
Annual Report of Institutional Progress

FY 2009 Division of Academic Affairs

College of Education – Georgia Southern University

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

In a concise narrative format, describe the major changes and the significance of each change that occurred during FY 2009 (July 1, 2008 – June 30, 2009) under each **applicable** heading below (*if not applicable, delete the item*).

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

- The School Psychology M.Ed. and Ed.S. programs were combined and the content was strengthened, in an effort to better align their program with the standards set by the National Association of School Psychologists (NASP). This is part of their preparation for NASP approval.
- All key assessments in the Middle Grades Education BSEd and M.Ed. were revised to align learner outcomes to the National Middle School Association Standards. These standards were recently revised, making it necessary for the Middle Grades Education programs to realign in order to maintain the “best practice” quality of their program.
- All key assessments in the Secondary Education M.Ed. were refined to align them with the NBPTS standards. These standards are recognized nationally as the standards by which advanced teacher preparation programs should be developed and evaluated.
- The courses in the M.Ed. in Higher Education were redesigned to allow more flexibility and relevant learning experiences in the program.
- The Curriculum, Foundations and Reading Department revised their Ed.D. program to include a Teaching and Learning strand, to address the needs of practicing teachers desiring advanced, scholarly work in teaching.
- The COE Assessment Committee developed and field tested the Graduate Dispositions Rubric to provide a means by which all graduate educator preparation programs can assess the development of educator dispositions at the advanced study levels. This serves as a formative tool within the programs and a summative tool at the annual unit assessment level.
- A new BOR online Franchise Math/Science MAT (Georgia-on-My-Line) was developed and implemented in collaboration with West Georgia College, Columbus State, Kennesaw State, and Valdosta State. This program serves as a

highly accessible way for career changers and teachers who are retooling to earn a Master of Arts in Teaching while teaching. This initiative is part of our BOR Goal 4 work toward the goal of BOR institutions preparing 80% of Georgia's teachers by 2020.

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

A recent analysis of the aggregated COE Unit Toolkit data on candidate performance and faculty quality (as it impacts student RPG success) revealed the following:

- GRE and MAT scores are trending higher across all advanced graduate programs.
- Compared to the previous year, the exempt rate on PRAXIS I for those going into the Secondary Education MAT is higher; field experience reports indicate a higher quality of teaching in their content; and GACE I scores have increased and GPAs have increased, with most over 3.0.
- GACE Content test scores for all teaching fields continue to trend up.
- Graduate and Employer follow up surveys indicate that graduates and their employers are satisfied-strongly satisfied with their professional preparation.
- Faculty are highly service oriented and well-rounded across teaching/scholarship/research.
- A greater percentage of COE faculty across departments are serving on dissertation committees and this is helping with progression of doctoral students through the dissertation process toward graduation.
- All programs are participating at a similar level (per number of faculty) in online instructions, increasing program access for students.

Discussion of Major Findings of Program Accreditations, or Responses to Major Findings, Conducted during FY 2009

The Counselor Education Program was awarded accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our Counselor Preparation program is developed and assessed around the CACREP standards, and its ongoing association with this organization reflects its commitment to continuous improvement of its programs, to the benefit of its candidates.

Discussion of Major Improvements Emanating from Comprehensive Program Review Conducted during FY 2009

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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 2008- 2009

Identify and briefly describe the 3-5 most significant accomplishments for each category below in your unit during the preceding year, explaining specifically how the significance relates to attainment of the institution's strategic goals, improvement of student retention and graduation, and/or "other" (be specific in explaining what the "other" is).

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

- Fully implemented (all programs) undergraduate students' key assessment data gathering and analysis of each semester using TaskStream, thus improving access to candidate performance data for both formative and summary review. (Student Centered, Technological Advancement, Academic Distinction)
- Funded participation of 20 faculty in workshop training to develop and implement online courses through the Center for Online Learning, in an effort to facilitate more high-quality online instruction. This is an essential component of our plan as our the number of courses and programs delivered online are rapidly increasing. (Academic Excellence, Technological Advancement)
- Currently hosting a Muskie Scholar (2008-2010) and selected as a host institution for a Muskie Scholar for 2009-2011. This initiative helps the COE expand our students' understanding of many aspects of other cultures, including their educational systems, while providing an opportunity for students from other cultures to get exposure to our United States cultures and educational system. (Transcultural Education)
- COE hosted the CLEC regional event that featured the author of the "2 Million Minutes" Documentary film on Global Education and internationally known speaker, Bob Compton, thus beginning a regional discussion regarding the global achievement gap (Transcultural Education).
- COE implemented its "Goal 4 Plan" to meet its established targets toward the preparation of 80% of Georgia's teacher needs by 2020, in partnership with First District RESA and the First District's school superintendents. (Private and Public Partnerships)

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

Undergraduate Students' RPG Support-

- Undergraduate Office and Student Success Center designed and implemented a data base to track undergraduate students' progression through each Transition Point of their

programs. This provides a means to track students' progress and evaluate effectiveness of programs (Student Centered, Technological Advancement, RPG); in collaboration with the Office of Financial Aid and the Student Success Center, implemented the TEACH grant for majors in targeted teacher preparation areas (Student-Centered); and revised the criminal background check (undergraduate and graduate) processes to better serve undergraduate and graduate students and our Partner Schools. (Academic Excellence, Student Centered)

Graduate Students' RPG Support–

- COE faculty and administrators provided a summer workshop designed to support retention and progression of doctoral students in both Ed.D. programs; Graduate programs increased number of online course offerings and offered four graduate programs fully online or with fully online options, thus greatly increasing accessibility of our quality programs for students; inaugurated a COE Graduate Student Newsletter and regular communication with COE graduate students through email and web site announcements; and revised admission and retention policy for students in all graduate programs.

Research and Scholarship Support -

- The COE Advisory Council created the Oak Grove One Room School House Scholarship, and the COE Cheerleader Scholarship, thus providing more opportunities for students to get financial support as they prepare to become educators; COE Research Committee held a research reception to facilitate faculty making connections with other faculty around common research activity/interests; and COE endowed the Centennial Brick Campaign Graduate Scholarship.

Other Major Accomplishments and Significance of Each

- Development and implementation of two graduate GOML programs generated revenue that enabled each of the three COE Departments to fund an additional faculty line. These are faculty lines the COE would otherwise have not been able to fund. This demonstrates that programs developed to increase accessibility for students can also benefit programs.
- Three White Papers were submitted by faculty for Congressional appropriations funding requests, demonstrating our faculty's sense of our responsibility for stewardship of our profession. (Academic Distinction)
- COE awarded two research seed grants to encourage faculty research activity.
- The COE Assessment Committee completed two documents that will help guide the work of faculty as they seek valid and reliable means to assess candidates' performance. These are the *Graduate Dispositions Rubric* and the *COE Procedures for Reliability, Validity, and Fairness in Assessment*.

Section 4. Quantifiable Summary of Faculty Research and Awards

Summary of Faculty Research and Awards from July 1, 2008 through June 30, 2009

Activity	Number Completed	Comments
Scholarly books, textbooks, & monographs	9	
Articles in scholarly journals, chapter in books, scholarly essays, proceedings, & other similar publications	102	
Creative activities in the fine & performing arts	1	
Journal editorial positions or board memberships	40	
Positions in professional organizations, boards, & agencies	26	
Presentations of papers or invited speeches	227	
External awards in teaching 1. recognition of performance 2. grant funding	4	
External awards in scholarship/research 1. recognition for performance 2. grant funding	30	
External awards in service 1. recognition for performance 2. grant funding	4	