

2008 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

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| NCATE ID: | 10219 | AACTE SID: | 773 |
| Institution: | Columbus State University | | |
| Unit: | College of Education | Deadline to Submit Final Version of Part C: | 02/15/2009 |
| 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 2007-2008 academic year?

345

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 2007-2008 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. change in Title II data that indicates the unit no longer meets the required state pass rates on licensure exams
2. change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency
3. change in institutional accreditation status
4. the addition or removal of programs.

Programs added in 2007-2008: P-5 Science Endorsement program, MEd School Library Media, Online MEd Accomplished Teaching (offered in collaboration with two other institutions); Programs added in 2008-2009: Online MAT Secondary Math and Science (in collaboration with four other institutions)

5. changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.
6. addition or removal of a level of preparation (e.g., a master's degree)
7. change in status of institution (i.e., merged, separated, etc.)
8. increased offering for the preparation of education professionals in off-campus sites

In the Department of Counseling, Foundations, and Leadership, two distance learning site locations have been opened in the last two years. In 2007-2008, a partnership was established with the Houston County Schools to provide on site instruction in Educational Leadership in Perry, Georgia. Three Educational Specialist degree cohorts were established at that site. The entire Educational Specialist degree program was taught at that site. In summer 2009, the department is developing a partnership with the Chattahoochee-Flint RESA to establish both an Master's degree and an Educational Specialist degree cohort in Educational Leadership in Ellaville, Georgia with both degree programs to be offered at the RESA site.

9. increased offerings for the preparation of education professionals outside the United States
10. changes in institutional and unit leadership

Dr. Tim Mescon became CSU's new president on August 1, 2008

11. significant change in budget, which is defined as a 25 percent decrease in the overall unit budget from the previous reporting year
12. significant change in the size of the full-time faculty, which is defined as a 25 percent decrease from the previous reporting year
13. delivery of a program in whole or in significant part by a non-profit or for-profit partner
14. change in institutional control or ownership
15. significant change as a result of unforeseen conditions such as a natural disaster

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 2007-2008. 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 revision. Faculty integrate the conceptual framework in course design, in-class activities, field experiences, and assessments.

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 2007-2008, 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 2007, the average GPA of undergraduate education majors at admission to teacher education was 3.33. The average GPA at program completion was 3.42. For the unit, the total number of MAP evaluations prior to student teaching totaled 130. The aggregate percentage results were as follows: 84% met or exceeded expectations, 2% scored below expectations, and 13% not observed. The total number of Disposition evaluations prior to student teaching totaled 190. The aggregate percentage results for dispositions were: 96% met or exceeded

expectations, 2% scored below expectations, and 2% not observed. 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 thirty-one teacher candidates completed student teaching or an internship in AY 2007-2008. Of those 231 candidates, 222 (96%) met expectations on both the MAP and Dispositions evaluations, and successfully completed their student teaching or internship. A remediation plan was developed for students who did not meet expectations, and they were allowed to repeat student teaching. One student received an unsatisfactory grade for student teaching in AY 2007-2008 and was not recommended for certification.

Comments from university supervisors and cooperating teachers were extremely positive regarding students' performance. Classroom management presents a challenge for most student teachers (even though the majority of students either met or exceeded expectations in Domain 3: Classroom Environment). Cooperating teachers acknowledge that the ability to manage a classroom environment is a challenge for beginning teachers and state that, with experience, the teacher candidates will improve in this area.

The Georgia Assessments for Certification of Educators (GACE) are required for certification in most programs, and the scores on these assessments are used as one of several indicators of candidates' content knowledge. In 2007-2008, the overall pass rate for the unit on the GACE was 92%.

At the advanced preparation level, the average GPA of candidates in educator preparation programs was 3.50. Data from GMAP and Dispositions evaluations provide additional evidence of candidates' knowledge, skills, and dispositions. In 2007-2008, 78 candidates were evaluated on the GMAP and 62 on Dispositions. On the GMAP evaluations, 75 of the 78 candidates (96%) met or exceeded expectations. Fifty-eight candidates (94%) 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 (Optional).

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.

The COE continues to strengthen assessments and procedures, leading to more informed decision-making (planning, developing, evaluating, and revising programs; monitoring, analyzing, and evaluating student learning outcomes; revising admission criteria). Examples of data collected and analyzed include: GACE content scores, MAP and GMAP (teaching) evaluations, dispositions evaluations, GPA's, advising surveys, student evaluations of field placements, cooperating teachers evaluations of candidates in field experiences and student teaching, employer surveys, and graduate surveys. A new web site (<http://coe.colstate.edu/factbook.asp>) was developed to make this data readily available to faculty, students, and other stakeholders. Faculty review the data at the annual COE 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.

Refinements to online forms and reports are ongoing as the unit continues to make changes to facilitate data collection and analysis. Changes in 2007-2008 included modifications to the MAP online evaluation reports. We are working with the Computer Center to further refine the MAP reports and initiate similar modifications for the GMAP and Dispositions evaluation reports.

Improvements to the unit and its programs in 2007-2008 included the following:

- addition of new faculty to meet demands of enrollment and program changes;
- purchase of new technology and upgrades of existing technology to enhance teaching and learning;
- development of a new five-year strategic plan for the College of Education, identification of appropriate assessment strategies, and collection of baseline data;

- development and implementation (with two other USG institutions) of a cooperative online M.Ed. in Accomplished Teaching to make the M.Ed. degree more accessible for working teachers;
- initiation of work with four other USG institutions to plan for an online MAT in Math and Science that will make access to teaching degrees more convenient and add teachers in critical needs fields;
- redesign and implementation of M.Ed. and Ed.S. programs in Educational Leadership;
- implementation of a P-5 Science Endorsement program that will provide valuable training for pre-service and in-service elementary teachers in the field of science;
- implementation of the M.Ed. in School Library Media which provides advanced training for those who wish to work as school library media specialists and will help meet the needs of local schools by providing a pool of qualified library media specialists;
- development and implementation of an online graduate orientation web site: <http://coe.colstate.edu/gradstudies/orient.asp> ;
- improvement of communication with alumni, schools, and community through, for example, a quarterly COE newsletter, updated websites including videos, and the dean's visits to P-12 schools.

Other major accomplishments in the College of Education during 2007-2008 academic year include:

- More than 60 percent of the region's teachers are graduates of CSU's College of Education
- 2007 Georgia Superintendent of the Year is a College of Education graduate
- 2007 Georgia Principal of the Year is a College of Education graduate
- CSU Internet Math Contests (www.colstate.edu/mathcontest) received more than 1,000,000 hits this year with participants from 228 different countries across the globe
- Obtained external funding from grants and contracts totaling \$1,468,566 in FY 08, which represented 57% of the external funding received by the university
- Increased the number of graduate students enrolled in teacher preparation, counseling, and educational leadership programs to 530 in Fall 07, an increase of 172 students over Fall 06; the number of minority students enrolled in graduate programs increased from 89 to 159
- Initiated 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
- Initiated the first annual College of Education Annual Fund Drive to raise private unrestricted funds to allow the college to address challenges as they arise and seize dynamic opportunities that impact students, faculty, and staff, as well as K-12 teachers and children in the region
- Utilized the Studio 212 Media Production Lab to develop 27 video documentation projects including a COE promotional video. Samples are located at <http://coe.colstate.edu/video/index.asp>

From an analysis of the data for 2007-2008, faculty identified the following strengths for the College of Education:

- Strong academic preparation, as evidenced by a combined pass rate of 92% 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, Child Care Resource and Referral Agency, Columbus Regional Mathematics Collaborative, and CSU Coca Cola Space Science Center.
- Faculty that 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, as evidenced by the Summer Spectacular implemented in Early Childhood Education and the collaborative online M.Ed. in Accomplished Teaching
- Use of technology to enhance teaching and learning; faculty were provided more than 20 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 76% of the university's graduate programs and enrollment comprising approximately half the university's graduate enrollment

Identified areas for improvement include increasing support (e.g., time, resources, travel funds) for full-time faculty to engage in scholarly activities, increasing diversity of part-time faculty and cooperating teachers, and continued improvement of the data collection and analysis process.

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 (Optional).

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 students. Two schools were added to the Network in 2007-2008, bringing the total number of partner schools to 23.

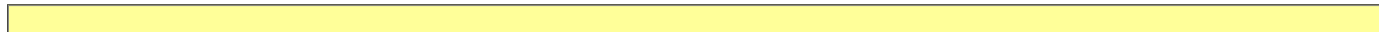
To facilitate collaboration between the COE and its partner schools, two meetings were held in AY 2007-2008 that brought together COE faculty and administrators and teachers from our partner schools. Performance data for our teacher candidates and results from field experience and student teaching evaluations were shared with the representatives from our P-12 partner schools. Administrators and teachers are very satisfied overall with the performance of our teacher candidates.

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 were extremely positive regarding students' performance. Classroom management presents a challenge for most student teachers (even though the majority of students either met and/or exceeded expectations in Domain 3: Classroom Environment). Cooperating teachers acknowledge that the ability to manage a classroom environment is a challenge for beginning teachers and state that, with experience, the teacher candidates will improve in this area. Another area in which candidates typically receive lower ratings is integration of technology in lessons. As teacher candidates complete the newly redesigned technology course, we expect to see improvement in the ratings for technology integration.

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 (Optional).



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 2007, the College of Education had 38 full-time faculty of which seven (18.4%) 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. Eighty-nine (21%) of the 432 university faculty are minorities.

Among fulltime undergraduate education majors enrolled in Fall 2007, 33% percent (385 out of 1171) were minorities. The COE increased the number of graduate students enrolled in teacher preparation, counseling, and educational leadership programs to 530 in Fall 2007, an increase of 172 students over Fall 2006. The number of minority students enrolled in graduate programs increased from 89 to 159. Minorities represented 30% of the Fall 2007 graduate enrollment.

In 2004, the COE recommended 129 teacher candidates for initial teacher certification of which 20 were minorities. The COE recommended 189 teacher candidates for initial certification in 2007-2008, and 29 of those candidates were minorities. The number of candidates recommended for initial certification has increased steadily over the last four years, but the numbers for 2007-2008 are below the targets (200 total, 32 minorities) that were set in 2004 for annual production of new teachers. Review of Teacher Education admission policies and degree programs is ongoing as we continue to work to increase the number of teachers.

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)

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

In Fall 2007, the College of Education had 38 full-time faculty of which seven (18.4%) 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. Eighty-nine (21%) of the 432 university faculty are 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 2007-2008, 31 of 38 (82%) full-time faculty in the COE had doctoral degrees. All tenure-track faculty with full-time teaching responsibilities hold earned doctorates and display rich P-12 experience.

Unit faculty provide leadership to state, regional, and national professional organizations. Scholarly activities in 2007-2008 included 97 presentations at local, state, regional, national, and international meetings; 12 publications; seven funded external grants; and service on editorial boards.

In Fall 2008, the COE hired an assistant department chair in Teacher Education that will be responsible for evaluating and training all part-time faculty.

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)

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

In the spring of each academic year, all part-time faculty are evaluated by the department chair or immediate supervisor (e.g., Coordinator of Student Teaching or program coordinator). 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.

In Fall 2008, the COE hired an assistant department chair in Teacher Education that will be responsible for evaluating and training all part-time faculty.

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 2007-2008 state budget for the College of Education was \$4,259,086, approximately 5.8% of the university's Education and General budget of \$73,369,674. These funds were used to serve approximately 1318 undergraduate and 530 graduate students in educator preparation and other professional programs in the COE (e.g., exercise science, instructional technology, and community counseling). Funds are 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.

There were several sources of funding to support travel and professional development for faculty. Each department and office was allocated an amount from the annual COE budget for travel and professional development. In addition, there were also funds available to faculty from Foundation Accounts and the CSU Capital Campaign. Altogether, there was approximately \$35,300 available to COE faculty for professional development in AY 2007-2008.

The College of Education received \$1,468,566 in external funding in 2007-2008. This represents an increase of 29% from 2006-2007. External funding in the COE was 57% of all external funding at CSU in 2007-2008.

In 2007-2008, thirty-eight full-time faculty members served two departments in the COE. Twenty-two full-time faculty served the Department of Teacher Education and 12 full-time faculty served the Department of Counseling, Educational Leadership, and Professional Studies. Four full-time faculty members served primarily in administrative roles in the Dean's Office and SAFE Office.

A total of 63 faculty members delivered part-time instruction and/or supervised candidates in clinical practice. Faculty who

provided classroom instruction taught a maximum of 18 credit hours annually. Forty-nine part-time instructors served Teacher Education and 14 provided instruction in Counseling, Educational Leadership, and Professional Studies.

The College of Education continues 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. Another goal is to enhance the technology capabilities in the College of Education Media Production Laboratory (Studio 212) to include: state of the art video editing software, portable video cameras with microphones for all classrooms, enhanced video components for each classroom instructional computer, two high definition monitors, and DVD production equipment. In 2007-2008, the COE spent \$4,332 on equipment for Studio 212 which included 2 external hard drives, a video production mobile workstation computer, ink cartridges, video tapes, DVD's, and video library material. The Studio 212 Media Production Lab was used to develop 27 video documentation projects including a COE promotional video.

In 2007, the College of Education began its first unrestricted endowment for benefit of the College. The endowment began in summer 2007 with gifts of \$5,000 or greater. In 2007-2008, the College of Education conducted its first annual fund drive (Friends of the College of Education) to raise unrestricted funds to support faculty recruitment and development, program development, enhanced faculty and student instructional technology, and dynamic community educational programs. The COE also initiated 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.

Efforts to improve communication with alumni, schools, and the community include broad distribution of a quarterly COE newsletter, updated websites including videos, and the dean's visits to P-12 schools.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

| | | |
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| 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 (Optional).

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.

In Fall 2008, the COE hired an assistant department chair in Teacher Education that will be responsible for evaluating and training all part-time faculty.

If you have another comments, use the space below:
