

COLUMBUS STATE UNIVERSITY  
**COLLEGE OF EDUCATION**  
 FY 2002 STRATEGIC PLANNING ASSESSMENT

GOAL		PLANNING INITIATIVE	ASSESSMENT OF RESULTS
INSTITUTIONAL	UNIT		
4	1	Strengthen and enhance the collaborative nature of educator preparation at Columbus State University	<p><b>Achieved and on-going</b>            Selected indicators: PELM associations with Hughston Sports Medicine Hospital and the Medical College of Georgia; CSU Teacher Preparation Faculty Meetings with Arts and Sciences Faculty in November 2001 and April 2002; representatives from CSU's COE, Dept. of Mathematics, and CRMC collaborated on several grants which provide professional development for teachers, and they are co-sponsoring a conference on the education of secondary mathematics teachers; building coordinators were identified in the Partner Schools to assist in the placement and monitoring of teacher candidates; during the past year, Drs. Causey, Villavicencio, Gober, Brewbaker, and Adams have all been involved in significant collaborative activities with Arts and Sciences Faculty.</p>
7	2	Secure designation of Jordan Hall as the official home of the College of Education and develop plans for the full utilization of Jordan Hall for COE activities	<p><b>Partially achieved and on-going</b>            Members of most COE Departments, Offices, and Centers served on the Jordan Hall Task Force and developed a plan for the full utilization of Jordan Hall by the COE. The plan was submitted to the Dean and, following additional refinements, will be forwarded to central administration for its review and action.</p>

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INSTITUTIONAL	UNIT		
3	3	Implement a full range of COE assessment indicators	<p><b>Partially achieved and on-going</b></p> <p>Selected indicators: ETTC developed and implemented an analytical rubric for use with preservice teachers to enhance evaluation of available technology; partnerships with RESA's in Ellaville and Grantville were established to bring about improved student achievement in designated at-risk and low-performing schools; assessment instruments were administered to Counseling and Educational Leadership students; the Model of Appropriate Practice (MAP) has been implemented in undergraduate teacher preparation programs; the Content Knowledge, Skills, and Dispositions Committee has been gathering information from COE graduate programs on the types of performance assessment of COE graduate students; Dr. Adams drafted assessment variables and indicators for all students, and COE and CINS personnel are developing a database that will provide relevant information to help in assessing COE activities and programs; the Field Experience &amp; Clinical Practice committee identified items that will document the status of the COE in relation to field experiences and clinical practice; participant evaluations of CRMC workshops, conferences, etc. provide qualitative assessment of programs.</p>

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1	4	Provide centralized services for all COE students through the Office of COE Services and Field Experiences	<p><b>Achieved and on-going</b>  The Office of COE Services and Field Experiences (SAFE) now serves both graduate and undergraduate students. SAFE coordinates all student program planning and advising, and continues to offer scholarship and certification services for all COE students. Graduate orientation/advisement/program planning meetings are held each semester for new graduate students.</p>
5	5	Adapt the model on multicultural/diversity from the Teachers College at Emporia State University to meet similar COE needs	<p><b>Partially achieved and on-going</b>  Selected indicators: Drs. Ripple and Villavicencio chair the Diversity Committee and are negotiating with consultants for an assessment of multicultural/diversity issues relevant to COE activities; all COE faculty and staff members attended the February 2002 diversity workshop presented by Dr. Murray Bradfield and Ms. Alysia Foster; by targeting schools with diverse populations, CRMC projects provide opportunities for students and practicing teachers to observe teaching strategies that are effective with all students; special emphasis is placed by ETTC instructors on assistive technology in K-12 classrooms; the counseling course “Cultural Perspectives in Counseling” contains features of the Emporia State University model.</p>