
Template for Annual Report of Institutional Progress FY 2008 Division of Academic Affairs

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 2008 (July 1, 2007 – June 30, 2008) 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

1. Common key assessments were developed using the Georgia Framework for Teaching for all the 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.
2. 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.
3. Developed a new Teaching and Learning strand in the Ed.D. in Curriculum Studies to be implemented in the Summer of 2008 in order to provide area teachers a doctoral degree that focuses on school improvement.
4. A new fully online concentration in Instructional Improvement was developed for the M.Ed. in Teaching and Learning. This program was designed for individuals in the state who are in a range of instructional settings and are interested in specializing in instructional improvement. The program was implemented in the Spring of 2008.
6. The Ed.S. in Teaching and Learning has been refined to offer the program fully online in order to broaden the population of candidates interested in completing an advanced degree.

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.

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

**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 B.S. Ed. In Technology Education.

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

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

Faculty in the Department of Teaching and Learning continue to be engaged in scholarly research and grant writing, including numerous Teacher Quality Grants.

A departmental faculty mentoring plan has been refined and implemented in order to ensure that new 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.

Faculty goal setting documents are now aligned with the COE conceptual framework commitments, the college and university Roles and Rewards document, the university strategic themes, and the appropriate program learner outcomes.

A new Teaching and Learning strand in the Ed.D. in Curriculum Studies was developed and implemented in order to provide area teachers an opportunity to pursue doctoral studies focusing on classroom and school reform, pedagogy, and student learning.

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

Additional courses in the department have been converted to online courses in order to meet the needs of candidates.

Summer session course offerings and schedules have been modified in order to include courses in high demand, required courses that provide an opportunity for candidates to complete the degree on schedule, and schedules that provide an opportunity to maximize enrollments.

Early Childhood and Middle Grades programs in Dublin have been reorganized in order to ensure that candidates complete their degrees with a two-year period.

The program assessment system has been refined to ensure that areas for improvement are more easily identified, thus improving student retention.

Communication between the Department of Teaching and Learning and the various academic departments has increased in order to coordinate course offerings and schedules to accommodate candidates and ensure that candidates complete their degrees as scheduled.

The Ed.S. in Teaching and Learning program is now being offered fully online in order to accommodate candidates in the region and across the state.

A new fully online M.Ed. in Accomplished Teaching and a new Instructional Improvement strand in the M.Ed. in Teaching and Learning were developed and implemented in order to provide an opportunity for candidates across the state to complete an advanced degree. These two degrees are designed to address the state's need for programs that focus on instructional improvement.

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.

Other Major Accomplishments and Significance of Each

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	2	
Articles in scholarly journals, chapter in books, scholarly essays, proceedings, & other similar publications	31	
Creative activities in the fine & performing arts	0	
Journal editorial positions or board memberships	10	
Positions in professional organizations, boards, & agencies	7	
Presentations of papers or invited speeches	103	
External awards in teaching 1. recognition of performance 2. grant funding	8	
External awards in scholarship/research 1. recognition for performance 2. grant funding	19	
External awards in service 1. recognition for performance 2. grant funding	0	