

# 2009 Part C of the AACTE / NCATE Annual Report

## Section 1 - Institutional Information

<b>NCATE ID:</b>	10219	<b>AACTE SID:</b>	773
<b>Institution:</b>	Columbus State University		
<b>Unit:</b>	College of Education	<b>Deadline to Submit Final Version of Part C:</b>	01/31/2010
<b>Next Accreditation Visit:</b>	S13	<b>Last Accreditation Visit:</b>	S05

## Section 2 - Individual Contact Information

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## Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2008-2009 academic year?

425

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 2008-2009 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 4. Substantive Changes

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

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

Program	Level	Degree Level	# of Candidates Enrolled	Action
Master of Arts in Teaching Secondary Math and Science	ITP	Master	14	Added
Master of Education in Accomplished Teaching	ADV	Master	11	Added

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

ADV Level added: Doctoral Program(s) for Teachers or Other School Professionals

- 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.

4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.
5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.
6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.
7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.
8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner (e.g., the institution has contracted with an external entity to deliver all master's programs).
9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

## Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

No changes were made to the unit's conceptual framework in 2008-2009. A survey conducted in spring 2007 indicated that ninety-three percent (28 out of 30) of the faculty who responded to the survey, agreed with the conceptual framework and saw no need for major changes. Currently, the Conceptual Framework Committee is reviewing the framework and will be making recommendations to the faculty for minor revisions and updating of the literature base.

## Section 6. Unit Standards

### Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

In AY 2008-2009, data from assessments at key transition points indicated that educator preparation candidates demonstrate the knowledge, skills, and dispositions necessary to help all students learn. In Fall 2008, the average GPA of undergraduate education majors at admission to teacher education was 3.26. The average GPA at program completion was 3.34. For the Master of Arts in Teaching programs, students' average GPA at admission to teacher education was 3.34, and their average GPA at completion of the program was 3.91. For the unit, the total number of MAP evaluations prior to student teaching totaled 636. On 15 of the 22 components, 80% or more of the candidates evaluated on the MAP met or exceeded expectations. On seven components, more than 20% of the candidates were rated below expectations. The total number of Disposition evaluations prior to student teaching totaled 234 for the unit. More than 97% of the candidates evaluated on Dispositions met or exceeded expectations on all components. Program faculty worked with candidates who did not meet expectations on the MAP or Dispositions evaluations, providing remediation and support to help candidates improve their performance in subsequent coursework or in student teaching.

Two hundred eleven teacher candidates enrolled in student teaching or an internship in AY 2008-2009. Of those 211 candidates, 205 (96.7%) met expectations on both the MAP and Dispositions evaluations, and successfully completed their student teaching or internship. One student received an unsatisfactory grade for student teaching and was not recommended for certification. Five students received an IP (In Progress) and will complete remediation plans before being allowed to repeat student teaching.

Candidates in the student teaching and internship programs continue to demonstrate that they are able to meet and/or to exceed the demands of the program and the responsibilities of the classroom. Program completers consistently report that the program was valuable. For the internship, a program strength is the involvement of the counties in which the students are employed. The

counties offer great insight into the students' capabilities and take part in monitoring their progress. This collaboration is vital in ensuring that students who complete the program are prepared to assume all responsibilities of a classroom teacher and to succeed in their teaching endeavors.

Unit pass rates on the Georgia Assessments for Certification of Educators (GACE) continue to be above 90%. In 2007-2008, the unit's aggregate pass rate on the GACE Basic Skills tests was 100% and the aggregate pass rate on the GACE content tests was 96%. This represents a three percent improvement from the 2006-2007 unit pass rate.

At the advanced preparation level, the average GPA of candidates at admission to a M.Ed. or Ed.S. program was 3.49. Candidates had an average GPA of 3.89 at completion of an advanced program. Data from GMAP and Dispositions evaluations provide additional evidence of candidates' knowledge, skills, and dispositions. In 2008-2009, 94 candidates were evaluated on the GMAP and 71 on Dispositions. On the GMAP evaluations, all candidates (100%) met or exceeded expectations. More than 97% of the candidates met or exceeded expectations on the Dispositions evaluations.

## 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)

### Please indicate how the unit has addressed these Areas for Improvement.

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 2006-2008 show a much improved pass rate for program completers on both the Art Education I and Art Education II tests (5 out of 5 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). In 2007-2008, one program completer took and passed (100% pass rate) both GACE biology content tests.

## Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

In 2008-2009, a committee was appointed to review the evaluation instrument and rubric used to assess the performance of initial teacher candidates. This work continued into 2009-2010 and recommended changes were presented to the faculty in spring 2010. The revised instrument and rubric will be piloted in spring 2010.

The fact book on the college web site (<http://coe.colstate.edu/factbook.asp>) continues to be refined and expanded to provide relevant data to faculty, students, and other stakeholders. Faculty review the data at the annual college retreat, which was instituted in Fall 2008, and share the data with Program Advisory Committees for input from P-12 partners and faculty in other colleges.

Enhancements to the online forms and reports are ongoing as the unit continues to make changes to facilitate data collection and analysis. Changes in 2008-2009 included modifications to the MAP and Dispositions online evaluation reports to allow faculty to access individual reports, as well as changes to the online evaluation to allow data entry and reporting at different transition points (i.e., formative before student teaching, summative before student teaching, and student teaching).

Improvements to the unit and its programs in 2008-2009 included the following:

- Added new faculty to meet demands of enrollment and program changes.
- Developed and implemented new Master of Arts in Teaching programs in the following areas: Early Childhood Education, Health & Physical Education, Middle Grades Education, School Library Media, Secondary Education: English/Language Arts, Secondary Education: Mathematics, Secondary Education: Social Science-History, Secondary Education-Science, and Special Education-General Curriculum.
- Successfully developed and launched two major online degree programs through Georgia On My Line: M.Ed. in Educational Leadership and M.A.T. in Secondary Math and Science that will make access to these degrees more convenient and add teachers in critical needs fields; first M.A.T. cohort admitted in spring 2009.
- Revised secondary Ed.S. programs and combined them into one degree program with four possible areas of concentration; separate quantitative and qualitative research courses were added to program.
- Established committee to review and revise the MAP evaluation instrument and rubric (based on feedback from university supervisors and faculty using the MAP).
- Submitted the first proposal for a doctoral program to the Board of Regents and the Southern Association of Colleges and Schools. The program is in Curriculum and Leadership.

- Increased the number of graduate students enrolled in teacher preparation, counseling, and educational leadership programs to 507 in Fall 08, an increase of approximately 3.5% over Fall 07.
- Utilized the Studio 212 Media Production Lab to develop 41 faculty recorded interviews, 7 DVDs used for professional conferences, and 30+ video projects for COE classroom viewing by students, including a complete online video-based graduate course. Samples are located at <http://coe.colstate.edu/video/index.asp>.
- Concluded a successful visit and review of counseling programs by the CACREP accreditation visitation team.

Other unit accomplishments and improvements are described in other sections of this report.

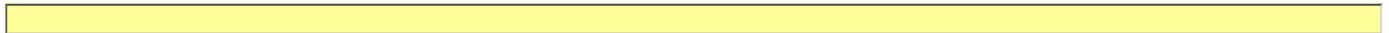
From an analysis of the data for 2008-2009, faculty identified the following strengths for the College of Education:

- Strong academic preparation, as evidenced by a combined pass rate of 96% on the GACE content exams and the recognition of graduates for their excellence (e.g., teachers of the year, superintendents of the year)
- Collaborative relationships with P-12 schools, as evidenced by the Partner School Network's work with designated schools in the Muscogee County, Harris County, and Ft. Benning school districts
- Outreach programs that provide services and educational enrichment to the region through the Center for Quality Teaching and Learning, Columbus Regional Mathematics Collaborative, and CSU Coca Cola Space Science Center.
- Faculty remain current in educational practice in part through extensive involvement with students, teachers, and leaders in P-12 schools.
- Excellent undergraduate and graduate student services provided through the college.
- Innovative programming and outreach as evidenced by the annual Kids 2 College program and the new "If I Had a Hammer" initiative.
- Use of technology to enhance teaching and learning; faculty were provided more than 25 professional development seminars by CSU instructional Technology staff and the COE's Center for Quality Teaching and Learning
- Use of external funding sources to support programs (grant funding, COE Annual Fund, COE Endowment)
- Graduate education, with College of Education programs comprising 80% of the university's graduate programs and COE enrollment comprising approximately 46.6% of the university's graduate enrollment.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:



Please indicate how the unit has addressed these Areas for Improvement.



### Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

The College of Education continued to work through the Partner School Network (PSN) to provide placements for field experiences and clinical practice for teacher candidates and counseling and educational leadership candidates. Schools were added to the Network in 2008-2009 to meet the growing demand for field placements. Currently there are 29 partner schools in the network.

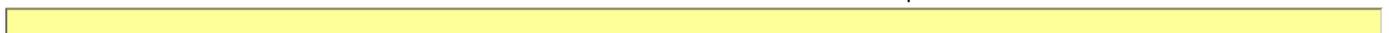
In 2008-2009, the Office of Student Advising and Field Experiences developed and implemented online Partner School Network orientations for teacher, leader, and counselor candidates. Candidates go to [http://psn.colstate.edu/partner\\_schools.asp](http://psn.colstate.edu/partner_schools.asp) to watch a video which includes a welcome from the school principal and instructions relating to the field experience.

Cooperating Teachers complete an assessment of each student's performance in every field experience and clinical practice placement, and MAP and dispositions data are collected for every candidate each semester. Comments from university supervisors and cooperating teachers continue to be very positive regarding students' performance.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:



Please indicate how the unit has addressed these Areas for Improvement.



### Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

In Fall 2008, the College of Education had 37 full-time faculty of which seven (18.9%) were minorities. 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 College of Education as they complete core requirements and content coursework. In fall 2008, fifty-nine (23%) of the 252 full-time university faculty were minorities. Fourteen percent of the university's 177 part-time faculty were minorities.

Among full-time COE undergraduates enrolled in Fall 2008, 26.4% percent (577 out of 783) were minorities. Forty-three percent of the 277 part-time COE undergraduates were minorities. Combined, minorities represent 30.7% of the undergraduates enrolled in COE programs. In graduate programs, minorities represented 30.2% (153 of 507) of the graduate student population.

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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Please indicate how the unit has addressed these Areas for Improvement.

In Fall 2008, the College of Education had 37 full-time faculty of which seven (18.9%) were minorities. 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 College of Education as they complete core requirements and content coursework. Fifty-nine (23%) of the 252 full-time university faculty were minorities. Fourteen percent of the university's 177 part-time faculty were minorities.

#### Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

In 2008-2009, 34 of 37 (92%) full-time faculty in the COE had doctoral degrees. All tenure-track faculty with full-time teaching responsibilities hold earned doctorates or have completed all coursework for a doctorate and display rich P-12 experience.

Unit faculty provide leadership to state, regional, and national professional organizations. Faculty from the College of Education made 56 presentations at state, regional, national, and international conferences and successfully published 10 books and more than 30 articles in state, regional, national, and international journals.

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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Please indicate how the unit has addressed these Areas for Improvement.

In the spring of each academic year, all part-time faculty are evaluated by the assistant department chair or immediate supervisor (e.g., Coordinator of Student Teaching or program coordinator). During the academic year, the assistant department chair conducts at least one observation of teaching for each part-time faculty member. In addition, faculty submit a vita, course evaluations, self-assessments, and other relevant documentation of their performance. Supervisors meet with each faculty member to discuss his/her evaluation. An evaluation summary is completed by the supervisor and kept on file in the department.

#### Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard

6 that occurred in your unit this year.

The budget adequately supports programs that prepare candidates to meet the standards and to complete the on-campus and clinical work essential for preparation of professional educators. The total 2008-2009 state budget for the College of Education was \$ \$4,388,475. In addition, the COE also received \$71,408 from core and course fees. These funds were used to serve approximately 1060 undergraduate and 507 graduate students in educator preparation and other professional programs in the COE (e.g., exercise science, instructional technology, and community counseling). Funds were allocated to the departments, support offices, and the Dean's office for the purpose of providing on-campus activities and field work essential for preparation of professional educators.

Faculty in the College of Education had an opportunity to secure funding for professional development opportunities through a variety of funding sources in 2008-2009:

1. Academic Department Travel Funds
2. Departmental Foundation Funds
3. COEHP Professional Development Funds
4. Grants provided by various programs at CSU

Through these various funding sources, all faculty were able to take advantage of professional development opportunities throughout the academic year.

The College of Education obtained external funding from grants and contracts totaling \$664,413 in FY 08, which represented 49% of the external funding received by the university.

In 2008-2009, thirty-seven full-time faculty members served three departments in the COE. Nineteen full-time faculty served the Department of Teacher Education, 10 full-time faculty served the Department of Counseling, Foundations, and Leadership, and six served the Department of Physical Education and Exercise Science. Two full-time faculty members served primarily in administrative roles in the Dean's Office.

A total of 31 faculty members delivered part-time instruction for the Department of Teacher Education or the Department of Counseling, Foundations, and Leadership. Faculty who provided classroom instruction taught a maximum of 19 credit hours annually.

The College of Education continued to work toward its goal of outfitting all classrooms in Jordan Hall and Lumpkin Center with state of the art instructional technology including an instruction computer, projection system, audio system, document camera, and interactive board technology. In 2008-2009, the COE purchased and installed eight new ActivBoards and ordered three additional boards so that all classrooms in Jordan Hall and the Lumpkin Center will now be equipped with this technology. In addition, the COE implemented a new project, funded by a technology grant and COE funds, to develop a specialized classroom with the capability to record classroom presentations and edit/video stream in real time in conjunction with a fully operational video/technology studio.

In 2008-2009, the college continued to develop the College of Education Endowment with private contributions used to meet critical needs, opportunities, and creative initiatives inside and outside the college. Examples include student scholarships, academic programs, faculty and staff development, educational outreach programs, special initiatives, and equipment acquisition. Contributions to date have totaled more than \$276,000. In addition, the second College of Education Annual Fund Drive raised private unrestricted funds to allow the college to address challenges as they arise and seize opportunities that impact students, faculty, and staff, as well as K-12 teachers and children in the region. Contributions this year doubled last year's annual fund drive to exceed \$15,000.

Recruitment efforts for the COE were strengthened by the implementation of a redesigned, more active marketing and recruiting strategy for the Office of COE Graduate Studies, including the development of a database to follow up with potential students. A review of the database for the first six months of this initiative shows that approximately 85% of graduate inquiries to the College of Education Office of Graduate Studies have resulted in applications for admission to programs in the COE.

As the COE and Columbus State University continue to grow, several programs are being offered at remote sites. In 2008-2009, the COE established a remote education site at West Point, Georgia where courses for the Ed.S. in Educational Leadership and Ed.S. Foundations courses are offered.

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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Please indicate how the unit has addressed these Areas for Improvement.

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.

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If you have another comments, use the space below: