td>825</td>
<td>2539</td>
<td>2529</td>
<td>936</td>
<td>2520</td>
<td>2486</td>
</tr>
<tr>
<td>FCS</td>
<td>161</td>
<td>1343</td>
<td>1490</td>
<td>308</td>
<td>1883</td>
<td>1796</td>
<td>385</td>
<td>1521</td>
<td>1751</td>
</tr>
<tr>
<td>HPER</td>
<td>233</td>
<td>3058</td>
<td>3035</td>
<td>687</td>
<td>3055</td>
<td>2664</td>
<td>629</td>
<td>2949</td>
<td>2869</td>
</tr>
<tr>
<td>Ldrshp./Res.</td>
<td>940</td>
<td>929</td>
<td>979</td>
<td>894</td>
<td>832</td>
<td>781</td>
<td>929</td>
<td>979</td>
<td>778</td>
</tr>
<tr>
<td>Teacher Ed.</td>
<td>2395</td>
<td>4129</td>
<td>3362</td>
<td>1935</td>
<td>3526</td>
<td>3177</td>
<td>1881</td>
<td>3337</td>
<td>3119</td>
</tr>
<tr>
<td>Totals</td>
<td>4498</td>
<td>9635</td>
<td>11464</td>
<td>4649</td>
<td>11835</td>
<td>10947</td>
<td>4760</td>
<td>11306</td>
<td>11003</td>
</tr>
</tbody>
</table>
Progress towards Goals
2007-2008

- Continue progress toward meeting all standards for compliance with NCATE accreditation, especially as they relate to the unit assessment system [SP Goal(s) 1, 3; QEP Goal(s) 4]

  *Outcome(s):* Awarded continuing NCATE accreditation through 2013.

- Successfully implement all programmatic revisions approved during the 2006-2007 academic year [SP Goal(s) 1,3; QEP Goal(s) 1 – 4]

  *Outcome(s):* All approved program revisions have been implemented or are in an implementation cycle.

- Continue to implement the assessment system for the educator preparation program using TaskStream and other data management processes [SP Goal(s) 1, 3; QEP Goal(s) 2]

  *Outcome(s):* TaskStream utilization has been institutionalized for key common unit assessments and an Access database has been developed for tracking data on program candidates.

- Provide additional professional development opportunities for faculty on assessment tools, processes, and other related topics [SP Goal(s) 3; QEP Goal(s) 2, 4]

  *Outcome(s):* Dr. Eileen Raymond of SUNY at Potsdam delivered two days of TaskStream training to faculty in the COE unit. Additional training was provided by Mr. Ty McMurry in the Center for Teaching and Learning.

- Develop an assessment policy manual for use in standardizing the unit assessment system [SP Goal(s) 3, 5; QEP Goal(s) 1, 2, 3]

  *Outcome(s):* An Assessment Manual has been developed and disseminated to all stakeholders.

- Refine methods of collecting program review data from graduates and employers for all programs [SP Goal(s) 3, 5; QEP Goal(s) 1, 2, 3]

  *Outcome(s):* The process for collecting data from graduates and employers has been streamlined for initial programs. The Office of Field Experiences will assume responsibility for collecting this data.
• Identify research questions related to the COE mission of serving the rural region and seek funding to support research projects
[SP Goal(s) 1, 4, 5; QEP 1, 4]
*Outcome(s):* Key research topics have been identified. A task force has been identified to focus the research process(es).
Support is provided through a HRSA grant to research questions related to the health of citizens of the Delta region.

• Continue the curriculum review/refinement process in all programs [SP Goal(s) 1; QEP Goal(s) 1 – 4]
*Outcome(s):* While this is ongoing in all programs, several programs have been heavily involved in the review process. Both the Educational Leadership and Teacher Education programs have proposed changes due to impending recommendations from the Blue Ribbon Committee for the Redesign of Teacher Preparation and Educational Leadership Programs. The Educational Specialist degree program significantly streamlined its program and, accordingly, the number of hours within the degree program.

• Restructure the Office of Field Experiences to expand partnerships with P-12 schools and more closely couple educator preparation curricula with field experiences [SP Goal(s) 3, 4, 5; QEP Goal(s) 1, 3,4]
*Outcome(s):* The Director of the Office of Field Experiences taught courses within the teacher education program; taught onsite in a local elementary school; hosted trainings for secondary faculty and candidates in Teacher Work Sample methodology; and increased services overall to secondary programs. The Office also hosted a meeting of statewide directors of field experiences.

• Transition the Center for Teaching and Learning to a computer lab with general access and negotiate with OIT for support services [SP Goal(s) 1, 3; QEP Goal(s) 2, 3]
*Outcome(s):* This transition was completed; improvements are ongoing.

• Enhance outreach and communication through the publishing of a college-wide newsletter and current promotional materials disseminated to prospective students, alumni, stakeholders, and the community [SP Goal(s) 2, 4, 5; QEP Goal(s) 1, 4]
*Outcome(s):* A newsletter was published at the close of the 2006-2007 summer session. A second annual newsletter is scheduled to be published at the close of summer session 2008. A college-wide brochure has been developed for print.

• Continue to expand and refine student orientation processes for all graduate programs [SP Goal(s) 1, 2; QEP Goal(s) 1,4]
*Outcome(s):* Several programs added orientation sessions to their schedule of student events this past year. The expectation is that 100% of programs in the COE will conduct such orientations in the coming year.
• **Continue to meet facility needs for furnishings and renovation as resources allow [SP Goal(s) 3; QEP Goal(s) 2]**

  *Outcome(s):* Due to limited funding, little progress was made with respect to this goal.

• **Fully implement use of the renovated foods laboratory to include additional outreach activities [SP Goal(s) 3, 4, 5; QEP Goal(s) 1]**

  *Outcome(s):* The foods laboratory increased outreach activities, including lunch-and-learn promotions and demonstrations on various topics for invited guests and alumni throughout the year.

• **Continue improvement of the COE website for all offices and divisions with a primary focus of outreach [SP Goal(s) 2 – 5; QEP Goal(s) 1, 2, 4]**

  *Outcomes:* Improvements have been ongoing, with the most significant improvement being the addition of data summary reports for unit assessments.

• **Seek ways to expand partnership activities with community entities, local, state, & national agencies, community colleges, and other four-year institutions [SP Goal(s) 5; QEP Goal(s) 2]**

  *Outcome(s):* Meetings have been held with the Cleveland School District, Hinds Community College, Tishomingo School District, the Greenville Center for Higher Education, Mississippi State University, Blue Mountain College, and the University of Michigan to identify and crystallize partnership endeavors. The Delta Connection was forged between Blue Mountain College and Delta State University to provide diverse field experiences for teacher education candidates.

• **Identify strategic planning committees in an effort to streamline and focus work [SP Goal(s) 3; QEP Goal(s) 4]**

  *Outcome(s):* Strategic planning committees have been identified for fundraising, outreach and recruiting, research, and other key focus areas within the COE.

• **Implement unit-wide retreats for planning and assessment [SP Goal(s) 1, 3; QEP Goal(s) 4]**

  *Outcome(s):* A unit-wide retreat was held for the COE each semester. Additional mini-retreats/meetings were held for special focus groups throughout the year (e.g., program coordinators).

**Projected Goals**

2008 – 2009

• **Fully operationalize College of Education task forces in critical areas (e.g., fundraising, recruiting, outreach, others), with the establishment of target goals for each task force [SP Goal(s) 3; QEP Goal(s) 4]**
Expected Outcome(s)/Evaluation: Goals will be formulated and progress toward those goals reported and documented through minutes and other record-keeping methods.

- Develop a proposal for the redesign of initial teacher preparation programs in accordance with the Blue Ribbon Committee for the Redesign of Teacher Education, a joint effort of the Mississippi Institutions of Higher Learning (IHL) and the Mississippi Department of Education (MDE) [SP Goal(s) 1, 4, 5; QEP Goal(s) 1, 4]

Expected Outcome(s)/Evaluation: A Redesign Team for the COE unit will be identified to develop a plan, which will be submitted to the IHL in spring 2009 for approval by an external evaluator.

- Increase overall enrollment in the College of Education by five percent through increased recruitment, retention, and outreach efforts [SP Goal(s) 2; Goal(s) 1, 4]

Expected Outcome(s)/Evaluation: Verify through Institutional Research data reports.

- Increase overall credit hour production in the College of Education by five percent through increased recruitment, retention, and outreach efforts [SP Goal(s) 2; QEP Goal(s) 1, 4]

Expected Outcome(s)/Evaluation: Verify through Institutional Research data reports.

- Increase visibility within and beyond the region through a strategic advertising campaign [SP Goal(s) 4, 5; QEP Goal(s) 4]

Expected Outcome(s)/Evaluation: Records of advertising efforts will be maintained and reviewed/enrollment will be monitored as a tracking device.

- Establish a presence in locations beyond the Delta region via distance classes, online, and off-campus sites [SP Goal(s) 2; QEP Goal(s) 1, 2, 4]

Expected Outcome(s)/Evaluation: The number of distance and online class offerings will increase; an additional off-campus site will be added within the year.

- Improve student advising services through faculty professional development [SP Goal(s) 2, 3; QEP Goal(s) 1, 4]

Expected Outcome(s): Orientation sessions will be held for each program throughout the year; advisement services will expand; student surveys will indicate satisfaction levels.

- Work with Retention Office to develop a tracking system for retention [SP Goal(s) 1, 2; QEP Goal(s) 1, 4]

Expected Outcome(s): Implement and monitor tracking system.

- Increase faculty scholarly productivity (publications and presentations) by 10% through collaboration, support, and professional development [SP Goal(s) 4, 5]
**Expected Outcome(s):** Faculty reports will document an increase (minimum of 10%) in scholarly publications and presentations

- Establish baseline for assessing growth of distance classes (videoconferencing, online, hybrid) [SP Goal(s) 2]
  
  **Expected Outcome(s):** Chairs will report these occurrences each semester; schedules will verify the offerings

- Improve the physical plants housing the College of Education (Ewing Hall, Wyatt Gym) [SP Goal(s) 4, 5; QEP Goal(s) 1]
  
  **Expected Outcome(s):** Facility managers will identify priorities at the outset of the year and monitor improvements, with progress reports issued periodically to stakeholders

- Strengthen existing and build new partnerships through outreach efforts and joint endeavors [SP Goal(s) 5; QEP Goal(s) 2]
  
  **Expected Outcome(s):** Stakeholders will increase activity in outreach to partners, monitored by logs; COE will plan an event or campaign to recognize friends and partners of the COE; various reports and documents will verify

- Continue the curriculum and program review/refinement in all programs [SP Goal(s) 1; QEP Goal(s) 1 – 4]