

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

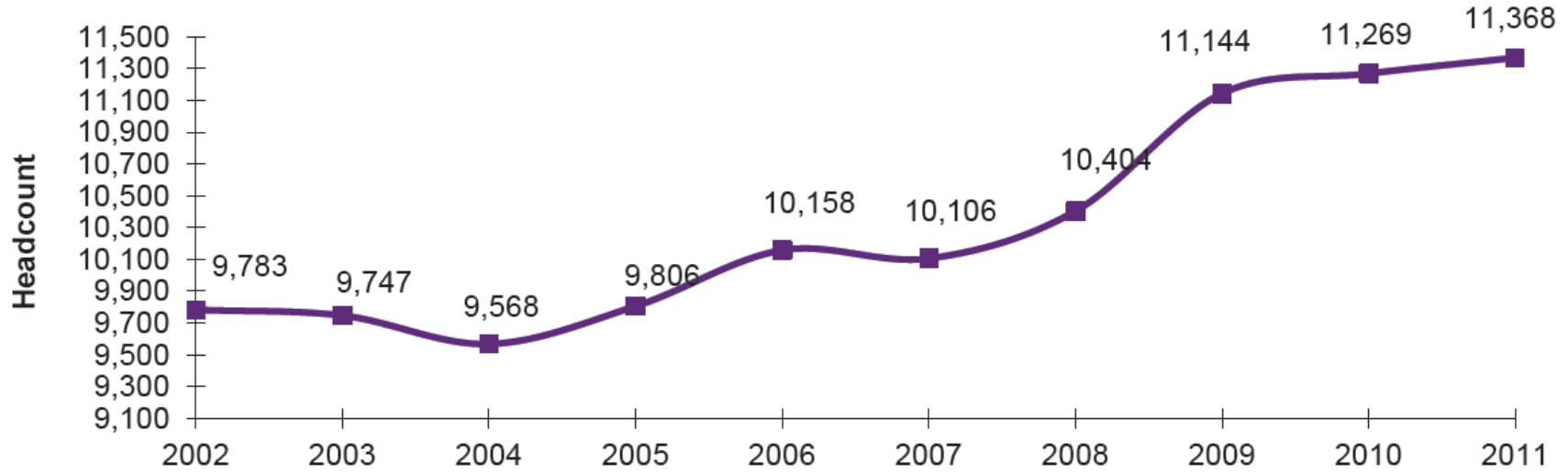
The mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global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

PCOE Characteristics

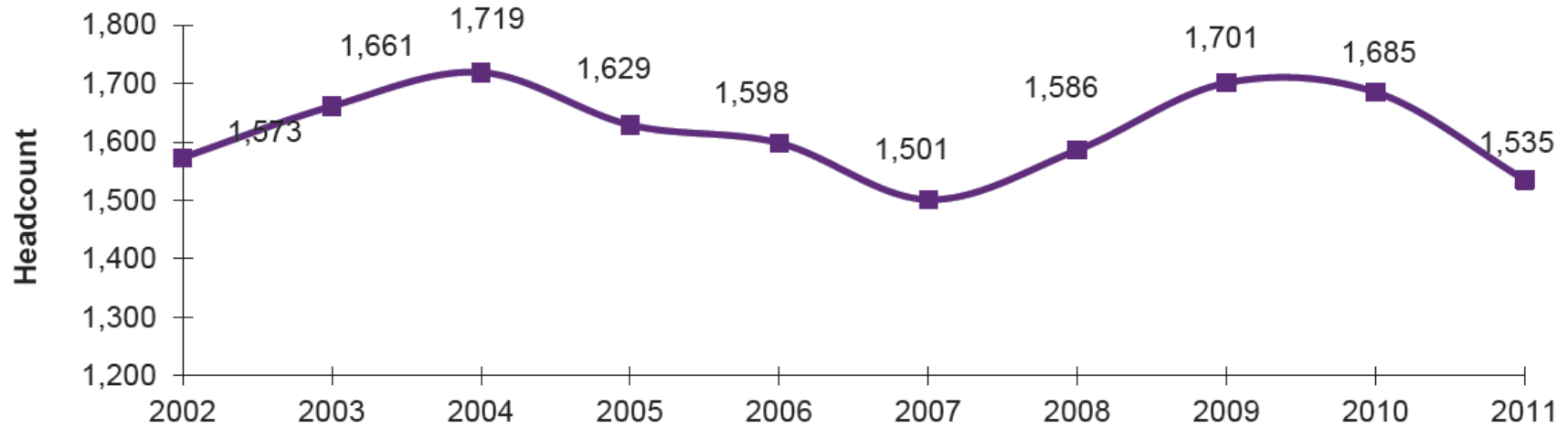
- Enrollments Data
- Faculty Data
- Accreditations



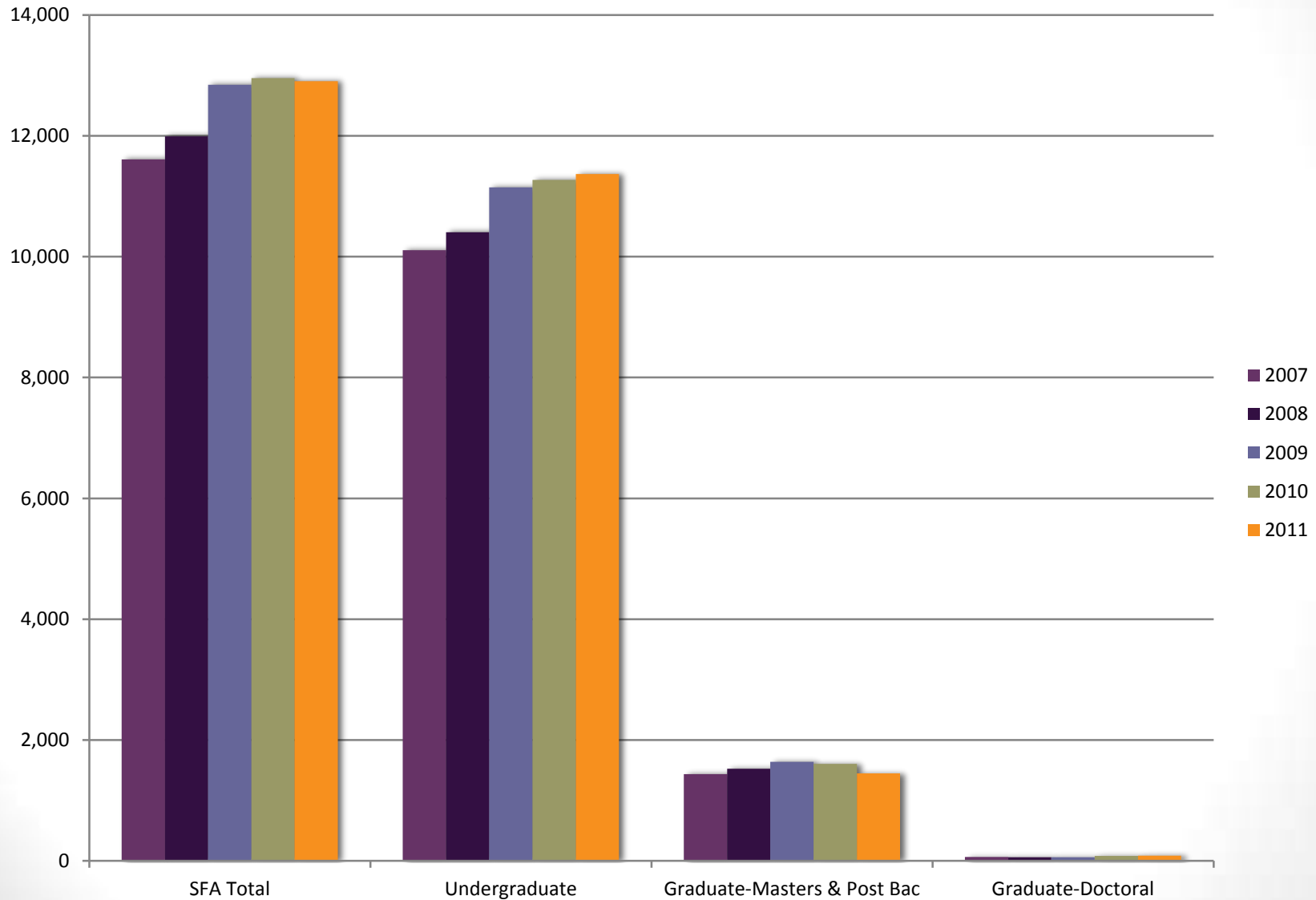
Undergraduate Enrollment



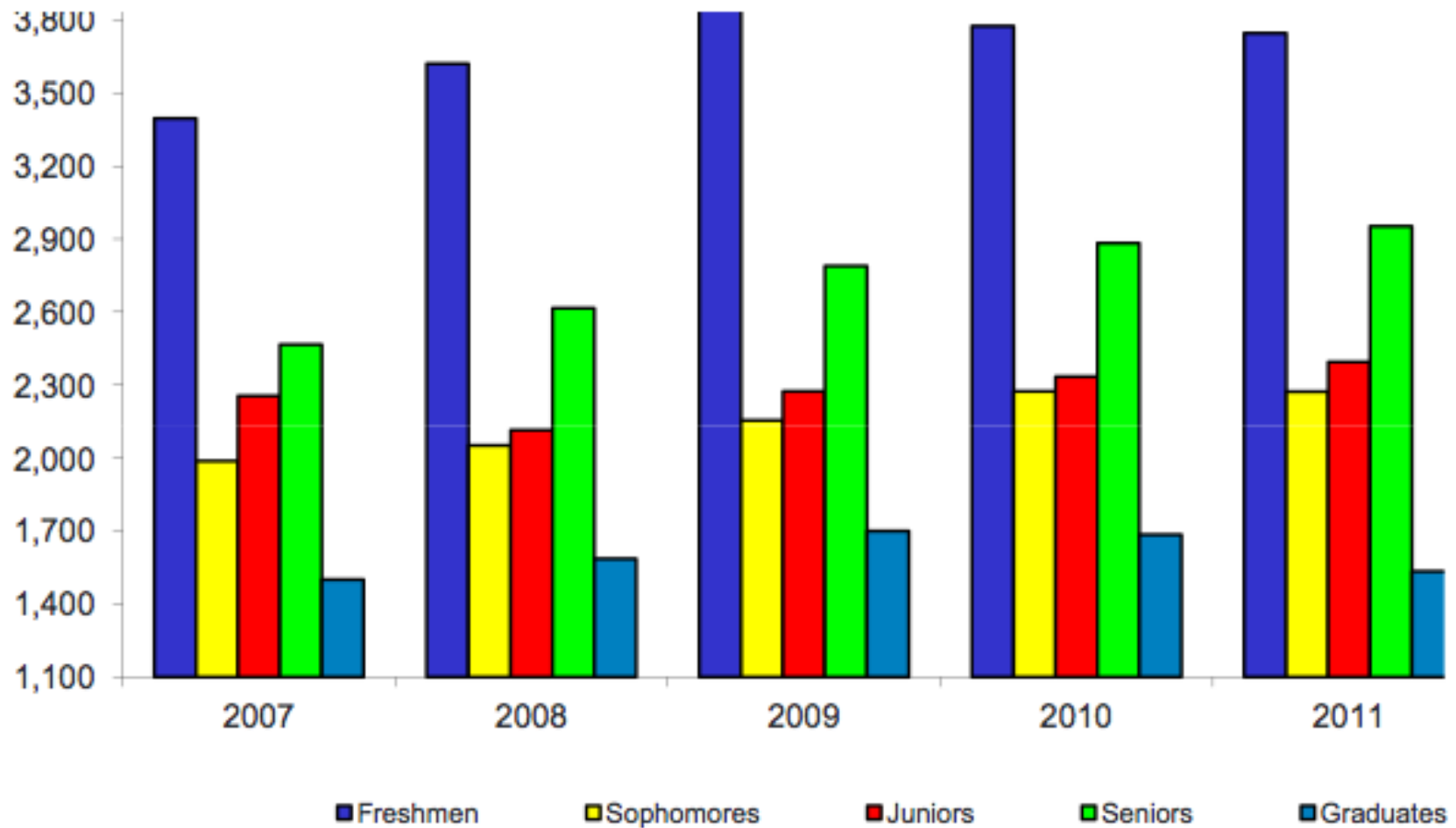
Graduate Enrollment



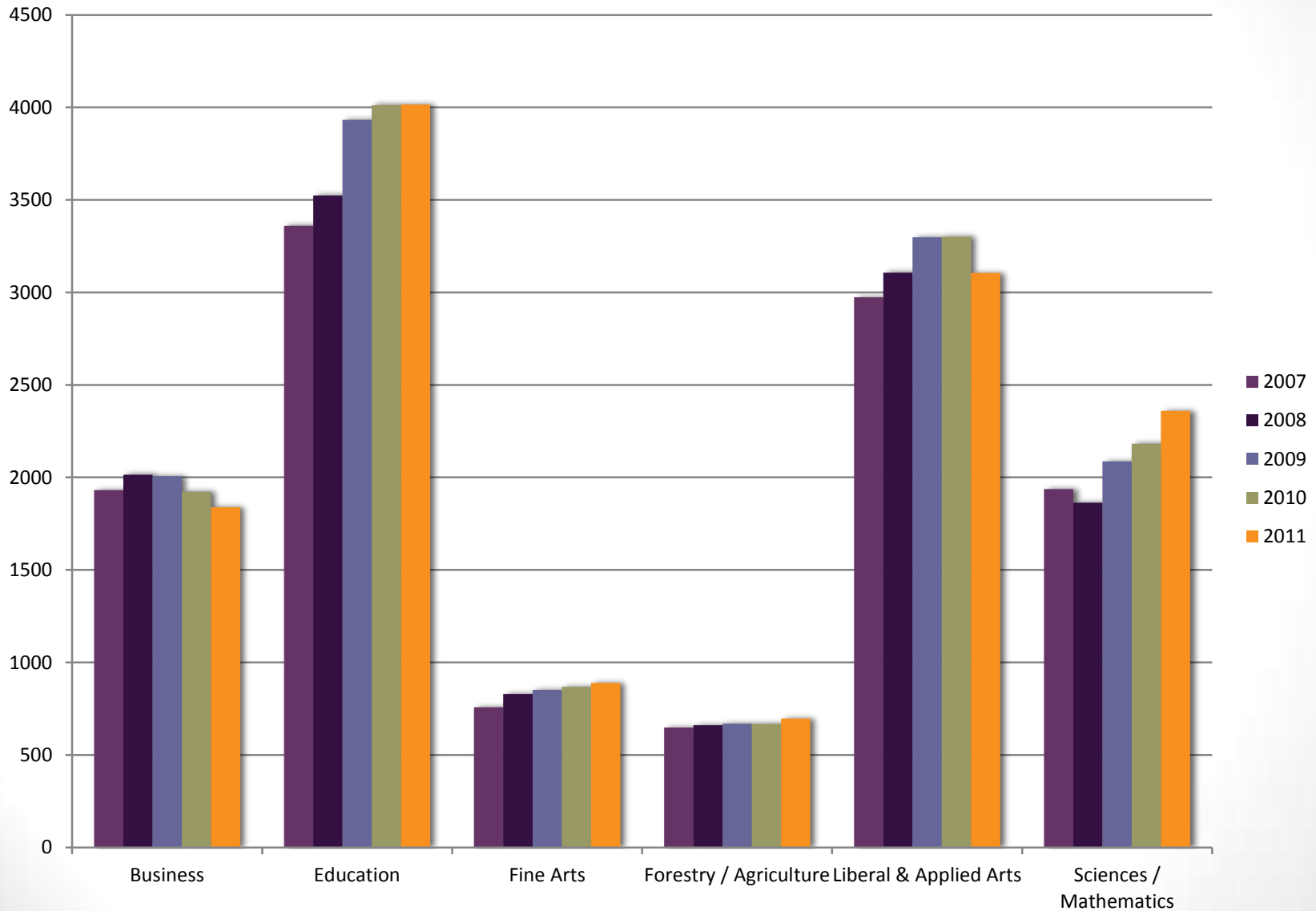
Enrollment by Level



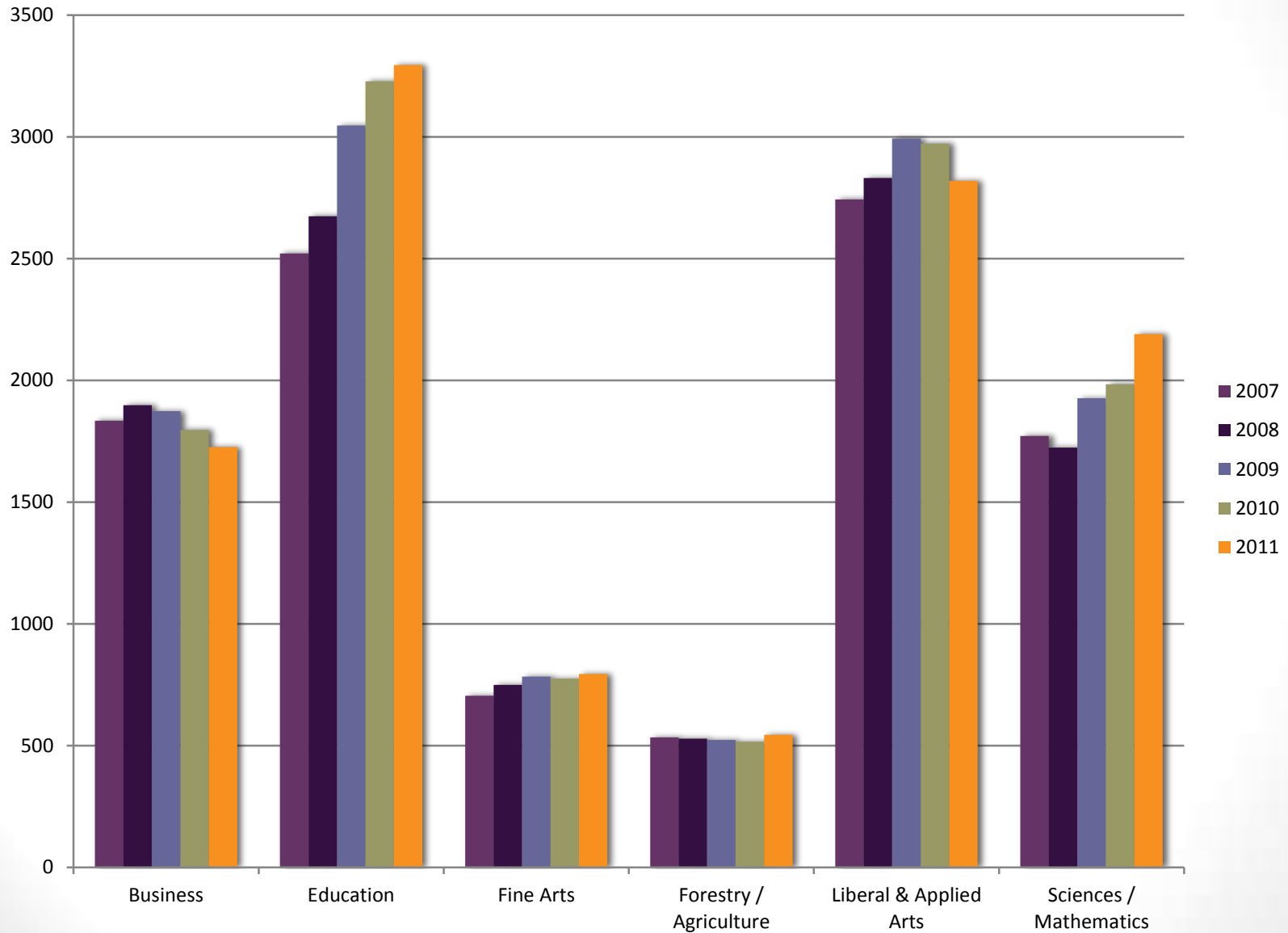
SFA Enrollment by Classification



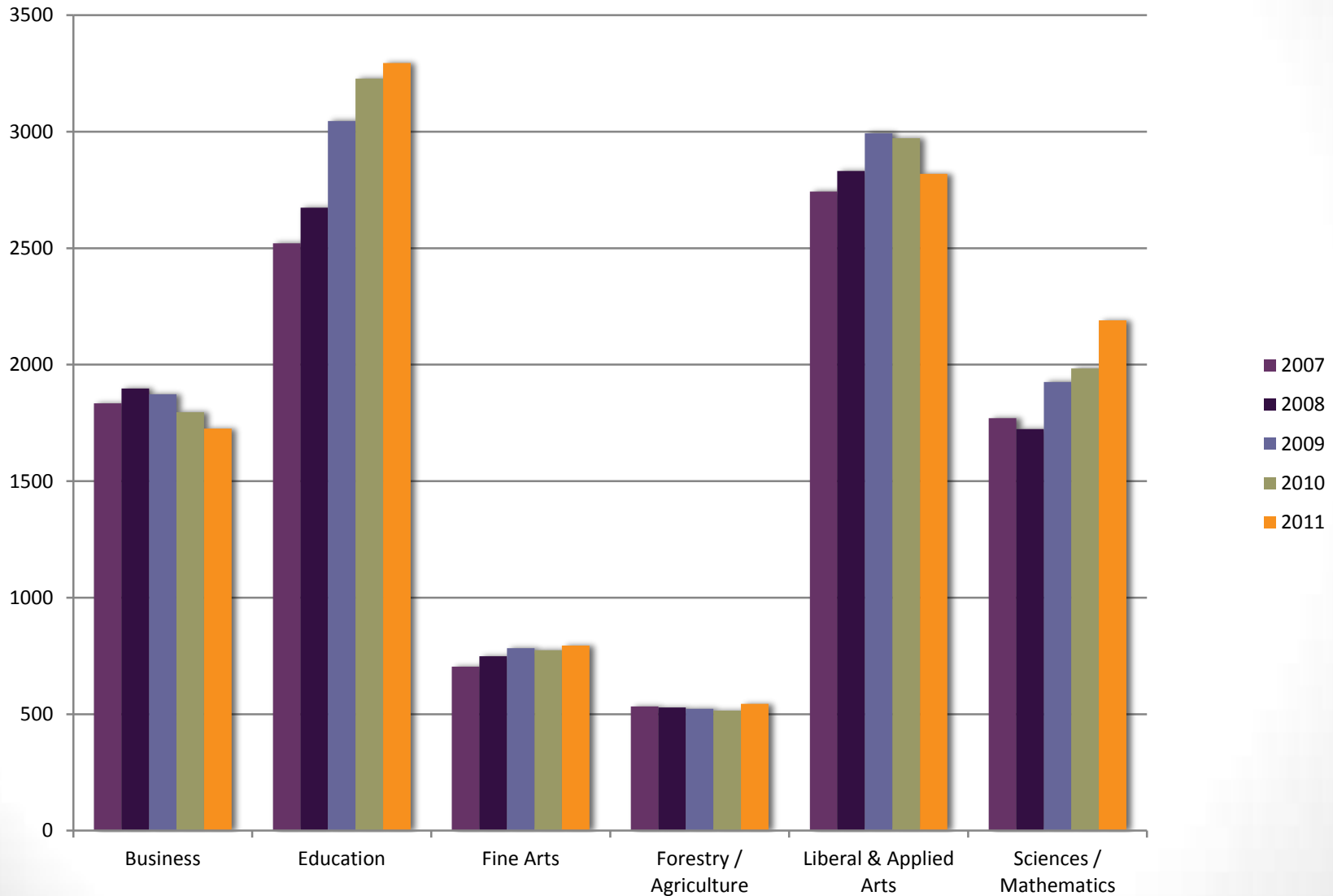
Total Enrollment by College



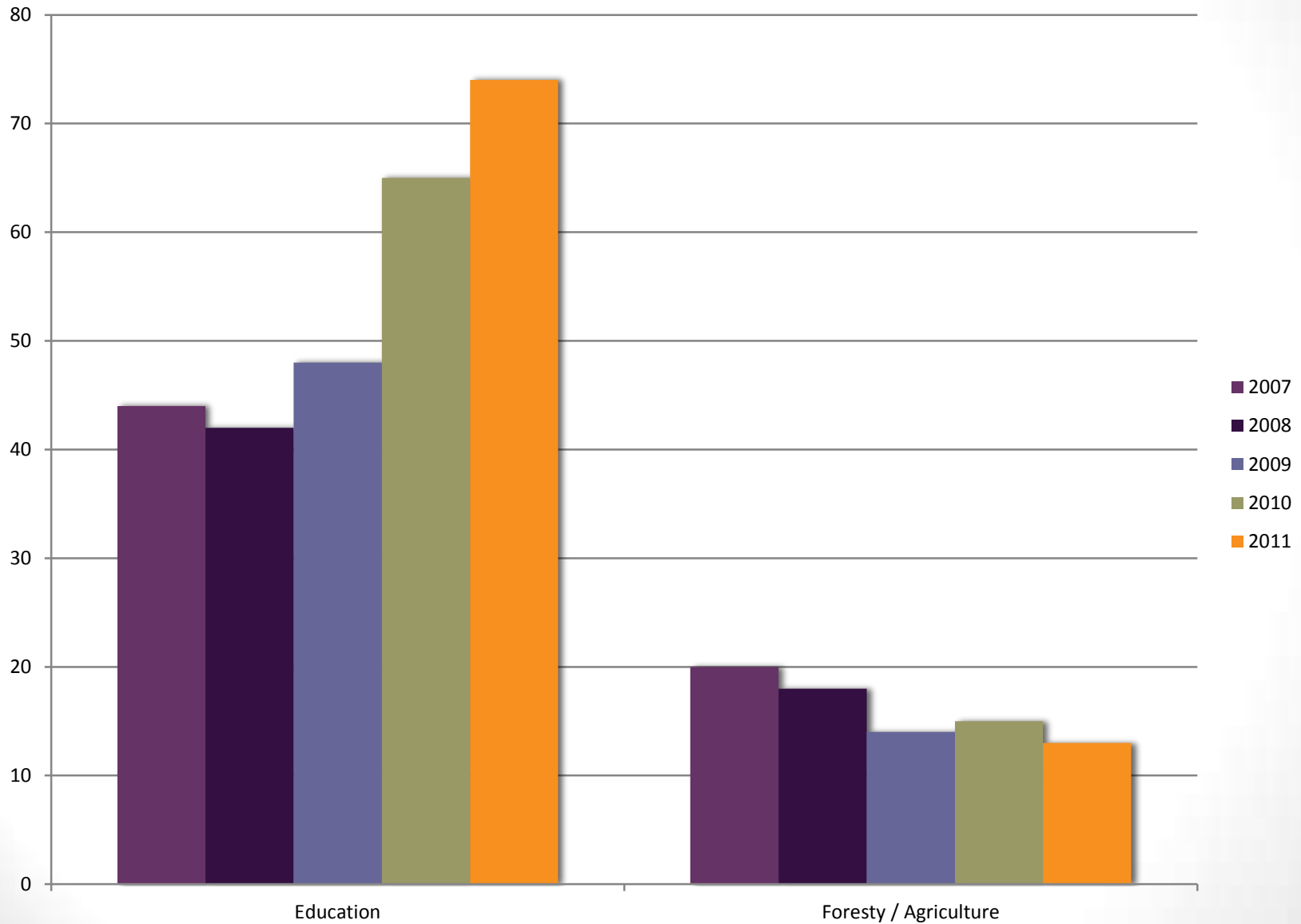
Undergraduate Enrollment by College



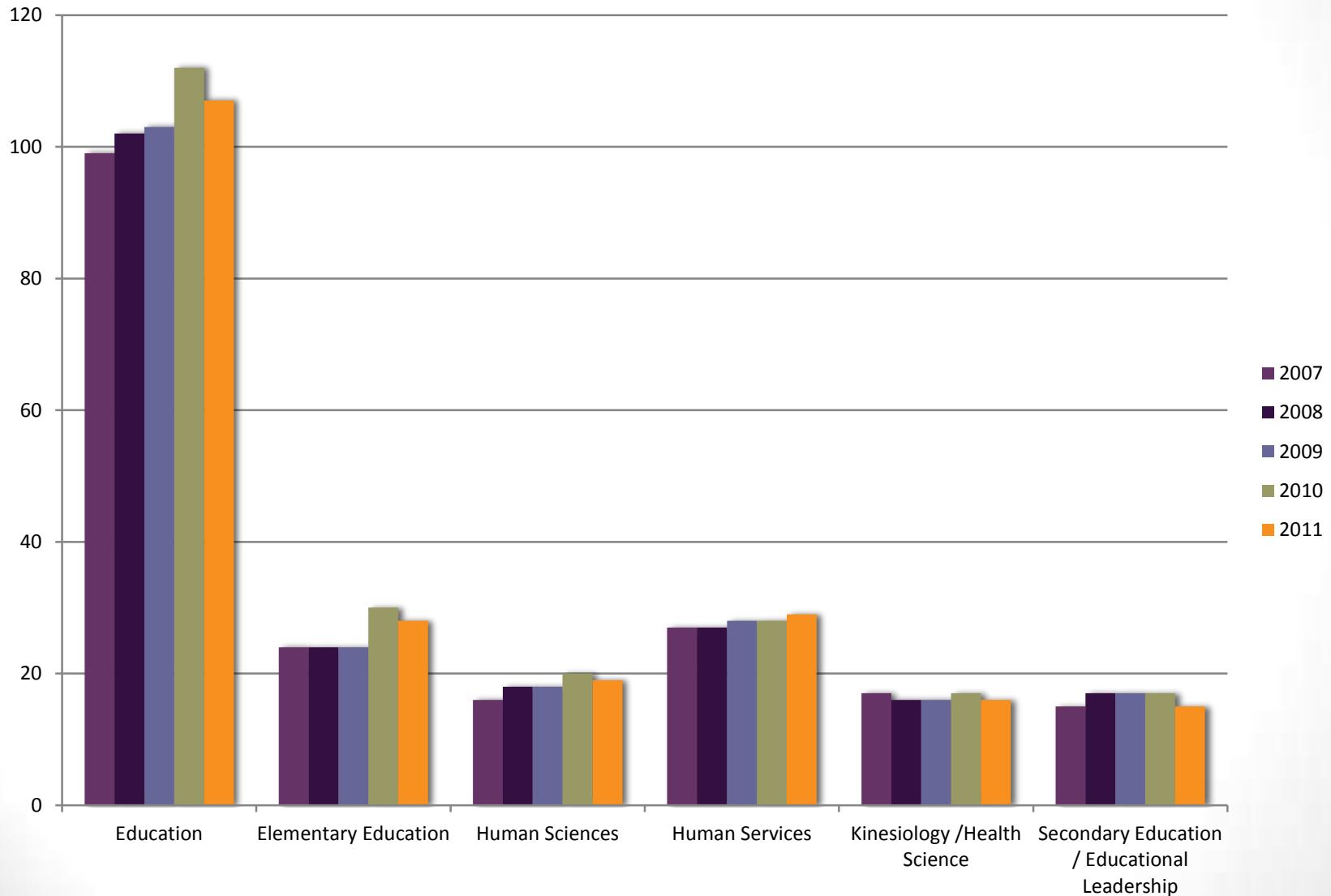
Graduate-Masters & Post Bac Enrollment by College



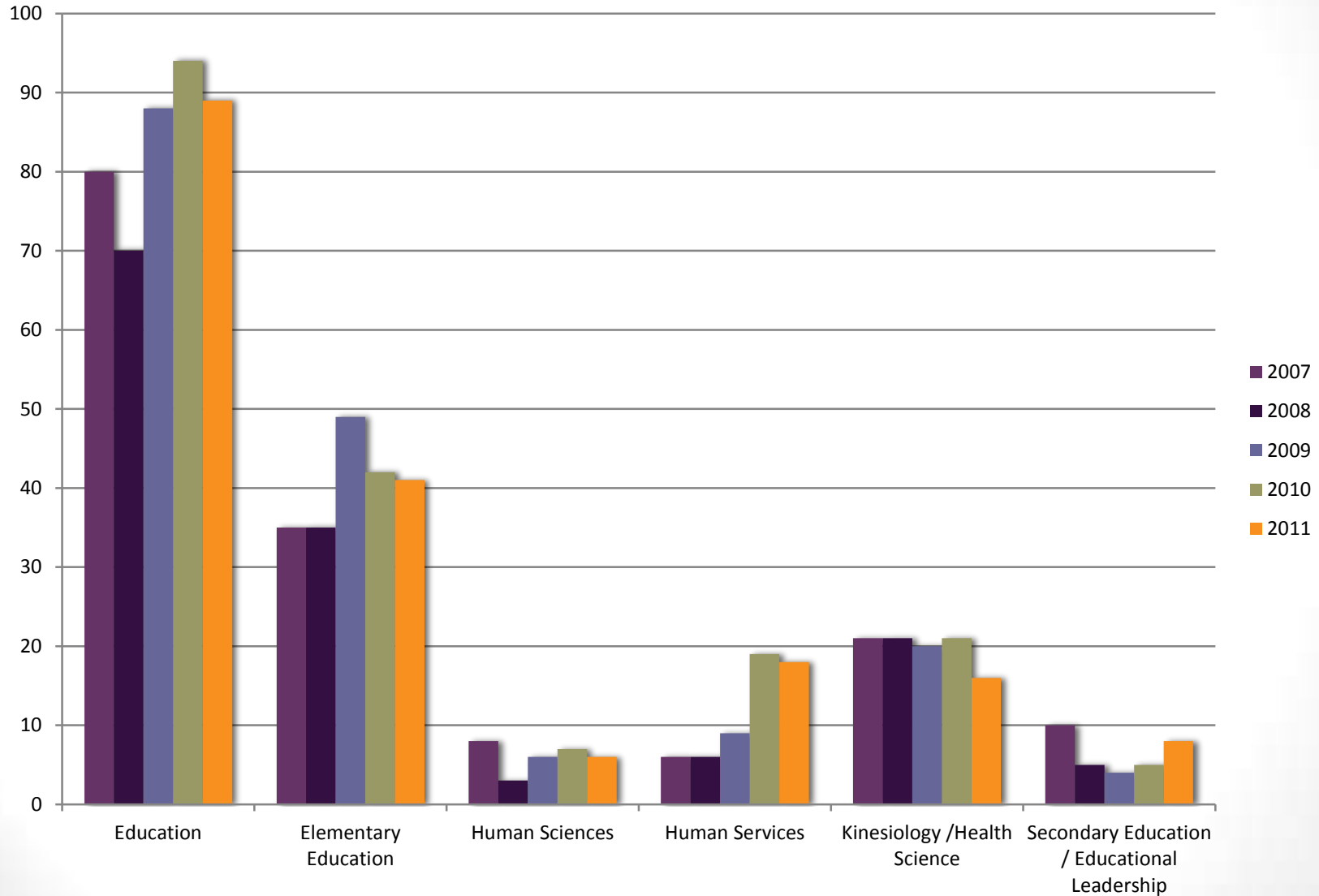
Graduate-Doctoral Enrollment by College



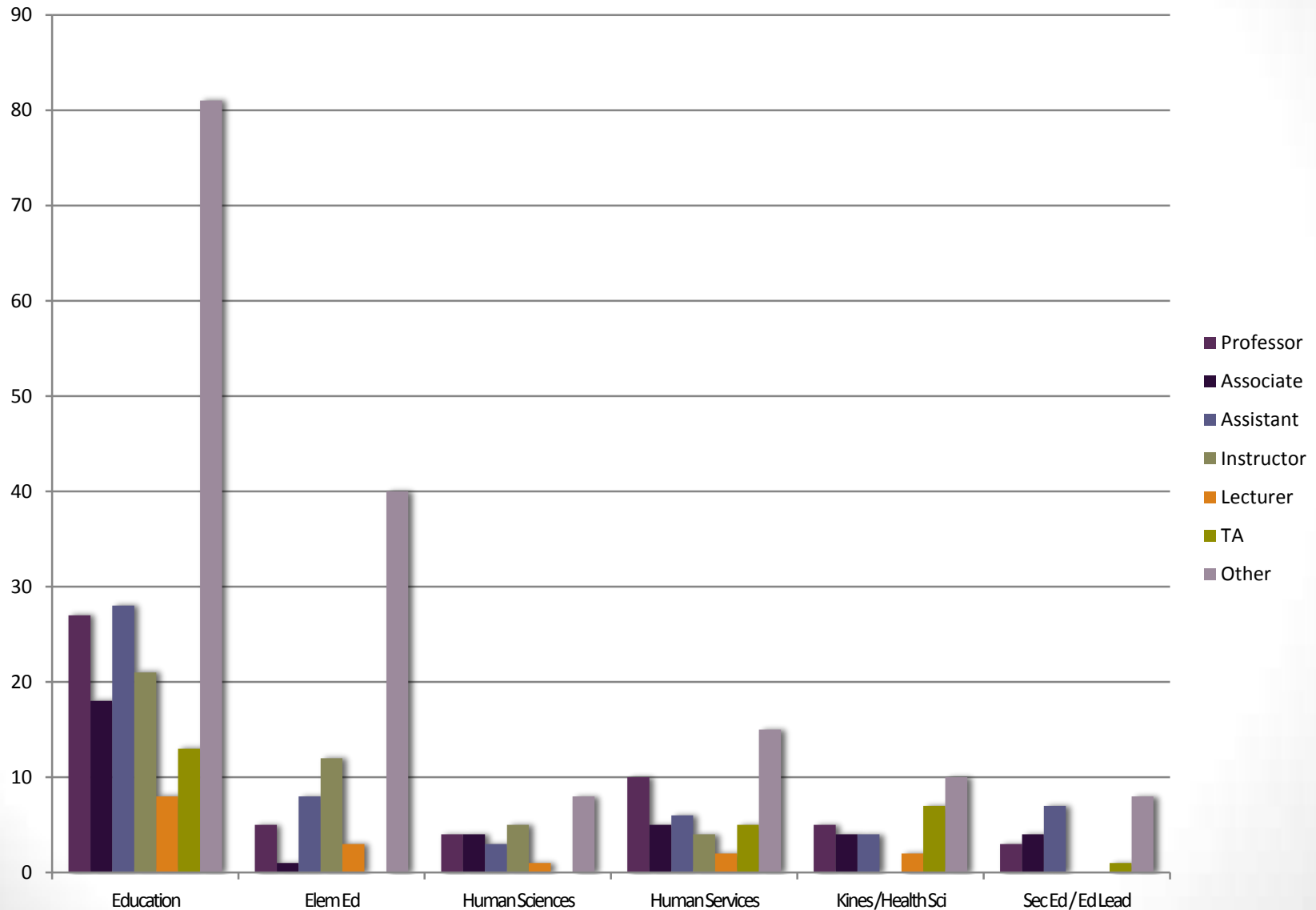
PCOE Teaching Faculty (FT)



PCOE Teaching Faculty (PT)



PCOE Teaching Faculty (Rank)



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!