

# 2011 Part C of the AACTE / NCATE Annual Report

## Institutional Information

<b>NCATE ID:</b> 10219	<b>AACTE SID:</b> 773
<b>Institution:</b> Columbus State University	
<b>Unit:</b> College of Education and Health Professions	

## Section I - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2010-2011 academic year?

434

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2010-2011 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

## Section II. Substantive Changes

**Describe any of the following substantive changes that have occurred at your institution or unit during the past year:**

1. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

No Change / Not Applicable

2. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

No Change / Not Applicable

3. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

No Change / Not Applicable

4. Significant change (25 percent increase or decrease) in budget

No Change / Not Applicable

5. Significant change (25 percent increase or decrease) in candidate enrollment

No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in size of the full-time faculty

No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in significant changes as the result of a natural disaster

No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in delivery of a program in whole or in significant part by a non-profit or for-profit partner

No Change / Not Applicable

9. Addition or removal of a level of preparation (e.g., a master's degree).

No Change / Not Applicable

## Section III. Areas for Improvement

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. Candidates in Art Education and Biology do not demonstrate content mastery. (ITP)

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. Candidates have limited opportunities to interact with diverse faculty.	(ITP)	(ADV)
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Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

1. Part-time faculty members are not systematically evaluated.	(ITP)	(ADV)
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Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1. Not all part-time faculty members are adequately trained on assessments used to evaluate candidates.	(ITP)	(ADV)
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II.1 Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.

**Standard 1 AFI**  
 During the period from 2005-2007, the pass rate on the Praxis II Art Making test was below 80% (4 out of 7 or 57%), but there was an 83% pass rate (5 out of 6) on the Praxis II Art Content Knowledge test. GACE scores for 2006-2011 show a much improved pass rate for program completers on both the Art Education I and Art Education II tests (14 out of 14 or 100% pass rate on both tests).

During the period from 2005-2007, the pass rate on the Praxis II Biology Content Knowledge test was 100% (5 out of 5) and the pass rate on the Praxis II Biology Essay test was also 100% (5 out of 5). From 2006-2011, 11 out of 11 (100%) program completers took and passed both GACE biology content tests.

**Standard 4 AFI**  
 In Fall 2010, the College of Education and Health Professions (COEHP) had 31 full-time educator preparation faculty of which nine (29%) were minorities or of other ethnic origins. This represents an increase in minority faculty since Fall 2005 when there were 36 full-time faculty members in the COE and four (11%) were minorities. Teacher candidates also work with faculty outside of the COEHP as they complete core requirements and content coursework. In Fall 2010, 69 of 267 (25.8%) full-time university faculty were minorities. Approximately 17% of the university's 206 part-time faculty were minorities.

**Standard 5 AFI**  
 All part-time faculty continue to be evaluated by the department chair, assistant department chair, or immediate supervisor (e.g., Coordinator of Student Teaching or program coordinator) in the spring of each academic year. Course evaluations of all part-time educator preparation faculty are reviewed by the appropriate evaluator. In addition, some departments (e.g., Teacher Education) require additional documentation including a current vita, self-assessment, and other relevant documentation of performance. In the Department of Teacher Education, the assistant department chair also conducts at least one annual classroom observation of each part-time instructor. An evaluation summary is completed by the appropriate supervisor and is kept on file in the faculty member's department. In Teacher Education, the assistant chair also meets with each part-time instructor to discuss his/her evaluation.

**Standard 6 AFI**  
 Each fall, an orientation is held for part-time faculty members in the Department of Teacher Education. All new part-time faculty members are required to attend this orientation. In addition, all part-time and full-time faculty who use the unit assessment instruments (e.g., MAP, GMAP, Dispositions) to evaluate candidate performance are required to attend a training session on using those instruments. During the training session, participants examine the assessment instruments and the different levels of performance. They practice using the instrument by watching a video of a teacher in a P-12 classroom and rating the teacher's performance. Participants compare and discuss their ratings and work toward consensus. The training is held every fall, and a record of attendance is kept on file in the department.

## Section IV: Units with Regular/Continuous Improvement Accreditation Option

C.1. Summarize evidence indicating progress toward target level performance on the standard(s) selected by the unit

- ☐ Std. 1
- ☐ Std. 2
- ☐ Std. 3
- ☐ Std. 4
- ☐ Std. 5
- ☑ Std. 6

The COEHP governance structure involves all constituents in ongoing collaboration between professional education faculty and P-12 practitioners which has led to improvements that are impacting candidate performance and program quality.

- Implementation of first doctoral program in Curriculum and Leadership to equip educators with a high level of knowledge and skills in the areas of school improvement, research, and professional learning that will help to improve student learning and achievement in P-12 schools
- Collaboration between College of Letters and Sciences (COLS) and the COEHP in the development and implementation of the

UTeach replication program and Noyce Scholarship Program supported by two external grants in the amount of \$2.6 million over the next five years

- COEHP-supported professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices
- High level of financial support for faculty to attend and/or present at professional conferences and meetings both nationally and internationally
- State-of-the-art instructional technology available in the COEHP and partner schools to create rich learning environments for teacher candidates and other school professionals
- \$300,000 grant from the Caroline Lawson Ivey Foundation to promote a cultural approach to history, providing local schools with a framework for a cutting-edge approach to teaching history in grades K-12
- \$2 million grant through the American Recovery and Reinvestment Act that provided funding for the establishment of a "Birth-to-Five Institute"
- Sustained Teacher Education Advisement for the Defining Years (STEADY) providing mentoring, content resources, pedagogical strategies, and support to graduates in their first and second years of employment in their teacher certification field.
- Summer Spectacular Program to provide children with an alternative, fun learning opportunity; provide a service to the community; and offer CSU early childhood education majors valuable teaching experience during the summer
- Implementation of cutting-edge technology projects, in collaboration with Muscogee County School District, with support from three U.S. Department of Defense Education Activity (DoDEA) grants totaling \$5.53 million
- Information technology resource in education - presentations to CSU faculty at lunch forums; technology workshops and individual help sessions for educators in grades Pre-K through college; online resource library and resources for math teachers provided by the Columbus Regional Mathematics Collaborative; faculty presentations at CSU Distance Learning Conference; video streaming to support recruitment, distance learning, professional development, and scholarly activities

## C.2. Summarize data that demonstrate continuous improvement of candidate performance and program quality in the area of content knowledge

Initial Teacher Preparation Programs - Data indicate that candidates in initial teacher certification programs know the content they teach and can explain important principles and concepts. Average GPAs by program range from 3.01-4.00 at program exit. Also, the unit pass rate on the Georgia Assessment for Certification of Educators (GACE) content tests in 2010-2011 was 93%. Aggregate program completer pass rates by program on GACE content tests ranged from 83-100%. Initial candidates' content knowledge is also assessed with several components of the Model of Appropriate Practice (MAP). The percentage of candidates rated as exceeding expectations on these components at the end of student teaching or internship ranged from 81-92%. See the MAP Summary Data Table in the exhibits for ratings on the six components related to content knowledge.

Advanced Teacher Preparation Programs - Candidates in advanced teacher preparation programs have an in-depth knowledge of the content they teach. Average GPAs by program range from 3.24-4.00 at program exit, and program completers have no more than two grades of C in their program of study (all other grades must be As and Bs). Average GPAs for advanced teacher preparation program completers were 3.83 (MEd) and 3.76 (EdS). Exit exams or culminating research projects, portfolios or theses provide additional evidence of content knowledge as candidates synthesize and apply the knowledge and skills developed in their course of studies. Pass rates on these assessments are 92% or better for all programs. Advanced candidates' content knowledge is also assessed with the Graduate Model of Accomplished Practice (GMAP) that is used to evaluate teaching performance. Data from the GMAP show that 100% of the 86 candidates evaluated, met or exceeded expectations on components related to knowledge of content. See the GMAP Summary Data Table in the exhibits for ratings on the components related to content knowledge.

Other School Professionals - Data from School Library Media, School Counseling, and Educational Leadership assessments indicate that candidates have in-depth understanding of knowledge in their fields. Average GPAs of candidates in these programs ranged from 3.04 to 4.0 and all programs had 100% pass rates on the appropriate GACE content tests in 2009-2010. Pass rates on other field-based assessments and exit exams or culminating projects are also high.

The Ed.D. in Curriculum and Leadership started in Spring 2010, so data on each cohort is limited. Data from the Ed.D. Transitional Assessment for Foundation Coursework indicate that at the completion of coursework, 14 of 16 candidates (88%) in Cohort 1 met or exceeded expectations on all student learning outcomes related to content knowledge. As candidates proceed through the program, their content knowledge will also be assessed on comprehensive exams (oral and written), the written dissertation, and the oral defense of the dissertation

**Exhibits that support the narrative:** [2011 NCATE Report - GACE Assessment Pass Rates.docx](#) [2011 NCATE Report - Unit MAP-GMAP Summary Tables.docx](#)

Notes on C.2: Standard 1 will be the focus of the 2010-2011 Annual Report. Please submit sample data/evidence/exhibit(s) - no more than two - that demonstrate continuing to meet standard 1 related to content knowledge only. The sample can be from a single program but should be representative of the unit as whole. For selection of exhibits, please use NCATE's Exhibit List provided as a guide.

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