

**College of Education  
Level 2 Goals  
2006-07**

The **mission** of the College of Education is congruent with and complements that of Columbus State University. The college has adopted as its mission statement, “To achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles.” This mission is highly consistent with the **conceptual framework**, which guides all educator preparation programs. By creating opportunities for excellence, the College of Education prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities. Ultimately, the professional educator believes in the transforming role of education in human lives and strives to improve the learning of all students. The conceptual framework, below, reflects those ideals.



The 2006-2007 **goals** for the College of Education are thus organized under three broad headings that emphasize excellence in Teaching, Scholarship, and Professionalism. Embedded within the goals and reflected in our planning initiatives is a strong commitment to diversity and to the effective use of technology.

**Teaching**

**Goal 1:** To offer high quality, relevant, standards-driven programs and services featuring research-based instructional strategies, evidence of best practices models, collaborative problem-solving experiences, ethical decision-making, appropriate evaluation systems, continuous improvement processes, and utilization of technology to enhance student learning.

**Goal 2:** To prepare graduates with the knowledge, performance skills, and dispositions to increase P-12 student achievement and foster high levels of learning in all students in a highly diverse society.

**Scholarship**

**Goal 3:** To 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 skills accordingly.

**Professionalism**

**Goal 4:** To promote professionalism and collegiality by adhering to the adopted College of Education Principles Undergirding Decision-Making and personal and professional codes of ethics.

**Goal 5:** To promote service to one's profession through volunteering opportunities or through membership, participation, and/or leadership on committees, professional organizations, and agencies at the college, local, state, regional, national, or international level.

COE Goals	CSU Goals
<p><b>Goal 1:</b> To offer high quality, relevant, standards-driven programs and services featuring research-based instructional strategies, evidence of best practices models, collaborative problem-solving experiences, ethical decision-making, appropriate evaluation systems, continuous improvement processes, and utilization of technology to enhance student learning</p>	<p><b>Goal 1:</b> Promote academic excellence at every level  <b>Goal 2:</b> Attract promising students; graduate educated citizens  <b>Goal 5:</b> Improve the academic and social experiences of all students through comprehensive student services  <b>Goal 7:</b> Demonstrate a commitment to excellence in the use of technology to deliver instruction, provide student services and enhance administrative functions</p>
<p><b>Goal 2:</b> To prepare graduates with the knowledge, performance skills, and dispositions to increase P-12 student achievement and foster high levels of learning in all students in a highly diverse society</p>	<p><b>Goal 1:</b> Promote academic excellence at every level  <b>Goal 2:</b> Attract promising students; graduate educated citizens  <b>Goal 4:</b> Build a diverse and inclusive campus community  <b>Goal 7:</b> Demonstrate a commitment to excellence in the use of technology to deliver instruction, provide student services and enhance administrative functions</p>
<p><b>Goal 3:</b> To 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 skills accordingly</p>	<p><b>Goal 1:</b> Promote academic excellence at every level  <b>Goal 3:</b> Attract, develop and retain outstanding faculty  <b>Goal 10:</b> Sustain a culture that values all university employees and their contribution to the overall mission of CSU</p>
<p><b>Goal 4:</b> To promote professionalism and collegiality by adhering to the adopted College of Education Principles Undergirding Decision-Making and personal and professional codes of ethics</p>	<p><b>Goal 3:</b> Attract, develop and retain outstanding faculty  <b>Goal 4:</b> Build a diverse and inclusive campus community  <b>Goal 9:</b> Ensure continuity of effective leadership  <b>Goal 10:</b> Sustain a culture that values all university employees and their contribution to the overall mission of CSU</p>
<p><b>Goal 5:</b> To promote service to one's profession through volunteering opportunities or through membership, participation, and/or leadership on committees, professional organizations, and agencies at the college, local, state, regional, national, or international level</p>	<p><b>Goal 10:</b> Sustain a culture that values all university employees and their contribution to the overall mission of CSU  <b>Goal 11:</b> Develop and sustain partnerships for the benefit of CSU and the surrounding community</p>

CSU goals not included:

**Goal 6:** Increase funding

**Goal 8:** Maintain and improve campus facilities to meet the needs of a rapidly growing enrollment

COLUMBUS STATE UNIVERSITY  
(COLLEGE OF EDUCATION)  
FY 2006 STRATEGIC PLANNING ASSESSMENT: LEVEL 2 PLANS

Goal*		Planning Initiative	Assessment and Use of Results
Institutional	Unit		
3,4	1	Revise undergraduate programs to address new BOR requirements for Area F.	BOR delayed implementation of new Area F's to Fall 07. Meetings have been held with program coordinators to address changes. Programs are beginning revision work this summer. The B.S.Ed. in Special Education was redesigned and renamed in compliance with new requirements by the Georgia Professional Standards Commission.
3,4	1,2	In cooperation with members of the Partner School Network, re-examine and redefine the roles of CSU students in field experiences and student teaching as well as the roles of P-12 and university faculty.	Advisory Committees from each school meet to address concerns and make recommendations. Principals, building coordinators, and sometimes counselors from all schools in the PSN meet each semester with COE leadership to discuss options and make appropriate changes. Resulting changes include: <ul style="list-style-type: none"> <li>• Teacher candidates complete practicum experiences within a shorter period of time during the term;</li> <li>• Cooperating teachers accept more than one student during the term; and</li> <li>• All placements for a class are made within a single school (or the fewest schools possible).</li> </ul> Number of counselors placed in the Partner School Network (with those qualified by CACREP to supervise) has increased from 5 of 20 in Fall 2005 to 10 of 23 placed for Fall 2006. Educational Leaders from within the region are now placed in internships in the Partner School Network. Those from outside the region are placed in their home counties.
3,6,7	1,2	Continue updating and replacing technology in COE faculty offices and classrooms.	Purchased in the past year: <ul style="list-style-type: none"> <li>• 4 ActivBoards and 4 sets of ActiVote student response systems for enhancing instruction in one Lumpkin Center and three Jordan Hall classrooms</li> <li>• 35 ActivTablets plus ActivStudio installed on instructor workstations and faculty office computers (for use with ActivBoard instruction)</li> <li>• 32-pad IR student response system for use in any JH classroom (increases student engagement in learning)</li> <li>• 4 new flat-panel monitors for the Dean's office</li> <li>• 1- 19" flat-panel monitor for a faculty member with a vision disability</li> <li>• 19 new Dell GX280 computers for faculty</li> <li>• 11 new printers for faculty</li> <li>• Corel Draw 12 License and Media (Teacher Education)</li> </ul>

Goal*		Planning Initiative	Assessment and Use of Results
Institutional	Unit		
			<ul style="list-style-type: none"> <li>• 4 notebook computers, One Note software, and docking stations ( 2 for Dean’s Office, one for each department)</li> <li>• Sony MiniDV Camcorder w/case and cable for Counseling (will enable them to do quality video streaming)</li> <li>• T-1 Navigator Starter System (shared by COE, CRMC, &amp; Math faculty) for middle/secondary model classroom</li> <li>• 2-14”TV/DVD/VCR combination units (one for faculty professional development and one for the Center for Assessment and Reading Education)</li> <li>• Assistive technology software and instructional devices to enhance instructional in assistive technology lab used by special education programs</li> <li>• Lactate Large Team Testing Package for Exercise Science (enhances lab learning experiences)</li> <li>• Dartfish Team Pro 4 (software that enhances the ability to analyze movement)</li> <li>• Konica Minolta Dimaga 8.0 MP Digital Camera (Dean’s Office)</li> <li>• Reading Plus LAN Fluency Bundle for JH208 (enhances reading instruction)</li> <li>• Dell Optiplex computer and peripherals; printer/scanner/copier combo unit; software for the incoming dean</li> </ul> <p><b>Note: Total purchases through COE funds and VPAA funds were approximately \$75,000.</b></p> <p>Provided new computers for new faculty through VPAA funds. Older but usable computers of faculty were recycled as upgrades for part-time faculty and graduate assistants.</p> <p>Through student technology grants, the college also obtained:</p> <ul style="list-style-type: none"> <li>• replacement student computers for LC 110 &amp; 114 and JH 316, 317, and 318 (total = 20 computers)</li> <li>• 2 computers, a printer, digital camera, light table, and software for the ECE model classroom</li> <li>• Software and peripherals for the M.Ed. program in Instructional Technology (will greatly enhance their capabilities)</li> </ul> <p>Developed JH 212 into a Media Production Lab Through working with ITS, instructor work stations were upgraded in LC 110 and 114 and JH 315, 317, 318, 335, &amp; 342.</p>

Goal*		Planning Initiative	Assessment and Use of Results
Institutional	Unit		
1,3	1	Seek NACADA certification for advisors in the COE SAFE Office.	<p>Due to staff changes, the pursuit of NACADA certification was delayed. The Director of the SAFE Office will begin training in Fall 06.</p> <p>In 2005-2006, the Child Care Resource &amp; Referral Agency completed the Quality Assurances necessary for national accreditation and awaits notification that they have attained it.</p>
1,3,4,9	1,2	Continue to improve the COE assessment system, focusing especially on graduate level knowledge, skills, and dispositions.	<p>A new graduate dispositions instrument and rubric were developed and approved in Teacher Education in Spring 2005 and implemented in Fall 2005.</p> <p>Model of Appropriate Practice and Dispositions evaluations used at the undergraduate level were put online.</p> <p>Dispositions instrument used by Educational Leadership was redesigned.</p> <p>Dean &amp; Assoc. Dean attended a meeting about GSTEP, an evaluation system the state will use for assessing the performance of undergraduate, graduate, and in-service teachers.</p> <p>Meetings were held with undergraduate program coordinators in Spring 2006 to reinforce importance of accuracy of assessment of MAP and dispositions.</p> <p>An assessment matrix was developed for use in Educational Leadership programs.</p> <p>The School Counseling program received 4's on 15 of 27 items and 3's on all remaining items on the BOR review of <i>Regents' Principles and Actions</i> for School Counselors (2004-2005).</p> <p>Community and School Counseling completed community-wide surveys of employers for input on program quality.</p> <p>Educational Leadership internship was redesigned and assessment of work is documented through electronic portfolios.</p> <p>Request submitted in 05-06 to hire a new assessment coordinator for the college.</p>
3,4	1,2	Support the Center for Quality Teaching and Learning in its expansion and program development.	<p>CQTL was placed administratively under the VPAA during the past year. The COE has had a continuing partnership with CQTL, especially through its ETTC Intech training for student teachers and interns and its reading endorsement programs for in-service teachers.</p> <p>A member of ETTC remains on the COE Administrative Council.</p> <p>CQTL provided Activboard/ActivStudio training to 16 COE faculty.</p>

Goal*		Planning Initiative	Assessment and Use of Results
Institutional	Unit		
1,2,3	1	Explore expansion of the cohort structure, especially in graduate programs.	<p>M.Ed. and Ed.S. in Educational Leadership are taught in cohorts, as is GA TAPP.</p> <p>The B.S.Ed. in Early Childhood and M.Ed. in Health and Physical Education have modified cohort structures.</p> <p>Proposal for Ed.D. in School Leadership is for cohort instruction. Consideration of cohort instruction is included in Ed.S. program revision planning for teacher education and for new students coming into Early Childhood Education due to Ft. Benning expansion.</p> <p>Community Counseling and School Counseling are examining cohort structures.</p> <p>Exercise Science examined enrollment patterns and determined that the large numbers (approximately 1/3 of program enrollment) coming from changes in major make the cohort structure impractical at this time.</p>
1,3,9	1	Provide the documentation necessary for successful Comprehensive Program Reviews	<p>Documentation for 24 COE programs and one secondary education double major program was submitted; final revision is being completed for submission on 6/02/06.</p> <p>Low numbers in most Ed.S. programs contributed to a decision to develop a combined Ed.S. in Teaching and Learning.</p>
1,3,9	1	Explore combining existing Ed.S. level programs into an Ed.S. in Teaching and Learning	Ongoing. A committee has begun work on the combined Ed.S. program. (It was our intent to have this work follow Comprehensive Program Review.)
1,3	1,2	Complete work for the M.Ed. in School Library Media; pursue approval of an Ed.D. in School Improvement.	<p>Proposal for M.Ed. in School Library Media was approved on campus and sent forward to the BOR in 11/05. It is still awaiting review and approval.</p> <p>The Letter of Intent for an Ed.D. in School Improvement was approved on campus and sent forward to the BOR in 11/05 and awaits review and approval.</p> <p>Ed. Leadership faculty are going forward with their work on a full proposal.</p>
3,7	1,2	With the Child Care Resource and Referral Agency and Columbus Regional Mathematics Collaborative, develop model classrooms for Early Childhood Education and Middle/Secondary Education.	JH 213 is a model classroom in Early Childhood Education; JH 140A is a model classroom in Middle Grades Education. Both are media-equipped and house appropriate materials. Program faculty and the CCRRA and CRMC collaborate on room design and redesign as well as the acquisition of materials. Most program classes are taught in the model classrooms, so all program students benefit.

Goal*		Planning Initiative	Assessment and Use of Results
Institutional	Unit		
1,3,9	1,2	Address unit and program areas of improvement identified by state and national accreditation teams.	<p>PSC/NCATE Coordinator provided each COE standing committee with tasks related to standards their committee work addresses. While there were few areas of improvement identified by the accrediting agencies, each committee has submitted a report that includes recommendations for improvement, many of which have been implemented. Examples include:</p> <ul style="list-style-type: none"> <li>• Numerous efforts to increase diversity (see the next initiative), including hiring two new African-American faculty for 2006-2007 and a male faculty member in Early Childhood Education, also for Fall 2006.</li> <li>• Field placements of all students in middle and secondary programs are now made at all the required grade levels; this is monitored by the SAFE Office.</li> </ul>
1,2,5	2	Continue the implementation of a comprehensive diversity plan to increase diversity, promote collegiality, and positively impact student learning	<p>The COE Committee on Diversity:</p> <ul style="list-style-type: none"> <li>• Developed JH 201 as a study room for Project Ace students (used when classes are not in session)</li> <li>• Brought in 3 diversity speakers for meetings open to all students and faculty (topics included Bridging Racial and Ethnic Diversity in the Community; What Teachers Need to Know About Judaism; and Accommodating Muslim Children in the Classroom)</li> <li>• Sent out to CSU faculty monthly, tips on addressing diversity in classroom teaching</li> <li>• Developed an alliance with One Columbus, whose chair also serves on the COE Diversity Committee</li> <li>• Provided advisement, through Dr. Villavicencio, to Chispa (for the Hispanic community)</li> <li>• Dr. Villavicencio, Dr. Ripple, and two representatives of One Columbus outlined the collaboration between the COE efforts in diversity and those of the community at the National Association of Peace/Anti-Violence Education.</li> </ul> <p>An African-American male was employed in counseling in 2005-2006, and two African-American females have been hired for 2006-2007.</p> <p>A male faculty member was hired to teach in Early Childhood Education beginning Fall 2006.</p>

Goal*		Planning Initiative	Assessment and Use of Results
Institutional	Unit		
2,3,5	1,2	Increase the quality and quantity of COE students in response to BOR initiatives (Double/Double) and local demands (Expansion of Ft. Benning).	<p>COE has plans in place to address the need for expansion including:</p> <ul style="list-style-type: none"> <li>• Hiring additional faculty (two hired in Early Childhood Education for 06-07)</li> <li>• Possible use of a cohort structure in Early Childhood Education for Ft. Benning students</li> <li>• Expanded advising and other student services to Ft. Benning</li> </ul> <p>COE SAFE Office, with Admissions Office, provided two visitation days for approximately 75 high school students and their parents. COE SAFE Office and Financial Aid awarded 15 scholarships to COE students.</p> <p>At the graduate level, recruiting and orientation processes were streamlined, new procedure manuals were developed for internships in M.Ed. and Ed.S. programs, and websites were updated. CELPS faculty participated in recruiting efforts at area universities and service area P-12 schools.</p>
8	3	Recruit and retain the highly qualified faculty necessary to ensure high quality graduates of all COE programs of study	<p>The COE searched for and will employ a highly qualified Dean beginning July 1, 2006.</p> <p>The college added new full-time faculty in 2005-2006 in Exercise Science, Community Counseling, Early Childhood Education, and Special Education.</p> <p>The COE conducted searches this year and will fill the following positions for 2006-2007: Endowed Chair in Early Childhood Education; 2 Assistant Professors in Early Childhood Education (while these individuals have not completed doctorates, one has national board certification, and one is a former MCS D Teacher of the Year; both are experienced teachers who will complete terminal degrees); a very highly qualified Associate Professor in Science Education; and a Wellness Coordinator.</p> <p>We anticipate hiring a highly qualified Associate Professor of Educational Leadership, as well as qualified faculty in Physical Education pedagogy and Middle Grades Education.</p> <p>The number of full-time faculty will increase from 37 in 2005-06 to 40 in 2006-07.</p> <p>The Math Collaborative hired a new director for 05-06.</p> <p>The CCRRA hired a Technical Assistance Coordinator.</p>

Goal*		Planning Initiative	Assessment and Use of Results
Institutional	Unit		
8,9	3,4	Develop and implement a coherent system for recruiting, orienting, mentoring, and evaluating adjunct faculty.	<p>In Spring 2005, an evaluation instrument and rubric for evaluating part-time faculty in Teacher Education was developed and used for annual evaluations.</p> <p>A mandatory part-time faculty orientation was held in Fall 2005. Policies and procedures were reviewed. The orientation will be held annually.</p> <p>CELPS part-time faculty meet regularly with program coordinators for orientation and mentoring.</p> <p>In January, 2006, Teacher Education part-time faculty were invited to attend a meeting to give input, ask questions, and make suggestions. Twelve part-time faculty members attended.</p>
1,3,4	4	Continue to work collaboratively with other colleges, the Educator Preparation Program Council, and Program Advisory Committees in making program decisions	<p>The COE has worked with COAL in providing joint advisement in Secondary English and History Education and with the COS in Math and Science Education. Some Program Advisory Committees are being revised to include greater representation from the disciplines.</p> <p>COE and COS have worked together on the design of an Area F MATH course in Early Childhood Education and are collaborating on the development of a P-5 Science Endorsement.</p> <p>COAL has worked with the STEADY program to mentor graduates (beginning teachers) in their disciplines.</p> <p>The Educator Preparation Program Council was inactive during this period with an interim Dean and Acting VPAA.</p> <p>CRMC hosted an organizational meeting for a math/science education student organization attended by math and science education students and science, math, and education faculty.</p>
8	3,4,5	Encourage/facilitate faculty development that enhances professional growth, collegiality, collaboration, and modeling of positive dispositions.	<p>The college hosted five First Tuesday meetings (often also attended by faculty from COS and COAL). Topics included: Promotion and Tenure; Diversity in Education; Campus Support Services; Grant Writing; and Implementing the New Georgia Performance Standards.</p> <p>Faculty were recognized at the Spring Banquet through awards for excellence in innovation, service, scholarship, and leadership. Two of those received financial awards.</p> <p>\$18,000 was spent on faculty development through Capital Campaign funding in 05-06. CELPS additionally spent \$7,531.54 for this purpose. Teacher Education spent \$____. _</p> <p>The college gathers each year to honor its faculty and staff retirees.</p>

Goal*		Planning Initiative	Assessment and Use of Results
Institutional	Unit		
4	5	Implement servant learning opportunities into selected programs; continue to reward faculty service	<p>Of the two most recent graduates in Spanish Education, one performed 60 hours of tutoring in Columbus and 100 hours of internship in a school in Mexico through study abroad. The second student had no additional service learning and was short of the 900 required hours.</p> <p>Theatre Education students met their field experience requirement through independent studies placing students with teachers in the schools or with theater companies.</p> <p>Music Education students each completed 200 hours of service learning (hours outside their course requirements), primarily in schools.</p> <p>Faculty service is a component of annual evaluation and is used in consideration of promotion, tenure, post-tenure review, and merit raises.</p>

\* Institutional Goals were established in the University Strategic Plan, 2000-2005. Unit Goal addresses the Institutional Goal.

In addition, the College of Education lists the following results by the Child Care Resource and Referral Agency and Columbus Regional Mathematics Collaborative, whose planning initiatives were not included with ours last year, as they were temporarily placed with the Centers of Excellence. Note that these are representative of their work and do not represent a comprehensive listing.

Columbus Regional Mathematics Collaborative:

- Secured three Teacher Quality grants for next year through the University of Georgia for a total of \$204,092
- Conducted three 25-hour *Algebraic Thinking Workshops* for approximately 20 elementary, 12 middle grades, and 10 high school teachers
- Conducted two all-day *Algebraic Thinking* follow-up workshops for approximately 115 area teachers
- Provided requested workshops to 120 Muscogee County middle school mathematics and special education teachers in teaching math with manipulatives
- Presented over 250 hours of demonstration lessons in member system classrooms
- Assisted and/or presented activities to approximately 60 parents as part of school-based family math activities
- Provided 2562 resource library checkouts to 1404 patrons, including CSU faculty and staff, CSU students, and teachers from member school systems during the 2005 calendar year; in the first quarter of 2006, 1545 resources were checked out
- Collaborated with other Centers of Excellence to plan a new two-week Centers of Excellence Camp for middle grades students (to be held June, 2006)
- Worked with CINS to develop an Outlook database to allow them to e-mail information to teachers in CRMC member schools and to develop elementary, middle school, and high school listservs to promote communication between CRMC staff, teachers in member schools, and CSU mathematics and education faculty

Child Care Resource and Referral Agency of West Georgia:

- Completed 515 parent referrals, placing 764 children in licensed or registered child care
- Held 72 training events in 2005 and trained 3,731 child care providers
- Completed 127 site visits to registered and licensed child care facilities; 24 referrals for inclusion were completed (Due to CCRRA efforts, child care providers in Region 8 are educated on special needs and the law pertaining to special needs children and families)
- Provided \$20,988.17 of grant funding to family child care providers for start up purchases of materials and supplies and \$7,159.06 for group child care start up
- Provided \$1,096 to family child care providers for quality improvement and \$19,280 for professional development
- Obtained award of \$51,000 in grant funding for home facility start ups due to the great success of previous grant awards
- Provided resources for 1,520 visitors (COE education students and child care providers) through the resource room's lending library, die-cuts, laminating machines, computers, and other available materials
- Director attended 122 collaborative meetings (ex. Safe Kids, Smart Start GA, Columbus Coalition, Babies Can't Wait Task Force, and Head Start)

**COLUMBUS STATE UNIVERSITY**  
**College of Education**  
 FY 2007 LEVEL 2 PLAN

Goal*		Planning Initiative	Cost	Planned Impact	Means of Assessment
Institutional	Unit				
1,2	1	<u>Programs of study:</u> Revise undergraduate programs to address new BOR requirements for Area F. Revise M.Ed. and Ed.S. programs in Educational Leadership to comply with new BOR requirements. Develop the full proposal for the Ed.D. (assumes approval of Letter of Intent)	0	Facilitate transferability; compliance with BOR requirements Compliance with new BOR requirements; continuing program approval Meet the need for doctoral study in leadership in the region;	Approval of programs Program revisions; (long term) approval and enrollment of students Completion and approval of proposal; (long term) # of graduates employed in leadership positions; survey of employers on job satisfaction
	1,2	Prepare for implementation of M.Ed. in School Library Media (summer, 2007) (assumes program approval)		Increase graduate enrollment; better meet the needs of area school systems	Submission of report for PSC approval; scheduling of classes for Fall 07; enrollment of students in program
1,2	1	Review and report on issues related to asynchronous and web-enhanced instruction; make recommendation on the advisability of developing an online master's degree in teacher education		Use data for decision making; make recommendation on the advisability of developing an online master's degree in teacher education	Data/report available for use; recommendation made to go forward (or not) with online degree

1,2,7	1,2	<u>Technology:</u> Continue updating and replacing technology in COE faculty offices and classrooms.	\$75,000**	Facilitate teaching and learning for faculty; better prepare candidates through the use of technology; better prepare educators who use technology in their professional roles.	Itemized list of technology acquisitions; Survey of faculty satisfaction; (long term) Graduate and employer surveys
1,3,11	3	Hire a Technical Assistance Coordinator for the Child Care Resource and Referral Agency	\$28,000 (funded by DECAL)	Provide better one-to-one technical assistance to child care centers and family child care homes; decrease rule and regulation violations by centers and homes.	Technical Assistance Coordinator employed; (long-term) study showing reduction of violations
5,7	1	CRMC: Purchase Destiny Library Manager, upgrade webpage, promote its listservs, and improve e-mail data base	\$4,000	Increase awareness and utilization of Math Collaborative resources; increase participation of P-12 teachers in professional development opportunities.	Software purchased; website upgraded; new e-mail database in use; (long term) record of increased participation of P-12 teachers in professional development
1,2,7	1,2	Develop a computer lab with research and virtual school system capabilities for the training of Educational Leadership candidates (and others in the COE)	\$35,000**	Provide simulated “real world” problem-based learning activities; learning of technology and research skills.	Lab funded and technology purchased; (long term) survey data reporting enhanced learning through technology
5,7	1	<u>Advising:</u> Purchase and begin using AdvisorTrac software to enhance the scheduling of advisement.	\$4,580	Make scheduling advising appointments easier for students; free SAFE staff to carry out other responsibilities; provide for online surveys of students	Software installed; staff trained; staff feedback (survey or interview); student surveys (satisfaction rate with online process); student focus group
2,5,10	1,3	Seek NACADA certification for the Director of the COE SAFE Office (multi-year process)	\$1800/ year	Improve advising practices; increase retention and student satisfaction.	Long-term: completion of certification; identify changes that result from training; monitor retention rates; student satisfaction surveys
1,5	1,3	Hire an additional advisor in Early Childhood Education	\$4,500- \$5,400	Better meet the advising needs of COE’s largest undergraduate program; balance the advising workload.	Additional advisor hired; workload balanced.
1,3,5	1,3	Move the Director of COE Services and Field Experiences to a 12-month contract.	\$14,100*	Provide continuous supervision to an office that must operate year-round to advise students, process certification paperwork, and perform other student services.	Director of SAFE moved to a 12-month contract; advisor focus group.
1	1	<u>Accreditation:</u> Complete Quality Assurances for CCRRA to become a Nationally Certified Child Care Resource and Referral Agency	\$500 (funded by DECAL)	Increased accountability; enhanced reputation in the region; improved practices.	Evidence (notification) of national certification
1,3,5	1,2,3	Continue to improve the COE assessment system Secure funding and employ a full-time assessment coordinator	\$50,000*	Provide data for unit and program improvement; enhance accountability; facilitate preparation of reports for PSC, BOR, and NCATE.	Identifiable changes or additions to the process of data collection and analysis

1,3	3	<u>Faculty Positions:</u> Hire replacement faculty in Educational Leadership (2), Mathematics Education (1), and Middle Grades Education (1) Hire additional faculty in Teacher Education (2) (one to serve as a chair for a new department), Wellness (1), and School counseling (1)	\$225,000-\$230,000*  \$225,000-\$230,000*	Meet the needs of growing programs, replace a lost position, and address increased BOR requirements in some disciplines.	Successful searches and hiring of faculty (dependent upon VPAA approval of positions; approval for a new department)
1,2,11	1,2	<u>Partner School Network:</u> Expand the role of School Counseling and Educational Leadership candidates in the Partner School Network	0	Enhance preparation of counselors and leaders; expand collaboration with schools in the Partner School Network	Increased placement of counseling and leadership candidates in the PSN; development of contracts reflecting candidates' roles in schools.
1,5,11	1,2	Develop an instrument and survey cooperating teachers to determine satisfaction with policies, practices, and collaboration in the Partner School Network	\$150	Determine effectiveness of policies, practices, and placements in the PSN and use data to make revisions.	Instrument developed, survey completed, results analyzed, and policies and practices reviewed and revised as needed.
3,10	5	<u>Professional Development</u> Provide adequate financial support for professional development needs of faculty and staff (to include training, purchase of materials, research, professional service, presentations, and travel)	\$30,000**	Increase satisfaction of faculty and staff; contribute to keeping faculty current in content and pedagogy; increasing the visibility of CSU through professional service, presentations, and research	Satisfaction survey of faculty; list of faculty receiving funding and dollars spent.
1,3,9,10	1,3	<u>Administration/Organization:</u> Divide the two existing departments in the college to make four departments (long term); begin by merging Exercise Science, Physical Education, and Wellness	\$55,000*	Improve the efficiency of the college; provide better supervision of programs, scheduling, assessment, and other departmental functions; give department chairs a more manageable work load.	Proposal to reorganize sent forward; approval for department reorganization; approval to search for a chair; formation of a new department.
1,2,5,11	1,5	<u>Centers:</u> Support the work of COE Centers in providing services to education students and faculty and to area teachers, child care providers, and children/students	0	Provide service that enriches the academic experience of CSU students, offers educational enrichment through training of teachers and child care providers in the region, and strengthens the CSU/community partnership.	Logs of hours spent in outreach training to teachers, child care providers, and students List of accomplishments by CCRRA and CRMC

\* Institutional Goals are based on the CSU Strategic Plan for 2006-2011. Unit Goal addresses the Institutional Goal.

**Note:** Those planning initiatives with 0 indicated and other small-dollar amounts in the Cost column can be accomplished without additional resources, as can those funded through grants already obtained.

\* Can only be met through additional funding for personnel.

\*\* May be partially met through existing resources but would require additional funding beyond the COE budget to adequately address the initiative.