

COLUMBUS STATE UNIVERSITY
COLLEGE OF EDUCATION
 FY 2003 STRATEGIC PLANNING ASSESSMENT OF COE LEVEL 2 PLAN

Goal		Planning Initiative	Assessment of Results
Institutional	Unit		
3, 4	1	Enhance the collaborative nature of educator preparation, professional studies, and professional development experiences.	<p>Achieved and on-going. Provided graduate studies transmitted via GSAMS to educators in the Griffin and Houston County service areas. Revitalized the School Counseling Program Advisory Council to work collaboratively with P-12 partner and area schools. Collaborated with partner and area schools and school systems to recruit and prepare career-change teachers through Intern Teaching Team Program (ITTP), Content-Oriented Preparation for Educators (COPE), and non-traditional MEd programs. Created and implemented two teacher workshops for visiting teachers from England supported through grant funds in Russell County. Partner school personnel assisted the SAFE Office in the placement of teacher candidates for field experiences and student teaching. Three CRMC projects were carried out in collaboration with COE and Department of Mathematics faculty and Local Education Agencies (LEAs) in the COE service area. CRMC staff collaborated with 25 school districts to plan and implement professional development in mathematics and science education, including integrating technology into instruction. CCR&R provided 5,056 training hours, and 191 child care providers exceeded the minimum number of required training hours.</p>
3, 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 programs and services.	<p>Achieved and on-going. Effective Summer Term 2003, Jordan Hall became the official home of the COE. Plans have been developed for the full utilization of the building, and demolition/renovation activity has begun. All COE Departments, Offices, and Centers will be housed in Jordan Hall.</p>
1, 3	3	Implement a full range of COE unit, departmental, and service center assessment indicators.	<p>Achieved and on-going. Reorganized Office of Graduate Studies admission, retention, and graduation policies and procedures. Created and opened CARE: The Center for Assessment & Reading Education with state-of-the-art materials. Created an Adaptive-Assistive Technology Lab to provide training for teachers working with children with special needs. The SAFE Office assessed the following activities: Field Experiences and Student Teaching Program (each term), Advising (annually), and Graduate Orientation (each session). CRMC year-end reports to the Eisenhower program summarized participant evaluations of services as well as progress toward goals of the projects. CCR&R implemented assessment indicators from the Georgia Child Care Council through continued contractual agreements and awards.</p>

Goal		Planning Initiative	Assessment of Results
Institutional	Unit		
3, 5	4	Implement a comprehensive plan promoting diversity as a core value of the College of Education.	<p>Achieved and on-going. The Department of Teacher Education (1) sponsored a workshop on Diversity for COE faculty and staff that was delivered by two consultants, (2) created a survey on Diversity to be administered Summer 2003 to CSU faculty/staff and graduates, and (3) developed a syllabus for a 5000-level Diversity course to be offered beginning Fall 2003.</p> <p>The SAFE Office documented specific information regarding field experiences and student teaching sites, thus insuring that students have diverse field experiences placements throughout teacher education programs.</p> <p>CRMC projects targeted schools that have diverse student populations or that serve large numbers of students from traditionally underserved populations (black and Hispanic), or students from low socio-economic environments, and instituted practices aimed at reducing the gap in mathematics achievement between white students and black and Hispanic students.</p>
2, 3	5	Implement successfully the COE reorganization plan.	<p>Achieved. The Department of Curriculum and Instruction and the Department of Counseling and Educational Leadership were re-named, and the Department of Physical Education and Leisure Management was dissolved. PELM faculty, programs, and services were re-assigned to the new departments: Teacher Education, and Counseling, Educational Leadership, and Professional Studies. Further, the Office of Graduate Studies was formalized.</p>
3, 9	6	Model “Best Practices” in instruction, applied research, and service.	<p>Achieved and on-going. The Office of College of Education Services and Field Experiences was selected as a recipient of the 2003 NACADA Outstanding Institutional Advising Program Certificate of Merit.</p> <p>Created an instrument to parallel COE’s Model of Appropriate Practice for students to evaluate part-time faculty and their courses.</p> <p>Designed a Professional Symposium to replace the COE Colloquium for graduating MEd students.</p> <p>Designed a COE Online Journal for all graduating EdS students to feature action research studies.</p> <p>COE faculty continued to model “Best Practices” through innovative and technologically-based teaching; extensive research, publications, and presentations at professional meetings; and provision of services to area partners.</p>

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Goal*		Planning Initiative	Cost	Planned Impact
Institutional	Unit			
3,4	1	Adhere to accepted standards of excellence in maintaining Educator Preparation as a Select Mission Area at Columbus State University.	\$ 0	Better ensures the quality of programs and graduates; promotes collaboration.
4	2	Make necessary preparation for the upcoming PSC/NCATE Reaffirmation Visit.	\$ 0	Serves to improve programs, enhance employment of graduates, bring prestige to the COE, and increase the visibility of the University.
4,9	3	Prepare graduates with the knowledge, performance skills and dispositions to increase p-12 student achievement and foster high levels of learning.	\$ 0	Improves programs, improves student learning in the region, and increases the visibility of the University.
4	4	Guarantee the quality of any graduate of any College of Education program of study or teacher endorsement field of study.	\$ 0	Better serves COE graduates and the school systems in which they are employed.
8	5	Secure appropriate and necessary fiscal support, human resources and facilities to ensure high quality graduates of any College of Education program of study or teacher endorsement field of study.	\$ 0	Better ensures the quality of programs, services and graduates.
3	6	Maintain organizational structures that reflect the shared, collaborative responsibility for Educator Preparation at Columbus State University among educational partners.	\$ 0	Strengthens the preparation of students if all those involved work together.
8	7	Recruit, employ and retain highly qualified, student-centered faculty and staff, provide them ongoing professional development opportunities, and evaluate them on standards of excellence in teaching, applied research, service or clerical/administrative/organizational skills accordingly.	\$0	Better ensures the quality of programs, services and graduates; increases productivity and accountability.
1	8	Offer a comprehensive program of student support services to traditional, non-traditional and underrepresented student population groups designed to promote a genuine community of learners.	\$0	Contributes to a positive learning environment; increases student retention.
4	9	Offer high quality, relevant, standards-driven programs and services featuring research-based instructional strategies, evidence of best practices modeling, collaborative problem-solving experiences, ethical decision-making, appropriate evaluation systems, continuous improvement processes, and utilization of technology to enhance student achievement.	\$0	Enhances program quality and candidate success as well as the reputation and visibility of COE and the University.
5	10	Implement a comprehensive plan that recognizes communities and their diversity: ethnic, language, cultural, socio-economic, learning styles, disabilities and gender.	\$0	Promotes student and faculty/staff recruitment and retention; contributes to a more diverse faculty/staff and student population; increases collegiality.
1	11	Promote professionalism and collegiality by adhering to the adopted College of Education Principles Undergirding Decision-Making and personal and professional codes of ethics.	\$0	Contributes to a positive learning environment, professional role modeling, mutual respect and collegiality.

* Institutional Goals were established in the University Strategic Plan. Unit Goal addresses the Institutional Goal.