

**Minutes**  
**Dean's Administrative Council**  
**College of Education**  
**University of South Alabama**  
**UCOM 3619**  
**10:00 AM – Noon, October 11, 2010**

**Members Present:** Dr. Richard L. Hayes, Dean; Dr. Thomas L. Chilton, Associate Dean; Dr. Phillip Feldman, Associate Dean; Dr. Harold Dodge, Interim Chair, Leadership and Teacher Education; Dr. Frederick Scaffidi, Chair, Health, Physical Education, and Leisure Studies; Dr. Charles Guest, Chair, Professional Studies; Dr. Abigail Baxter, Director, Graduate Studies and Research; Dr. Peggy Delmas, Director, Student Advising; Dr. James Van Haneghan, Director, Assessment and Evaluation; Dr. Andrea Kent, Director, Field Services.

Dr. Tres Stefurak, COE Faculty Council Representative, was absent.

Dean Hayes called the meeting to order at 10:00 a.m.

### **1. Information Update**

**Reminder:** David Johnson and other Vice Presidents will meet with Department Chairs on October 18<sup>th</sup> from 3:30-5:00 PM at MCOB 264. Retention will be the main topic of discussion.

- a. **Faculty Searches** – Searches continue for three positions: LTE Chair, Counseling Psychologist, and Exercise Science and Coaching. The Search Committees will begin reviewing applications after the application deadline of Dec. 1.
  - b. **Computer Access Requirement** – The laptop computer equipment requirements that were recommended for our discipline have been approved and will now be posted on the COE website. Enforcement of the policy will be up to individual faculty members who are urged to consider how many classes will require the use of a laptop before enforcing the policy. Again, no computer “loaners” are available to students.
  - c. **Digital Measures** – The time to input all the information necessary to implement Digital Measures this fall was underestimated. Therefore, faculty who are up for promotion and/or tenure have reverted to completing their packets in the traditional way. When the electronic version is up and running, there will be a parallel process of submission at least at first.
  - d. **Course Redesign** – Forms were distributed to propose course redesigns for fall 2011. Several of our faculty have already submitted proposals to combine labs, create new hybrid courses, and new ideas such as the utilization of Wii game consoles in HPELS courses. The focus is to increase enrollment while minimizing faculty time. The creation of a hybrid course has been greatly simplified and only requires three things: a curriculum action form, a syllabus, and a transmittal sheet. A hybrid can be created within one semester, assuming that resources are already available. If new monies are required for redesign or equipment, then the procedure would be done the customary way and becomes a longer process. We are currently legally restricted by SACS and the eCollege contract definitions in creating new types of online courses. We are considering entering into an enterprise contract which would allow us much greater flexibility. Blended, hybrid and fully online courses are all considered online courses for SACS.
  - e. **Retention Rates for Comparative Institutions** – A report from IPEDS Data Center was distributed showing that the retention rates between 2003 and 2007 for the most part remained the same among our competitor institutions.
  - f. **Student Academic Success and Retention Report** – It was noted that one of the most successful universities continues to increase enrollment by putting more and more courses online. For example, one school has 500 enrolled in an online counseling course.
  - g. **ACHE HS Graduate Data** – A summary report of 2008-2009 public high school graduates from the Alabama State Department of Education Region 10 who were enrolled in Alabama public colleges and universities for the fall term 2009 was distributed.
  - h. **Fall 2009 Freshman Cohort Retention Report** – Likewise, an extensive report was distributed on Fall 2009 Freshman Cohort Retention. For 1,711 first time freshman enrolled fall 2009, the retention of students with lower high school GPAs and students with lower composite ACT scores is a concern that prompts further reflection regarding admission standards and the allocation of resources to support at risk students. The latest retention rate for COE students is approximately 70%.
2. **TracDat Review** – The deadline for submission of TracDat data has been pushed back four days. TracDat uses data to encourage goal development, assessment and improvement. After going through the process for the College of Education, it would appear that the way the college goals are currently stated does not lend itself to comparing program and/or departmental results with college goals.

The following observations were made during the process of completing the information for the College of Education:

- The measurements are not fully aligned with the goals.
- Information being collected may not necessarily be what we need to know to plan for the future.

- Although there is an abundance of information on student performance, there is little on student admissions or retention, especially at the graduate level.
- At the departmental level, outcomes traditionally have focused on service and scholarship, but not as much on retention, admissions, and/or competence of the graduate. There may be room for an additional agenda item for the departments that may not apply to the program as a whole.
- Program coordinators and department chairs are asked to look at last year's plan and develop a plan for the coming year that aligns at least some goals across the programs, department and college. It was recognized that developing a comprehensive plan demands recurrent feedback in the process so that program data feeds the department data which then feeds the college data.

Some of the main focus points of TracDat that affect all levels of reporting are:

- Proper advising of college bound high school students especially as it concerns taking appropriate math classes
- Attracting more quality students
- Determining more effective ways to recruit them
- Assessing means to retain better students
  - How can we get them through on time in light of this economy?
  - How do we get more scholarships for students?
  - How will we implement new and innovative courses?
  - How can we best provide feedback on these efforts to faculty?
  - How can departmental successes be tied more tightly to promotion/tenure and annual evaluations?

It was agreed that planning for this year and next should concentrate at a minimum on the standards that we need to document for the spring 2012 NCATE accreditation review. Most of the issues they will be looking at, while some can still be improved, have been at least hit upon during this year's planning including recruitment, program satisfaction, retention, diversity, field experiences, student assessment, and dispositions.

3. **Graduate Enrollment Report** – An intensive report on graduate enrollment trends nationally, regionally and locally was reviewed. The number of students undertaking graduate study in Education has been decreasing steadily over the past five years. Although the national picture shows a slowing of the positive rate of change over the period 2004-2008 with a recovery in 2009, state data is similar to USA's College of Education, which has shown a steady decline in graduate enrollment over the period 2004-2009 approaching 30%. The "explanation" for this decline in graduate enrollment in the College of Education at the University of South Alabama lies in understanding the interplay of two themes: improving academic performance and responding to changing fiscal conditions. The down turn in the economy appears to have played a significant role in the decline in enrollments, especially at public universities, by and among more vulnerable populations (i.e., working women, part-time students, and recent graduates seeking their first position). In addition, a set of policy changes at both the college and state levels constrained the applicant pool and contributed to lowering the number while increasing the quality of candidates. The proliferation of on-line graduate programs, an increased emphasis on paid summer professional development workshops for school employees, and the threat and/or reality of unemployment for school employees and family members seem to have contributed to the constellation of causes for declining enrollments.

Respectfully submitted,

Marian Zambrano  
Recorder