PCOE Data Day: Knowing Ourselves, Knowing our Students

October 18, 2013
Overview

• Report on the characteristics of the college

• Highlight the findings from our last NCATE accreditation visit in 2007

• Highlight the critical points for our current NCATE accreditation visit
PCOE Mission — Cloze Exercise

The mission __ the James __ Perkins College __ Education is __ prepare competent, __, caring and __ professionals from __ backgrounds dedicated __ responsible service, __, social justice __ continued professional __ intellectual development __ an interconnected__ society.
PCOE Mission

The mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.
PCOE Characteristics

- Enrollments Data
- Faculty Data
- Accreditations
Enrollment by Level

SFA Total
Undergraduate
Graduate-Masters & Post Bac
Graduate-Doctoral

Year:
- 2007
- 2008
- 2009
- 2010
- 2011
SFA Enrollment by Classification
Undergraduate Enrollment by College
Graduate-Masters & Post Bac Enrollment by College

- Business
- Education
- Fine Arts
- Forestry / Agriculture
- Liberal & Applied Arts
- Sciences / Mathematics

Year:
- 2007
- 2008
- 2009
- 2010
- 2011
Graduate-Doctoral Enrollment by College

![Bar chart showing enrollment by college over years.](chart.png)
PCOE Teaching Faculty (PT)
Accreditations

• AACSB
• AAFCS
• ACEND
• ASHA (CAA)
• CAATE
• CACREP

• NCATE
• NAEYC
• NASAD
• NASM
• NAST
• TEA
Meeting the Needs of Preparing Candidates
Areas for Improvement (2007)

• Candidates have limited opportunities to interact with faculty members from diverse groups

• Candidates have limited opportunities to interact with other candidates from diverse groups (advanced preparation)
Continuous Improvement
Standard 3—Field & Clinical Experiences

• Both unit and school-based faculty (agency/business partners) are involved in designing, implementing, and evaluating the unit's conceptual framework and the school program (agency/business goals); they each participate in the unit's and the school partners' (agency/business) professional development activities (training activities) and instructional programs for candidates and for children (clients/customers).

• Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills and professional dispositions in a variety of settings with students and adults (clients/customers).

• They reflect on and can justify their own practice.
Standard 3 Case Study

Project LEAD

• Dr. Liz Vaughan
Accreditation Timeline — 2013-2014

• mid-September 2013—submit Institutional Report (IR)
• mid-September 2013—submit Specialized Professional Association Reports (SPA)
• mid-October 2014—ASHA/CAA review of Speech, Language Pathology (graduate program)
• late January 2014—receive IR Off-Site Review Report
• late February 2014—submit IR Addendum (response to off-site report findings)
• late March 2014—mock site visit (tentative)
• 27-29 April 2014—on-site visit
• late June 2014—receive On-Site Review Report
• late July 2014—submit IR Rejoinder
• mid-December 2014—notification of accreditation status
Assessment Timeline — 2013-2014

• 25 October 2013 — SACS assessments in TracDat
• 1 February 2014 — PCOE Assessment Committee complete review of reports in TracDat
• 1 March 2014 — revisions to program assessments completed in TracDat
SFA Academic Program Review — 2013-2014

• Speech Language Pathology, graduate program (THECB)
Other Announcements

• Dr. Kimberly Welsh
Thank you for your commitment to the James I. Perkins College of Education!