Delta State University
College of Education
Annual Report
2006-2007

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.

**Delta State University**
**College of Education Conceptual Framework**

**P³ Model**

**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 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 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 of by TEC and then taken 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 taken 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 taken 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 school 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 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 2006-07 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, a process in its second year of implementation, is conducted when merit pay raises are available for faculty. All faculties 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
2006-2007

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 2006-2007 school year. Major accomplishments in each of these areas are noted below.

Accreditation Standards

State Accreditation

- Continued to refine and implement course syllabi in Teacher Education to meet state standards on K-12 curriculum frameworks
- Faculty served as both committee members and chairs of four MDE Process and Performance Review or NCATE visits to other campuses
- Successfully met all Mississippi Department of Education Process and Performance Review Standards for Teacher Education and Educational Leadership
- Supported three faculty members to attend NCATE State Board of Examiners Training, resulting in their being certified to serve on state accreditation teams for NCATE visits

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
- Supported faculty in obtaining training to serve as program reviewers for their specialized professional associations, with four faculty members trained for the Educational Leadership Constituent Council (ELCC); one faculty member trained for the
Association for Childhood Education International (ACEI); and one faculty member trained for the National Council of Teachers of English (NCTE)

**National Accreditation**

- Financially supported faculty in attending national training/information sessions on accreditation standards
- Continued committee work in developing all program components for meeting standards for the NCATE accreditation process
- Several programs attained National Recognition Status through program report submissions to their specialized professional associations, including Elementary Education, Educational Leadership, undergraduate Physical Education, Science, Social Sciences, and Mathematics
- Hosted an accreditation site visit by the National Council for the Accreditation of Teacher Education (NCATE) with continuing accreditation based upon continued refinements to the unit assessment system
- Honored request by National Association for the Accreditation of Teacher Education (NCATE) to use the ELCC Program Report as an example on their website
- 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’ participation in several national venues addressing 2008 CACREP Standards

**Assessment and Evaluation Processes**

- Created the position of Director of Assessment for the College of Education Unit to ensure the cohesiveness of the assessment process
- Designated a half-time position for the role of assessment and data management to provide support for the assessment process and facilitate electronic data management through TaskStream and other electronic systems
- Engaged faculty in division dialogue sessions regarding assessment of student outcomes
- Supported faculty attendance at training sessions and conferences featuring information on assessment of student outcomes
- Implemented the Teacher Work Sample model at advanced levels for use as a teacher education assessment tool
- Continued implementation of the refined Student Teaching Assessment Instrument and other evaluation tools and processes for the teacher education program
- Continued refinement and implementation of assessment strategies for all educator preparation programs at the undergraduate and graduate level
• Held monthly meetings with the College of Education Administrative Council to address assessment and accreditation related issues
• Conducted graduate and employer survey of programs
• Systematized dissemination of selected data to stakeholders
• Continued student evaluation strategies for faculty/courses each semester
• Continued to determine candidates’ technology proficiencies through a required Technology Assessment in all educator preparation programs
• Continued the use of *The Learning Curve* as a “lab within a lab” for use in remediation/review of students in the areas of reading, writing, mathematics, and technology

**Program Refinement and Enhancement**

• Redefined the functions of the Office of Field Experiences to increase partnerships with P-12 schools and more closely align the Office’s experiences with the curricula of various educator preparation programs
• Continued extensive syllabi review/revision for all programs
• Continued curriculum refinement across all programs
• Refined and continued to infuse the redesigned College of Education Conceptual Framework throughout Educator Preparation Programs
• Continued to develop and refine the Master of Arts in Teaching Program, as well as graduated its initial class of 17 candidates
• Expanded and enhanced online course offerings through WebCT applications
• Increased number of video, weekend, intersession, and other alternative types of course offerings
• Continued with program improvements and enhancements to meet accreditation standards in the Athletic Training Education Program
• Hosted an Early Childhood Conference for early childhood educators
• Instituted the new Division of Teacher Education and the Thad Cochran Center for Rural School Leadership and Research
• Attracted 192 participants to the 26th Annual F. E. Woodall Spring Conference for the Helping Professionals
• Through the Woodall Conference, provided a workshop for area educators on best practices in English Language Learner (ELL) instruction

**Other Major Accomplishments**

• Initiated partnership with local elementary school, offering onsite course in diagnostic reading to facilitate candidates’ working with P-12 students and provide demonstration lessons through clinical teachers
• Implemented the Literacy Enhancement Clinic to provide clinical experiences for teacher candidates and diagnostic and remedial assistance to P-12 students
• Dedicated Thad Cochran Center for Rural School Leadership and Research
• Recognized by Stanford University as a selected case study for excellence in school leadership programs
• Implemented the Teacher Retention Initiative in the Delta area school consortium to support beginning teachers through mentoring services
• Implemented Tech Fellows to be utilized for faculty and student assistance in the Center for Teaching and Learning
• Increased the offering of portable TekPaks made available to candidates during internship work in the field
• Compiled and edited the Delta Education Journal for publication in summer 2007
• Sponsored numerous outreach events such as a homecoming hospitality tent, a graduation breakfasts for students, guests, and faculty, and the Rural School Leadership Celebration
• Organized and hosted an Honors and Scholarship Recognition Reception to acknowledge the accomplishments of students
• Participated in Delta State University recruitment initiatives
• Collaborated with a number of entities including the Delta Area Association for the Improvement of Schools, the Mississippi Association of School Administrators, the Mississippi Association of School Superintendents, and the Mississippi Department of Education
• Offered leadership development and training through the National Institute for School Leadership (NISL)
• Expanded the E-Learning Program in area high schools
• Continued to host Dining with the Dean as a monthly faculty forum
• Continued to convene the Dean’s Dozen as an advisory council with external membership
• Offered APA Workshops focused on advanced level writing skills, with expansion to include campus-wide offerings
• Expanded service learning courses offered through Divisions of Family and Consumer Science and Teacher Education
• Sponsored Second Annual Early Childhood A – Z Conference
• Held campus-wide fashion show which was televised locally
• Participated in student exhibitions and contests leading to award recognition and enhanced student engagement
• Sponsored and collaborated on multiple health and wellness issues in support of DSU’s wellness theme for 2006-2007
• Faculty served or were elected to national and regional offices with professional affiliates

Promotions and Awards
• One faculty member, Dr. Lynn Varner, was promoted to Associate Professor.
• Dr. Corlis Snow received the Ed.D. in Curriculum and Instruction from The University of Mississippi and was promoted to Assistant Professor.
• Dr. Scott Hutchens received the 2007 Kossman Outstanding Teacher Award.
• Dr. Kathy Davis was selected as *Outstanding Dietician of the Year* by the Mississippi Dietetic Association.
• Dr. Jan Haynes was selected by the DSU Panhellenic Council as the DSU Outstanding Faculty Member of the Year.

• Improved productivity of faculty as follows:

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<tr>
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<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
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<tr>
<td>State/Regional/National Scholarly Presentations</td>
<td>57</td>
<td>85</td>
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<td>Publications</td>
<td>19</td>
<td>38</td>
<td>41</td>
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• Grants awarded 2006-07
  Delta Health Alliance (Delta Health Initiative Cooperative Agreement) $1,462,500.00
  Middle School Institute for Content Literacy (IHL/U.S. Dept. of Education) $100,340.00

Grants have also been awarded for extension into the 2007-08 fiscal year
  Middle School Institute for Content Literacy (IHL/U.S. Dept. of Ed.) $98,590.00
  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

### Other Data

**ENROLLMENT BY DIVISION**

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<th>SUMMER 06</th>
<th>FALL 06</th>
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<td>C. Ed/Psy.</td>
<td>106</td>
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<td>FCS</td>
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<tr>
<td>HPER</td>
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<tr>
<td>Teacher Ed.</td>
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<td>Ldrshp./Research</td>
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### GRADUATES BY DIVISION

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<td><strong>Totals</strong></td>
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<td><strong>97</strong></td>
<td><strong>161</strong></td>
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### CREDIT HOUR PRODUCTION BY DIVISION

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Projected 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]

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

- 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]

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

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

- 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]

- 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]

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

- 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]

- 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]

- 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]
• Continue to expand and refine student orientation processes for all graduate programs [SP Goal(s) 1, 2; QEP Goal(s) 1,4]

• Continue to meet facility needs for furnishings and renovation as resources allow [SP Goal(s) 3; QEP Goal(s) 2]

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

• 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]

• 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]

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

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