

Annual Report

Part 1

Section A

Unit Information

Unit: College of Education

Mission Statement:

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders in their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

Section B

Unit goals set within last year's (2003-2004) Annual Report

<u>Strategic Plan Goal</u>	Unit Goal
With which 1 or 2 goals from the 8 current strategic plan goals does your 2004-2005 goal best align?	What were your unit level goals for 2004-2005 as contained in your 2003-2004 annual report?
Strategic Plan Goal 1 - High Quality Education	Seek accreditations, NCATE and CACREP, and program approval for our initial teacher certification programs from the Florida Department of Education.
What action did you undertake to achieve this goal?	
a. continued work on the self-study for NCATE b. developed time line and began gathering documents for DOE site visit c. began preparation of documentation room for DOE site visit d. prepared for CACREP site visit	
By what means did you assess goal achievement?	
a. mission, vision, conceptual framework, dispositions for NCATE completed b. on-target for action plan at this point for DOE site visit Fall 2006 c. storage room was dedicated as a viewing room of the documents needed during site visit and documentation plan developed for preparing needed documents for the site visit in 2006	

- d. CACREP self-study report submitted on time

Describe the assessment results and the conclusions about goal attainment you inferred from them.

- a. Mission, vision and conceptual framework approved by faculty. Disposition assessment forms under development for use next year. Partially met, 75% complete.
- b. Developed course benchmark assignments with rubrics. Undergraduate exit portfolio evaluation rubric developed and under inter-rater review. Aggregated some data from benchmark assignments. Counselor Education has developed a model for assessment and has begun collecting data. Met, 80%.
- c. Space secured. Documents being gathered. Process outlined. Met, 80%.
- d. Submitted on time. CACREP visit was successful and the exit review was exemplary.

Met, 100%.

What continuous improvement resulted from the use of the assessment data?

- a. Mission, vision and conceptual framework now guide our program and knowledge, skills, and dispositions within our programs.
- b. Benchmark assessments have helped to closely align course content to Educator Accomplished Practices. Results will help us to see if we need to up-date and align our content to standards. Counselor Education work is a model for other programs to align with state and national standards.
- c. Processes for documentation need to be in place and updated continually for program improvement.
- d. Provided a quality assurance mechanism that the counselor education program provides a program that meets national standards and reflects the diversity within our community.

Strategic Plan Goal

With which 1 or 2 goals from the 8 current strategic plan goals does your 2004-2005 goal best align?

Strategic Plan Goal 1 - High Quality Education

Unit Goal

What were your unit level goals for 2004-2005 as contained in your 2003-2004 annual report?

Address critical shortage of secondary teachers by developing an undergraduate degree in secondary education with an emphasis on the preparation of mathematics and science teachers

What action did you undertake to achieve this goal?

Gathered data from local school districts and State to determine which content area teachers

were in greatest shortage

Reviewed the existing courses in A & S and COE to see what courses existed and then developed new courses to meet requirements.

By what means did you assess goal achievement?

We used the following criteria:

Approval by COE and University Undergraduate Curriculum committees

Reviewed request and reconfirmed permission to offer degrees

Enrollment of students in Fall 2005

Describe the assessment results and the conclusions about goal attainment you inferred from them.

Program of study for math, science, social studies were developed and approved by University Undergraduate Curriculum Committee.

Information placed on website to recruit students.

Students were advised of the majors.

Courses were added to Fall 2005 offerings.

What continuous improvement resulted from the use of the assessment data?

Provided

an opportunity for students to become secondary education teachers in critical need areas across the area and state.

Increased collaboration with A & S.

Now students can finish major in A & S while adding the teaching credentials.

Cognate A & S programs are now more attractive to students.

Strategic Plan Goal

Unit Goal

With which 1 or 2 goals from the 8 current strategic plan goals does your 2004-2005 goal best align?

What were your unit level goals for 2004-2005 as contained in your 2003-2004 annual report?

Strategic Plan Goal 2 - The Student Community

Increase enrollment in COE through a variety of innovative recruitment and retention strategies.

What action did you undertake to achieve this goal?

Continued offering of TIP program.

Updated fact sheets and started to design marketing flyers.

Developed certificate programs for practicing educators.

Developed and enhanced partnerships with diverse organizations.

Continued outreach programs in Collier and Charlotte.

Recruited transfer students by working with Edison College.

Hired a webmaster to keep the College website accurate.

By what means did you assess goal achievement?

Enrollment growth: undergraduate program grew by a headcount of 29. The graduate program in reading grew by a headcount of 15. TIP enrolled 138 students in an alternative certification program in summers 03 & 04. Other graduate programs either remained constant or decreased in enrollment.

Describe the assessment results and the conclusions about goal attainment you inferred from them.

Exceeded undergraduate goal in enrollment but the increase was not from ECC. Did not meet enrollment projections in graduate programs over-all. Only one program had significant growth. It is evident we need an action plan to coordinate marketing efforts. The flyers did not get printed.

What continuous improvement resulted from the use of the assessment data?

We have developed a marketing brochure for the undergraduate and graduate programs. Our advisor spoke to students in all sections of Introduction to Teaching at ECC. The TIP program was created to meet a market demand in our service area. The program is popular since it streamlines the time needed to meet state certification guidelines. Students attend a month long session to earn credit for 3 of the 5 competency areas instead of earning one competency per semester. The program has been strengthened based on feedback from the participants and employers. The program is now held at a public school and a week-end program was developed. We have also added more information on classroom management and teaching students with learning differences based upon feedback. The TIP program was also developed into an 18 credit hour program to better meet the needs of the participants. Our website was enhanced to include a checklist for transfer students and a self evaluation that can be emailed to our advisor. This has allowed students to communicate up to a year in advance to prepare for matriculation. This has resulted in students attending orientation better prepared and able to apply for acceptance into the College of Education. Updating information on the website and on the paper fact sheets is a must. Students use this information for things such as deciding on a major and selecting courses each semester. The website is also used as a place to share information. We announced our new programs such as secondary education, the revised special education and Curriculum & Instruction programs and the certificate program for alternative certification on the College website. Students are better informed because of the website and updated fact sheets. We also learned from feedback

Strategic Plan Goal

Unit Goal

With which 1 or 2 goals from the 8 current strategic plan goals does your 2004-2005 goal best align?

What were your unit level goals for 2004-2005 as contained in your 2003-2004 annual report?

Strategic Plan Goal 1 - High Quality Education

Continue development of the curriculum for the proposed Ed.S and Ph.D programs in Educational Leadership and Curriculum and Instruction

What action did you undertake to achieve this goal?

Recruited faculty to develop syllabi
Secured sufficient resources for curriculum development
Invited outside consultant to review programs of study
Submitted plan of study and syllabi to COE and University curriculum committees

By what means did you assess goal achievement?

Through approval of curriculum by Graduate Affairs Team
Favorable review by consultant and faculty

Describe the assessment results and the conclusions about goal attainment you inferred from them.

Goal met to develop needed core curriculum. The college will continue to complete required reports for SACS approval and State reports for Board of Governors approval. The BOG report will also be shared with FGCU's Board of Trustees for approval. We are also working with the Florida Division of Colleges and Universities for technical assistance.

What continuous improvement resulted from the use of the assessment data?

New program to meet a defined need within the region is being brought to fruition and will provide opportunities for educators to pursue an advanced degree locally. This will be the first advanced degree from a state university in this region and will prepare p-12 educators for leadership roles as principals, superintendents and for leadership roles in curriculum and instruction .

1. Dr. Kermit Buckner, the consultant, review of our proposals was excellent overall. His report was very positive, yet he offered a few suggestions for strengthening the proposals. We reviewed Dr. Kermit Buckner's report, and we discussed how to respond to each of the issues he raised for improving the proposal. Several items have already been added according to the consultant's report. These items are:
 - a. We addressed the issue of individualizing instruction as needed for different student career objectives.
 - b. We more precisely described how sustainability will be incorporated into the programs. In addition, we added further explanations of how the other core courses (Organizational Leadership and the Diversity/Global issues course) would be incorporated into the programs.

Several issues that we will address include:

- c. Internship/practica: we will place these issues on our agenda for the fall term as we have time to deal with this later.
 - d. Assessment of learning outcomes: we have added a section on assessment, but we revised it as indicated below to address the consultant's concern.
1. We will also contact NCR (National Council on Research) to see if they have comparative data on program costs that we will need to the final BOG proposals.
 2. Assessment: We have drafted assessment language for inclusion in our proposals. We suggested a few revisions based on Dr. Buckner's report. We will add the program learning
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outcomes to the “In program: continuous” assessments and include “key courses” (core courses and others) in which students will be assessed on benchmark progress toward the learning outcomes. In addition, we will strengthen the “Candidacy” assessment by adding language regarding comprehensive examinations that will also focus on learning outcomes

Strategic Plan Goal

Unit Goal

With which 1 or 2 goals from the 8 current strategic plan goals does your 2004-2005 goal best align?

What were your unit level goals for 2004-2005 as contained in your 2003-2004 annual report?

Goal 7: Community Leadership

Secure resources for the continuation of out-reach programs.

What action did you undertake to achieve this goal?

Received funding, grants, and other contributions to support and expand our various out-reach programs

- Swiss International Teachers program was refunded for summer 2005
- Migrant Summer Institute refunded for summer 2005
- Florida Migrant Interstate Program refunded and expanded
- Teacher Immersion Program: weekend program started and summer program grant funded
- Partnership with Santa Cruz Cooperative School increased funding for 2005-2006
- National Writing Project funded for summer 2005
- Early Literacy & Learning Model (ELLM)

By what means did you assess goal achievement?

Successful goal attainment was measured by grant awards and other resources obtained to continue and expand the out-reach projects

Describe the assessment results and the conclusions about goal attainment you inferred from them.

Goal met since all projects have sufficient resources to continue and/or expand

What continuous improvement resulted from the use of the assessment data?

Students were afforded an opportunity to complete a week of student teaching experience in an international setting in Santa Cruz, Bolivia thus getting exposure to a foreign culture while acquiring classroom experience. Through TIP, certification was accelerated to meet critical shortage areas of teacher need. Time of study required for certification for some qualified candidates was reduced. Opportunities for migrant students to complete high school courses during the summer were also provided, encouraging them to stay in school and consider higher education as well. NWP provided extensive out-reach to in-service teachers helping them to achieve higher

results in the classroom with their own students and fulfilling lifelong learning needs of the participants. The SWISS IT program affords an opportunity for exchange of professional views on an international level among faculty and our student population. ELLM provided extensive support to 50 classrooms and established lending libraries so young children could take books home.

Section C

Program or Service Specific Assessments

What program or service specific assessment occurred in the current academic year?

Undergraduate: All graduating students completed an exit portfolio during their final semester while enrolled in Senior Seminar and Final Internship. Students also complete an indirect self-assessment regarding program goals and indicators related to diversity.

How were the results of the assessment used to improve programs or services?

Undergraduate: The information gathered is used to improve student learning. We will continue to use the information to improve course content, increase the alignment of content and activities with standards, and further develop the diverse field experiences provided to students prior to final internship. We will also modify benchmark assignments and refine rubrics if needed.

What program or service specific assessment occurred in the current academic year?

Graduate: Program point people developed indirect and direct assessment instruments/questions for a single program outcome with data to be collected from spring 2005 graduates.

How were the results of the assessment used to improve programs or services?

Graduate: The information gathered will be used to improve student learning. We will use the information to improve course content and the alignment with established learning outcomes in each program.

Section D

Unit Contribution to President's Performance Measures

Please review the President's Performance Measures for 2004-2005. Did your unit contribute to any specific performance goals for the President? (If so, please indicate whether the measure set was attained and to what degree.)

The President's first goal speaks about growing student enrollment. Our undergraduate program grew by a headcount of 29. At the graduate level reading grew by a headcount of 15 and TIP generated 39 FTE for summers '03 & '04.

The President's second goal addresses diversity in student enrollment. The COE had increase in this area. the undergraduate had a an increase of 18 in headcount and the graduate programs an increase of 2 in headcount.

The President's third goal addresses increased number of graduate and undergraduate degrees awarded. The undergraduate degrees awarded grew by 11.

The President's sixth goal addresses increasing non-state funding report. In 2003 the College brought in 2.7 million in non-state funding. thus far, in 2004 - 05 we have brought in 3.2 million in non state funding and expect the total to be higher by the close of the academic year.

The President's seventh goal addresses increasing/improving academic/community outreach. We have addressed a process to increase articulation with Edison College through the development of an Early Childhood Education non-teaching degree. We are also continuing the undergraduate teaching program at ECC Charlotte.

The President's twelfth goal addresses working with the Alliance of Educational Leaders. We are developing opportunities through an Educator Preparation Institute. Workforce development has continued to provide funding for participants of TIP and has successfully sought grants for Whitaker Center and critical teacher shortage.

The President's twenty-fourth goal addresses college-level accreditations. Exit interview for CACREP ended with positive feedback and strong exit report. Official results to arrive in July 2005.

The President's twenty-seventh goal addresses private and public funding initiatives. ELLM had a successful first year and has been refunded for a second year. ELLM is in the process of post testing all children involved in the literacy project. Fifty (50) classrooms have participated. Lending libraries have been established in classrooms The number of books checked out for home use each month has increased from 3,678 books to over 25,000. Classrooms have been visited 565 times; 515 demonstration lessons have been implemented; 353 teacher observations have been held; 845 teacher conferences have been held; 98 literacy team meetings have taken place and 377 director conferences have occurred. ELLM has been refunded for 750,000.00.

Part 2

Section A

Unit Goals for Coming Year (2005-2006)

Strategic Plan Goal

With which 1 or 2 goals from the 8 current strategic plan goals does your 2005-2006 goal best align?

Unit Goal

Goal for 2005-2006

Strategic Plan Goal 1- High Quality Education Continue to seek accreditation and program approval

What action(s) will you undertake to achieve the goal?

File pre-conditions document and continue self-study for NCATE.
Prepare self study and documentation room for the Florida Department of Education site visit in fall 2006.
Faculty member will continue to receive course release to be NCATE coordinator.

By what means will you assess goal achievement?

- a. pre-conditions and self-study for NCATE completed
- b. on-target for action plan at this point for DOE site visit Fall 2006
- c. dedicated space for site visit and documentation viewing was found. Documentation room is being assembled with required reports, syllabi, vita, etc. and documentation plan was refined

How will you know if you have successfully attained each goal?

- a. NCATE materials submitted
- b. Reviewed action plan and working committees has completed work on the standards.
- c. Necessary space and documentation system implemented

How will the results of the above assessments be used to improve student learning or services?

DOE and NCATE approval will support that we have met state and national standards of excellence. Meeting the standards will improve student learning so that they can meet high levels of professionalism. Student learning goals for both NCATE and the Florida Department of Education address knowledge of subject matter; teacher impact on p- 12 learning; communication; critical thinking and meeting the needs of diverse learners.

Strategic Plan Goal

With which 1 or 2 goals from the 8 current strategic plan goals does your 2005-2006 goal best align?

Unit Goal

Goal for 2005-2006

Strategic Plan Goal 2-The Student Community Increase enrollment in our undergraduate

teacher preparation program and in graduate programs that decreased or remained constant in enrollment last year.

What action(s) will you undertake to achieve the goal?

1. Develop a marketing out-reach plan
2. Target growth in graduate programs that have not maintained or increased enrollment
3. Target out-reach strategies with deliberate intention of diversifying student populations

By what means will you assess goal achievement?

1. Marketing plan completed
2. Enrollment in graduate programs that did not increase last year will show at least at 20% enrollment growth.
3. Increase current baseline of diverse & underrepresented students by 10% as defined by more than race

How will you know if you have successfully attained each goal?

Enrollment increases achieved and plans for marketing are implemented

How will the results of the above assessments be used to improve student learning or services?

We will continue to develop strategies to market our programs to diverse & underrepresented students. Meeting enrollment increases will allow us to determine and monitor demand for specific offerings and alter them to more effectively meet student demand. Thus will also allow us to optimize use of college resources and perhaps lead to the College offering a broader range of courses and programs to fulfill student and regional needs.

Strategic Plan Goal
With which 1 or 2 goals from the 8 current strategic plan goals does your 2005-2006 goal best align?

Unit Goal
Goal for 2005-2006

Goal 8 - Ongoing Quality Improvement Develop an on-going assessment structure, process, and plan

What action(s) will you undertake to achieve the goal?

1. Secure funds for 1 position at A & P level to coordinate assessment needs.
 2. Develop in-house capacity for on-going evaluation and improvement
 3. Continue work with graduate and undergraduate divisions to complete thorough and effective program assessments
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4. Set up a mechanism for using results for program improvement

By what means will you assess goal achievement?

1. funding for 1 A&P position approved
2. plan for COE data collection, management, storage, aggregation, analysis, and reporting is in place
3. each program has a comprehensive and viable assessment plan for which evaluation data has been generated and used for program improvement

How will you know if you have successfully attained each goal?

We will have a structure, process, and plan for on-going assessment in place and implemented and a coordinator of assessment.

How will the results of the above assessments be used to improve student learning or services?

We will have multiple, frequent, and systematic measures for program improvement that ensure student learning and achievement. We will also have data to inform our needs in others areas such as advising and outreach.

Section B

Resources

What additional resources have you requested and received a commitment for during 2005-2006 from your area VP or the President that is based on your analysis of assessment data for 2004-2005?

NCATE self-study (\$15,000)
DOE self-study (\$10,000)
Full-time Reading faculty position

Exact amount to be determined. Program approval from the Department of Education and accreditation from NCATE require on-going activities and not just being done for a year or two. The collection of required data is a time intensive process. Goals in this area were addressed but not met in 2004 - 2005.

What additional resource needs do you have for fulfillment of your goals that you wish for consideration from your area VP or the President that is based on your analysis of assessment data for 2004-2005?

1. Marketing and diversity recruitment based on CACREP recommendation; university focus. Our goal for enrollment growth was not met last year at the graduate level. We have not recruited the number of minority students we would like to have in our programs. CACREP
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reviewers wrote the following recommendation: " the program faculty must prepare and implement a written policy to recruit students representing a multicultural and diverse society.

2. Advising position based on the state mandate that we must have an ombudsman for certification seeking students; CACREP suggestion; enrollment growth at undergraduate level and the addition of the secondary undergraduate programs.

Based on an in-house assessment done fall 2004 we determined that the following services were not provided because of understaffing:

Recruitment:

1. PR material development was limited and less than in past years because of increased advising requirements from state law and FGCU offloading of registration duties.
2. Web recruitment is limited to undergraduate admissions. Worksheets need to be developed for graduate programs and for teacher certification (non-traditional).
3. Recruiting events are limited to local area and need to expand to more distant feeder markets and to rural areas.
4. Self-evaluation admission forms need to be developed for feeder schools other than Edison.
5. All Introduction to Education classes in the five county area should have recruiter presentations (currently Edison main campus once a year).
6. Identify and target graduate program markets.

Admissions:

1. Graduate program applications evaluated, put in data base, and filed.
2. Help facilitate graduate program orientations.
3. Probation needs to be documented for both graduate and undergraduate.
4. Data base info needed for graduate program students.

Program of Study:

1. Documentation of course substitutions for both undergraduate and graduate in the data base and for graduate in the student file.
2. Internship services for graduate students.
3. Financial aid options need to be developed for graduate students and expanded for undergraduates.

Graduation:

1. Graduate students need to be added to data base.

Tracking and Reporting:

1. No formal tracking or program satisfaction survey exists for undergraduate or graduate students other than reports generated by the state.
 2. Alumni volunteers and referral sources need to be developed.
 3. Position for assessment- as the College moves forward in meeting the assessment requirements for the Florida Department of Education, SACS, & NCATE it has become apparent we do not have the capacity to do the required work. Thus far, the work has been accomplished through course buy-outs and the results have been a fragmented approach. In the spring a task force of faculty and administrators met to assess our progress in meeting assessment requirements. It was determined that our goal in this area was not met last year. The task force recommended establishment of dedicated position for the task of managing assessment data collection, aggregation, analysis, and reporting. In the CACREP exit report the following recommendation was made, " given the small return of follow-p evaluations from graduates and employer/supervisors, the faculty members are encouraged to explore other means to increase the response rate". The response rate for the undergraduate employer satisfaction survey is also low.
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Section C

Assessment Plans

What assessments are you planning to conduct during 2005-2006?

All programs will assess at least one student learning goal per year. Begin program review for accreditation.

Section D

Coming Year - Strategic Plan Contributions

1.1.1, 1.2.3, 1.3.1, 1.3.4, 1.4.2, 2.5.1, 2.5.2, 2.5.3, 4.1.1, 6.1.1, 6.1.2, 8.2.1
