

# 2012 Part C of the AACTE / NCATE Annual Report

## Institutional Information

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|---------------------|---------------------------------------------|----------------|
|                     |                                             | AACTE SID: 773 |
| <b>Institution:</b> | Columbus State University                   |                |
| <b>Unit:</b>        | College of Education and Health Professions |                |

NCATE ID: 10219

## Section I. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

369

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

## Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?

Link 1:

[http://coehp.columbusstate.edu/factbooks/factbook\\_te.php](http://coehp.columbusstate.edu/factbooks/factbook_te.php)

## Section III. Substantive Changes

**Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?**

1. Addition or removal of a preparation program at any level (e.g., a master degree). Added an EdS in Special Education. The first cohort of students matriculated in Fall 2011.
2. 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
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. No Change / Not Applicable
4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.  
No Change / Not Applicable
5. Significant changes as the result of a natural disaster or other unforeseen circumstances. No Change / Not Applicable
6. 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
7. Significant change (25 percent increase or decrease) in **Budget**  
No Change / Not Applicable
8. Significant change (25 percent increase or decrease) in **Candidate enrollment** No Change / Not Applicable

9. Significant change (25 percent increase or decrease) in **Size of the full-time faculty**

No Change / Not Applicable

## Section IV. Areas for Improvement

**Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.**

### 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)

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.

### 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)

In Fall 2011, the College of Education and Health Professions (COEHP) had 39 full-time educator preparation faculty of which eleven (28%) 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 2011, 68 of 271 (25.1%) full-time university faculty were minorities. Approximately 15% of the university's 198 part-time faculty were minorities.

### 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)

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.

### 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)

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 V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

Std. 1   Std. 2   Std. 3   Std. 4   Std. 5   Std. 6

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2. Summarize progress toward target level performance on the standard(s) selected.

The COEHP provides effective leadership for educator preparation through a governance structure that supports ongoing collaboration between professional education faculty and P-12 practitioners. In 2011-2012, formation of the Principals' Roundtable and the reorganization of the Educator Preparation Program Council led to improved communication with our partners. Collaborative efforts have resulted in the implementation of CSU's first doctoral program in Curriculum and Leadership; implementation of the UTeach replication program and Noyce Scholarship Program that are transforming math and science education programs at CSU through the support of two external grants in the amount of \$2.6 million over the next five years; development and launching of three major online degree programs: the M.Ed. in Curriculum and Instruction in Accomplished Teaching, M.Ed. in Educational Leadership, and M.A.T. in Secondary Math and Science. COEHP faculty are often sought out to work with faculty in other colleges on projects related to education. Examples include: (1) Dr. Jan Burcham, COEHP faculty member, and Dr. Kim Shaw, COLS faculty member, facilitated a Scholarship of Teaching and Learning Book Study in 2010-2011 that involved faculty from different departments across the university; (2) Dr. Deborah Gober, COEHP faculty member, and Dr. Kim Shaw, Dr. Tim Howard and several other COLS faculty members, have collaborated on a number of STEM initiatives, including the development and implementation of the UTeach Columbus and Noyce Scholarship Programs. With support from the COEHP Dean's Office, faculty have attended professional conferences and meetings both nationally and internationally. In 2011-2012, more than \$53,000 was available from college and department funds to support educator preparation faculty professional development. The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes. Revenue from online programs has allowed the COEHP to invest significantly in instructional technology to support the preparation of educators. Multimedia classrooms and state-of-the-art facilities help to create rich learning environments for teacher candidates and other school professionals. In addition, faculty and candidates also have access to current technology such as Activboards, ActivSlates, student response systems, software, graphing calculators, and probeware to support candidates' learning. The unit aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards. Examples include the UTeach Columbus program, Cultural Approach to History Project, Early Head Start Program, and Summer Spectacular.

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3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

The unit and its programs are assessed through the strategic planning and assessment process, annual faculty evaluations, committee reports, field experience evaluations, end-of-student teaching program evaluations, advising surveys, and annual program reports. Aggregate data for the unit and each program are presented in annual summary reports and in the online Educator Preparation Programs Fact Books. Examples of improvements based on data from the Assessment System follow. (1) Feedback from advising surveys led to implementation of online appointment scheduling in the Office of Student Advising and Field Experiences (SAFE). (2) Field experience evaluations completed by candidates help determine the effectiveness of cooperating teachers with whom candidates are placed. Cooperating teachers with consistently low ratings on the evaluations are not used again. (3) Items on field experience and student teaching program evaluations indicated that candidates did not feel prepared to use technology, leading to recent revisions in the required technology course. (4) Feedback from the Principals Roundtable led to the decision to pilot changes to field experiences and student teaching: (a) co-teaching model for student teaching, (b) year-long practicum/internship placement, (c) student teachers reporting to school during pre-planning week, (d) revised student teaching calendar, (e) changes in EDUC 2130 field experiences to more actively engage candidates in working with P-12 students. (5) Low enrollments in Secondary Mathematics and Science Education programs led to several unit-level STEM initiatives including the development and implementation of the online M.A.T. program in Secondary Mathematics and Science and implementation of a UTeach replication program. (6) Due to limited opportunities for education candidates to participate in education-related study abroad programs, two education study abroad programs were designed and approved for 2012-2013. Candidates will have the opportunity to travel to Quito, Ecuador to experience education in another culture. (7) Data on technology resources are collected annually to ensure that faculty and candidates have access to state-of-the-art technology for teaching and learning. Professional development opportunities are provided to help faculty integrate this technology in their teaching. (8) Based on feedback from clinical faculty, a revised performance assessment instrument was implemented in Fall 2012 for all initial teacher candidates. (9) The unit has adopted LiveText as its data management system and hired a LiveText coordinator to improve data collection and reporting. The unit works to eliminate bias and establish the fairness, accuracy, and consistency of its unit operations through a governance structure that values and solicits input from all constituents, and an assessment system that collects and uses data from a variety of internal and external sources and at multiple transition points

**Exhibits that support the narrative:**  Significant Changes 3.pdf  Spring 2012 Stu Tch Prog Eval.pdf

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