
**Annual Report of Institutional Progress
FY 2008
College of Education**

Section 1. Annual Progress in Assessing Effectiveness (no more than 3 pages)

New or Significantly Revised Student Learning Outcomes in Degree Programs and/or General Education and/or New Measures of Assessing Learning Outcomes and the Rationale behind the Change

- Common key assessments were developed using the Georgia Framework for Teaching for all initial and advanced teacher preparation programs in order to meet the new PSC program approval criteria. Student learning outcomes were aligned with each of the domains in the Georgia Framework for Teaching rubrics.
 - A new dispositions rubric was developed and implemented across all initial and advanced teacher preparation programs in order to address the areas for improvement in the last NCATE visit.
 - Three new Area F courses incorporating new BOR student learning outcomes were implemented during Fall 07. Faculty teaching these courses incorporated the use of Taskstream, an electronic assessment and management system, into these pre-professional block courses.
 - The Student Success Center's Comprehensive Model support each teacher preparation program's clearly articulated set of expectations for its students (typically known as Candidate Competencies). The SSC supports the standards adopted by the various programs and reinforces them with a set of student development outcomes.

Specific Evidence of Improved Student Learning in Degree Programs and/or General Education Emanating from the Analysis of Assessment Data

- An analysis of performance data across all initial teacher preparation programs indicate that candidates are performing at a higher level in the following areas as a result of program modifications: 1) classroom management, 2) selection and use of multiple technologies, and 3) assessment of student learning.
- Began a more comprehensive review of performance data of graduate candidates. Data were collected, analyzed, and interpreted. Findings of note included the following: 1) Most students who are admitted to a program also enroll in the program; 2) Entry GPA, standardized test scores, and GPA at program completion indicate that we are attracting high quality students to our programs; 3) There is an improving GACE II pass rate for all completers; and 4) Individuals responding to a COE survey of graduates and their employers were strongly satisfied with preparation provided by our graduate programs.

Discussion of Major Findings of Program Accreditations, or Responses to Major Findings, Conducted during FY 2008

- All remaining program AFIs removed by PSC, upon its review of our Progress Report.
- Unit Accreditation Board of NCATE granted continuing accreditation of the COE at the initial teacher preparation and advanced preparation levels.
- Educational Leadership program redesign submissions approved with commendations.

Discussion of Major Improvements Emanating from Comprehensive Program Review Conducted during FY 2008

- As a result of a review of low enrollments, the decision was made to discontinue the BSEd in Technology Education.
- Program Review of the Masters of Education in Higher Education Administration resulted in a recommendation of “maintain” for that program. Findings included continued growth of the program (to 25 students and 22% increase in credit hour production) and a new, highly qualified, enthusiastic faculty member. Major improvements included putting 90% of the course offerings on the WWW.
- A survey conducted in Spring 07 led to the upgrade of 45 computer workstations during FY 08. This survey also led to the opening of the Instructional Resources Center at 7:45 AM to provide access to the resources for 8 AM classes.

Section 2. Overall Division Health (no more than 5 pages)

No response required. Provost’s Office will draft this piece.

Section 3. Summary of Major Accomplishments in 2007- 2008

Major Accomplishments, and Significance of Each, Related to Attainment of the Institution’s Strategic Goals

- As a member of the National Network for Educational Renewal, the College supports the Tripartite in its work to bring educational renewal about by focusing on the moral dimensions of education in a democracy. Team members have shared their work at the NNER annual national conference. (*Academic Distinction*)
- The GCER has become the center of U.S. membership in the International Network for Educational Transformation (iNET). This international initiative examines and engages educators at the university level, school level, and student level in the educational challenges on a more global level. (*Academic Distinction, Transcultural Opportunities*)
- Partnered with an area school system, Effingham County, to attend the “Succession Planning for Leadership” in order to better understand the needs of districts for leadership and to help create a bridge between school districts and the Ed Leadership Program. (*Private and Public Partnerships*)
- Supported faculty work in this area by assisting in the writing and submission of a three external grants. (*Private and Public Partnerships*)
- A departmental faculty mentoring plan has been refined and implemented in order that new T&L faculty members receive the guidance needed and to ensure that the conceptual framework commitments, program assessment system, and mission of the college is understood and implemented. (*Academic Distinction*)
- Faculty were active participants (e.g., advisors, audit course instructors, leadership team members) in the International Leadership in Education Program (ILEP) during Spring 08. The ILEP was a U.S. Department of State funded project awarded to the COE. (*Transcultural Opportunities*)
- The Ed.D. in Curriculum Studies was converted fully to a hybrid delivery model as of Spring 08 in order to make program available to a wider population as well as increase program efficiency (e.g., reduced graduate travel). (*Student-Centered University*)

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- Used funds from conferences and indirects to convert traditional classrooms to COE SMART classrooms and provided training. These classrooms are assigned to faculty that will incorporate technology into their instruction. (*Technological Advancement*)
 - ITEC program selected as the “Franchise” USG provider for Instructional Technology & Media programs. Likewise the T&L faculty developed the Accomplished Teacher “Franchise”. (*Academic Distinction, Technological Advancement*)
 - New EDLD PL-6, NL-5, and Teacher-Leader Endorsement approved by PSC on the first approval cycle and without any AFIs. (*Academic Distinction*)
 - Completed CACREP self-study and required addendums. Visit scheduled for AY 08-09. (*Academic Distinction*)
 - Developed and implemented a comprehensive model for the Student Success Center, including differentiated advisement, mentoring and staffing. (*Student Centered*)
 - Developed a well-defined system for tracking students. (*Student Centered and Technology Adv*)
 - A COE Research Committee was approved by faculty in fall 07. The committee will facilitate a research focus/agenda for the COE and address professional development needs of faculty. (*Academic Distinction*)
 - New Ed.D. Guidelines were finished and implemented summer 07. All terminology, procedures, forms, etc. are now standardized across both COE doctoral programs. EdS guidelines work is scheduled for FY09. (*Student Centered University*)
 - Completed redesign and implementation of Unit Assessment Toolkit (*Student Centered, Academic Distinction*)

Major Accomplishments, and Significance of Each, Related to Improvement of Student Retention and Graduation

- Additional courses and programs have been converted to online in order to meet the needs of candidates—including two Franchise programs.
- Summer session course offerings and schedules have been modified to include high-demand/required courses, that provide an opportunity for candidates to complete the degree on schedule.
- The Department of Teaching and Learning developed and implemented the MARS Program. This program is a mentoring program for teacher candidates completing an initial teacher preparation program.
- Depts provided a COE summer workshop designed to support retention and progression of doctoral students in both EdD. programs.
- The new COE Graduate Administrative Coordinator (hired Spring 08) began developing a doctoral database that will provide information regarding the retention, progression, and graduation of Curriculum Studies students.
 - Development of the Student Rubric for Differentiated Advisement. The overall goal is to provide the level of service needed by each student and assist each student in developing growing independence in their advisement. This model will allow advisors to use their time wisely, giving assistance to those who most need it and engaging in other service activities, especially retention support, to facilitate students’ success.
- Finalized Graduate Recruitment Plan in conjunction with chairs and program coordinators and began action planning and implementation. Facilitated implementation through the Student Affairs Committee and PRISM Satellite recruitment activities.

Other Major Accomplishments and Significance of Each

- New tenure-track faculty were paired with faculty mentors who excel in teaching and learning. In addition, the expectations of mentors were formalized and implemented. This effort was aimed at retention of new faculty.
- Annual evaluation of faculty in Spring 08 incorporated the use of Digital Measures which allowed reporting of faculty accomplishments to be standardized across evaluation areas.
- Facilitated implementation of COE Induction Program for graduates and new teachers that includes e-Mentors and Professional Learning Modules to support professional development and retention of area teachers.
- Completed first phase of planning toward the BOR's USG Goal 4: Supplying 80% of Georgia's teacher supply need by 2020. (Recruitment)

Section 4. Quantifiable Summary of Faculty Research and Awards

Complete the table below.

Summary of Faculty Research and Awards from July 1, 2007 through June 30, 2008

Activity	Number Completed	Comments
Scholarly books, textbooks, & monographs	10	
Articles in scholarly journals, chapter in books, scholarly essays, proceedings, & other similar publications	113	
Creative activities in the fine & performing arts	2	
Journal editorial positions or board memberships	34	
Positions in professional organizations, boards, & agencies	25	
Presentations of papers or invited speeches	213	
External awards in teaching 1. recognition of performance 2. grant funding	10	
External awards in scholarship/research 1. recognition for performance 2. grant funding	25	
External awards in service 1. recognition for performance 2. grant funding	3	