

2010 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	10219	AACTE SID:	773
Institution:	Columbus State University		
Unit:	College of Education and Health Professions	Deadline to Submit Final Version of Part C:	01/31/2011
Next Accreditation Visit:	S13	Last Accreditation Visit:	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 2009-2010 academic year?

415

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 2009-2010 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:

1. 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.
2. Addition or removal of a level of preparation (e.g., a master's degree).
3. 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:

In Fall 2009, the NCATE Steering Committee initiated a self study of the educator preparation unit's conceptual framework. Precipitated by a number of changes at the institutional, college, and program levels since the 2005 continuing approval review, the Steering Committee led the unit in reexamining the conceptual framework and the core beliefs and values underpinning our work. Subcommittees were formed around each of the key themes of the conceptual framework – teaching, scholarship, and professionalism. Each subcommittee included one or more representatives from our P-12 school partners. Revisions made by the subcommittees reflected recent changes at the institutional, college, and program levels, but the values and beliefs underpinning the conceptual framework remained the same. The literature basis for each of the three key themes was also updated. Subcommittee recommendations were compiled and then reviewed by the NCATE Steering Committee. Following approval of the recommendations by the Steering Committee, the revised Conceptual Framework was presented to educator preparation faculty at a college-wide meeting and to the Educator Preparation Program Council (EPPC) for additional feedback and subsequent approval. The revised framework was approved by faculty in Spring 2010 and by the EPPC in Fall 2010.

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 2009-2010, data from assessments at key transition points indicated that educator preparation candidates demonstrate the knowledge, skills, and dispositions necessary to help all students learn. The average GPA of undergraduate education majors at admission to teacher education was 3.26, and the average GPA at program completion was 3.34. Post-baccalaureate students had an average GPA of 2.94 at admission to teacher education, and an average GPA of 3.54 at completion of the program. 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.

On each of the 22 components of the final MAP evaluations completed prior to student teaching, 97% or more of the 283 candidates evaluated, met or exceeded expectations. Two hundred twenty (220) candidates were evaluated on dispositions prior to student teaching, and on each component of the Dispositions instrument, 94% or better met or exceeded expectations. 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. For those who were allowed to proceed with student teaching, a contract was developed to outline expectations and areas for improvement. These candidates were closely monitored by the university supervisor and cooperating teacher during the student teaching experience.

Two hundred twenty-seven teacher candidates enrolled in student teaching or internship in AY 2009-2010. Of those 227 candidates, 221 (97.4%) met or exceeded expectations on both the MAP and Dispositions evaluations and successfully completed their student teaching or internship. Four candidates received an unsatisfactory grade for student teaching, after having an opportunity for remediation, and completed a non-certification degree. Two interns received an IP (In Progress) for the

first semester of internship and then successfully completed the second semester of internship. 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.

Unit pass rates on the Georgia Assessments for Certification of Educators (GACE) continue to be above 90%. In 2008-2009 (the last year for which the GACE annual summary report is available), 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 95%. All individual programs had pass rates of 83% or better on the GACE content tests in their related field(s). Sixteen of the 20 programs for which scores were reported during this time period had a 100% pass rate.

At the advanced preparation level, the average undergraduate GPA of candidates at admission to a M.Ed. or Ed.S. program was 3.47. Candidates had an average graduate GPA of 3.86 at completion of an advanced program. Data from GMAP and Dispositions evaluations provide additional evidence of candidates' knowledge, skills, and dispositions. In 2009-2010, 177 candidates were evaluated on the GMAP and 71 on Dispositions. On each component of the GMAP evaluation, 97-100% of the candidates met or exceeded expectations or were not evaluated on a particular item. Seventy-six (98.7%) candidates met or exceeded expectations on all components of the Dispositions evaluation.

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 2006-2009 show a much improved pass rate for program completers on both the Art Education I and Art Education II tests (8 out of 8 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 2006-2009, three out of three (100%) program completers took and passed 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 review was initiated due to informal feedback from instructors and supervisors that indicated some changes to the MAP evaluation instrument and rubric were needed. This work continued into 2009-2010 and recommended changes were presented to the faculty in spring 2010. The revised instrument and rubric were piloted in spring 2010. Due to the statewide pilot in 2010-2011 of a new teacher assessment instrument (CLASS Keys), approval and implementation of the revised MAP has been delayed. A faculty member from CSU's Department of Teacher Education is participating in the pilot project and will provide feedback to the department upon completion of the pilot study.

The Educator Preparation 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. In 2009-2010, in addition to aggregate unit data, the data were disaggregated by program and included in the Fact Book. 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. This data is used to make program and unit improvements.

Enhancements to the online forms and reports are ongoing as the unit continues to make changes to facilitate data collection and analysis. Changes in 2009-2010 included modifications to the MAP, GMAP, and Dispositions online evaluation reports to allow faculty to access individual and group reports, as well as changes to the online evaluation to allow data entry and reporting at different transition points in both undergraduate and graduate programs (e.g., formative and summative). In addition, online evaluation forms and reports were developed for the Educational Leadership programs and will be implemented in 2010-2011.

Improvements to the unit and its programs in 2009-2010 included the following:

- Continued to refine and improve the online degree programs offered through Georgia On My Line: M.Ed. in Accomplished Teaching, M.Ed. in Educational Leadership and M.A.T. in Secondary Math and Science. The M.A.T. program moved to a cohort model, with fall admission only, in order to improve students' ability to complete the program in 5-6 semesters and to better manage course scheduling and advising.
- Ed.D. program in Curriculum and Leadership was approved by the Georgia Board of Regents and SACS in Fall 2009; admitted

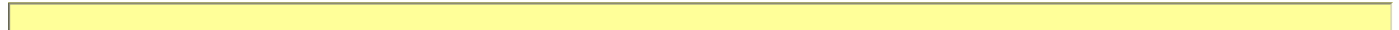
first cohort of students to the program in Spring 2010. This new doctoral program was implemented to meet a need in our region for a doctoral program in education.

- The EdS in Special Education was approved by the CSU curriculum committees and Graduate Council. The program proposal has been submitted to the Board of Regents for approval. This degree will help meet a critical need in our region.
- Began development of a Master of Education Degree in Special Education to include Adaptive Curriculum as a specialty.
- Began development of an online Ed.S. program in Educational Leadership.
- Early Childhood Education faculty revised the Ed.S. program in Early Childhood Education to better reflect current trends and research in the field and to enhance the preparation of candidates.
- The mathematics education program coordinator worked with the Mathematics Department to design and implement new graduate mathematics courses that enhance the content knowledge of middle and secondary mathematics teachers while making connections to the mathematics they are teaching in middle and secondary schools.
- Continued review and revision of the MAP evaluation instrument and rubric (based on feedback from university supervisors and faculty using the MAP).
- Increased the number of graduate students enrolled in teacher preparation, counseling, and educational leadership programs to 624 in Fall 2009, an increase of approximately 12% over Fall 2008.
- Increased number of initial certification candidates enrolled in high needs fields including Secondary Mathematics (52% increase from 54 in Fall 2008 to 82 in Fall 2009), Secondary Science (19% increase from 48 to 57), Middle Grades (8% increase from 119 to 129), Secondary English (13% increase from 89 to 101), and Secondary History (23% increase from 96 to 118).
- Increased number of candidates admitted to Teacher Education program (41% increase from 218 in 2008-2009 to 308 in 2009-2010).
- From Spring 2009 to the beginning of Fall 2010, offered 12 technology workshops/trainings for COEHP faculty and staff. Workshops/trainings provided instruction on using ActivBoards (Promethean), Photo Story, Movie Maker, Mimeo Interactive White Board, Podcasting, Digital Media, Video Podcasting, and E-Clickers. In addition, seven technology presentations were given in classes taught by COEHP faculty. The COEHP technology trainer/coordinator also assisted three faculty/staff with the development of online materials.
- Increased support for faculty professional development (170% increase in faculty development funds from various sources - from \$31,895 in 2008-2009 to \$86,075 in 2009-2010).
- Increased external funding to support educator preparation (10% increase from \$1,279,520 in 2008-2009 to \$1,403,529 in 2009-2010).
- Continued to outfit and update all classrooms used for educator preparation with state of the art instructional technology including an instruction computer, projection system, audio system, document camera, and smartboard technology.

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 2009-2010 to meet the growing demand for field placements. Currently there are 30 partner schools in the network.

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.

In 2009-2010, university supervisors for student teaching and internship began using the online evaluations. Having this data available in our COEHP Database facilitates data collection and analysis. We are able to run individual and group reports to provide exit data for initial certification candidates.

With the implementation of the online M.A.T. in Secondary Math and Science in Spring 2009, there was a need for additional university supervisors in areas outside of our region. We are working with other universities to make contacts in these areas and to build a network of qualified supervisors for online M.A.T. candidates. Supervisors outside of our region must meet the same criteria as those associated with CSU. These criteria include at least 3 years of teaching experience in the field of supervision (or in a closely related field) and a minimum of a master's degree. Other preferred qualifications include InTech certification and

Georgia Teacher Support Specialist (TSS) endorsement. Careful attention is given to match university supervisors' previous educational and work-related experiences with candidates in their respective programs of study.

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 2009, the College of Education and Health Professions had 36 full-time educator preparation faculty of which eight (22%) 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 College of Education as they complete core requirements and content coursework. In Fall 2009, 64 of 261 (25%) full-time university faculty were minorities. Sixteen percent of the university's 192 part-time faculty were minorities.

Among full-time educator preparation program undergraduates enrolled in Fall 2009, 31% percent (254 out of 821) were minorities. Forty-three percent (123 out of 288) of part-time education undergraduates were minorities. Combined, minorities represent approximately 34% of the undergraduates enrolled in educator preparation programs. In graduate programs, minorities represented 31% (197 of 637) of the graduate student population.

The COEHP Diversity Committee continued to provide leadership in this area and to promote diversity initiatives on campus and in educator preparation programs. The committee's 2009-2010 activities included the following:

- Coordinated a tutoring program with a local school district that provided opportunities for teacher candidates to volunteer to tutor ESOL students in three different schools. This program provides candidates the opportunity to mentor students and obtain first hand knowledge of what it is to be a recent immigrant.
- Presented cultural lesson in collaboration with Classical Language Department that emphasized inclusion and diversity.
- Invited Dr. Phillip Mutisia to speak to CSU students, faculty and the community.
- Worked with the Center for International Education and established a viable educational program for students in the diversity classes to attend the University of Northumbria, UK.
- Worked with Dr. Walter Breaux from the Department of Counseling, Foundations, and Leadership to prepare leaders to facilitate Study Circle groups. There are several small groups now in progress.
- Promoted student participation at Fort Valley State University's Conference on diversity: "Where do we go from here? Creating a new paradigm for teaching and learning in the 21st century schools."
- Diversity course students participated in the dialogues lead by international students at CSU.

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 2009, the College of Education and Health Professions had 36 full-time educator preparation faculty of which eight (22%) 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 College of Education as they complete core requirements and content coursework. In Fall 2009, 64 of 261 (25%) full-time university faculty were minorities. Sixteen percent of the university's 192 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 2009-2010, 33 of 36 (92%) full-time educator preparation faculty in the COEHP 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. In 2009-2010, educator preparation faculty from the College of Education and Health Professions made 36 presentations at state, regional, national, and international conferences and successfully published 5 book chapters and more than 28 journal articles, book reviews, abstracts, essays, manuscripts, and other intellectual contributions.

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.

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. 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 2009-2010 state budget for the College of Education and Health Professions was \$6,796,538. The increase from the 2008-2009 budget was due to the reorganization of the college to include Health Science and Nursing. In addition, the COEHP also received \$543,436 from core and course fees. These funds were used to serve approximately 1981 undergraduate and 624 graduate students in educator preparation and other professional programs in the COEHP (e.g., exercise science, instructional technology, community counseling, nursing, and health science). 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 2009-2010:

1. Academic Department Travel Funds
2. Departmental Foundation Funds
3. COEHP Professional Development Funds
4. Provost's Professional Development Funds (to support conference presentations)
5. Grants provided by various programs at CSU

All together, there was approximately \$86,075 available to support faculty professional development in 2009-2010. Through these various funding sources, all faculty were able to take advantage of professional development opportunities throughout the academic year.

The College of Education and Health Professions obtained external funding from grants and contracts totaling \$2,633,058 in 2009-2010. Approximately \$1,403,529 of this funding was designated for support of educator preparation programs.

In 2009-2010, thirty-six full-time educator preparation faculty members served three departments in the COEHP. Twenty full-time educator preparation faculty served the Department of Teacher Education, 10 served the Department of Counseling, Foundations, and Leadership, and three served the Department of Health, Physical Education, and Exercise Science. Three full-time faculty members served primarily in administrative roles in the Dean's Office. Approximately 30 part-time faculty members delivered part-time instruction for educator preparation programs in the Department of Teacher Education; Department of Health, Physical Education, and Exercise Science; 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 and Health Professions continued to outfit and update 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 addition, the College of Education and Health Professions Media Production Studio established the University's first streaming television network. The studio is responsible for creating the first "video classroom" in Jordan Hall. It is equipped with 3 PTZ cameras, remote computer and audio recording that is operated from the Studio. This facility has demonstrated, and maintained, the technology necessary to deliver on-demand and live programming to students, the local community and around the world.

In 2009-2010, 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 in 2009-2010 totaled more than \$330,332. In addition, the 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 to the 2009-2010 annual fund drive were approximately \$22,980, a 48% increase over 2008-2009.

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.

If you have another comments, use the space below:

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