

Burton College of Education

Performance Objective 1 Actively engage in grant writing and fundraising.

1 Assessment and Benchmark

Benchmark 1: Collectively, Burton College of Education will be awarded \$150,000 in grants and fundraising.

- Benchmark 1a: TASC grant
- Benchmark 1b: Pinnacle Awards
- Benchmark 1c: Endowed Professorships
- Benchmark 1d: Other grants
- Benchmark 1e: Fundraising

1.1 Data

2017-2018: Grants and Funding

Dean's Conference Room

Title	Amount	Purchased
TASC	926	HP EliteOne for class presentations
Total:	926	

Deaprtment of Education Professions

Title	Amount	Purchased
TASC	14,982	IMap, ProBook, Communication Headsets, Innovator Hubs and rovers; Swivls with markers, Apple TV, Q Balls
Believe and Prepare, LDOE	65,000	Program redesign, stipends for residency candidates, supplies
Navigate your Future Quality Enhancement Plan Development Stipend	5,000	Cannon scanners for all DEP advising faculty
Palermo Professorship in Education	5,000	#Weteach: Enhancing online recruitment tools and practices for BCOE/DEP
Violet Howell Professorship in Teaching Excellence	5,000	Project E-STEAM (Excellence in Science, Technology Engineering, Art, and Math)
Hale Family Endowed Professorship in Education	5,000	Math tutoring: Taking it with you
Juliet Hardtner Women in Science and Technology Professorship #5	5,000	Project SOS (Sisters of STEAM)
William T. and Ethel Lewis Burton Foundation Professorship in Education #1	3,000	Staying safe in a dangerous environment
Total:	107,982	

Deaprtment of Health and Human Performance

Title	Amount	Purchased
TASC	20,209	3 ProBooks with cases and mouse; BEMER; 5 HP EliteDesk with speaker bar
Lakeside National Bank Professorship in General Academics	5,000	Community outreach: better preparing recreational coaches
Terry & Vic Stelly Endowed Professorship in Health and	5,000	New exercise physiology equipment

Human Performance		
Juliet Hardtner Women in Science and Technology Professorship #6	5,000	Mulligan concept advanced course and CMP exam
William T. and Ethel Lewis Burton Foundation Professorship in Education #3	3,000	Curriculum development and implementation of a pre-chiropractic medicine program
William T. and Ethel Lewis Burton Foundation Professorship in Education #4	3,000	Curriculum development and implementation of a pre-occupational therapy program
Total:	41,209	

Department of Psychology

Title	Amount	Purchased
TASC	13,641	8 HP desktop computers, 2 Dell tablets, Titanium software
Jack Doland Academic Professorship	5,000	Students' perceptions of academic dishonesty in college classrooms
Robert Jones Beauregard Parish Historic Fund, College of Education Endowed Professorship	5,000	Reorganizing office space at the McNeese Autism Program to Promote Scholarly Achievements among Graduate Interns
Daniel and Ellen Goos Professorship	5,000	Continued enhancement and development of practicum/internship experience for graduate students in the Master of Arts in Psychology (counseling concentration)
William T. and Ethel Lewis Burton Foundation Professorship in Education #2	3,000	Development and implementation of a Severe Feeding Problem clinic in the McNeese Autism Program
Total:	31,641	
Total for Burton College of Education:	\$181,758	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was met. (Only \$65,000 was money collected from outside sources.)

The Burton College of Education will establish a Grants, Fundraising, and Technology Committee that will have representatives from each department within the college. The committee is responsible for completing the TASC grant proposal, researching outside grant opportunities to bring to faculty, supporting faculty grant writing, and attending grant writing workshops when available. Grant topics may include research, equipment, resource materials, and scholarships. This committee will also create fundraising ideas to implement such as ink recycling, Greaux Blue, community coffee points, etc.

This performance objective aligns with annual SEI expectations and can be used as a recruitment opportunity.

Performance Objective 2 Conduct professional development.

1 Assessment and Benchmark

Benchmark 1: 50% of our faculty/instructors will present professional development to various departments and colleges within the University.

- Benchmark 1a: Faculty/instructors will present professional development to their own department.
- Benchmark 1b: Faculty/Instructors will present professional development to colleagues in a different department.
- Benchmark 1c: Faculty/Instructors will present professional development to colleagues within Burton College of

Education.

- Benchmark 1d: Faculty/Instructors will present professional development to colleagues within a different college.

Benchmark 2: 50% of faculty/instructors will present professional development to/for various community stakeholders.

1.1 Data

2017-2018:

Department	Presented for own Department	Presented to a different Department	Presented to Burton College of Education	Presented to a different College	Participating	Presented to/for Community Stakeholders	Number of Personnel Participating
Department of Education Professions	CAEP Standard 1-5; Course Data Analysis; Culturally Sustaining Pedagogy	Review of program data			77%	CAEP Standard 4; CAEP site visitors; Eat-N-Teach (6 sessions); Staying safe in dangerous environments; Suicidal threats: proper protocol; Preventing cyber bullying	85%
Department of Health and Human Performance							
Department of Psychology						Autism Awareness Conference; Conducted three 12-hour workshops: Preparation for the Big Examination	15%
Total					31%		41%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Benchmark 1 was not met; only 31% of our faculty/instructors presented professional development to various departments and colleges within the University. Benchmark 2 was also not met; only 41% of faculty/instructors presented professional development to/for various community stakeholders.

The BCoE will establish a Professional Development Committee that will have representatives from each department within the college. The committee is responsible for working with each department to offer professional development to faculty and staff, coordinating with area businesses or schools who may want to be offered professional development related to our programs, and work with other colleges and departments on campus to offer professional development workshops.

This performance objective aligns with annual SEI expectations and can be used as a recruitment opportunity.

Performance Objective 3 Contribute to scholarly work.

1 Assessment and Benchmark

Benchmark 1: Overall 50% of our faculty/instructors will submit a product for publication and/or to present at local, regional, and national conferences.

- Benchmark 1a: Faculty/instructors will submit a product for publication.
- Benchmark 1b: Faculty/instructors will submit to present at local, regional, and national conferences.

Benchmark 2: 75% of our faculty/staff will systematically and purposefully contribute to curriculum and/or program development.

- Benchmark 2a: Faculty/instructors will have a final approved product showing program alignment for standards, assessments, rubrics.
- Benchmark 2b: Faculty/instructors will create new major assessments and rubrics aligned to current standards.
- Benchmark 2c: Faculty/instructors will be responsible for a standard within the national accreditation process.
- Benchmark 2d: Faculty/instructors will correctly collect, analyze, and improve teaching through course data analysis including grade distribution, student assessment data, and a review of student work samples.
- Benchmark 2e: Faculty/instructors will submit a formal report on current research being developed, data collection, timeline for completion, etc.

1.1 Data

Data for Benchmark 1:

Department	Submission for Publication	Accepted for Publication	Accepted for Presentation	Number of Personnel Participating
Department of Education Professions	A brief history of education in New Orleans	Dissertation: A phenomenological study of early childhood teacher's experiences with environmental science curriculum in south Louisiana; Succeed or perish: The story of one charter school in Post-Katrina New Orleans; Journal: This is a thing	Dissertation: A phenomenological study of early childhood teacher's experiences with environmental science curriculum in south Louisiana; Presentations: Geaux Teach: Field experience-oriented recruitment effort for high school students who are perspective teachers; Contemplative engagement: Working and learning with youth of color	54%
Department of Health and Human Performance		Dissertation: Perceived stress in college students: The effectiveness of online and face-to-face interventions; Workbook Text: Practical guide for internships in Health and Human Performance, p. 458-459; Practical guide for internships in Health Promotions for Exercise Physiology, p. 659	Submitted proposals: Shoulder deficient in relations to upper extremity injury in collegiate baseball players; Modalities for the prevention of injuries in varsity high school basketball; Perceptions of college athletes on the effects of marijuana use and athletic performance	50%
Department of Psychology		Books: Gender: Psychological Perspectives; Health Psychology: An introduction to Behavior and Health; Journal articles: Effects of response-contingent stimulus pairing on vocalization of	Response cost +DRO to reduce aggressions in a child with autism; Using Response interruption and redirection to decrease tensing behavior in a nonverbal child with autism; Autism Awareness; Perceptions of academic dishonesty; Examining stigma towards college students with withdrawn and disruptive autism: Does the label 'Autism' confer a protective effect?;	54%

		nonverbal children with autism; Applied behavior analysis: definitional difficulties	Red Umbrellas; Effects of pictorial preference on tact acquisition and the emergence of verbal operants; Are autistic students more stigmatized than other types of neurodiverse college students?; Evaluating and reducing stigma towards neurodiverse college students	
Total				53%

Data for Benchmark 2:

Department	Approved Product	New Major Assessments/ Rubrics	Responsible for a Standard for National Accreditation	Individual Course Analysis	Formal Report on Current Research	Number of Personnel Participating
Department of Education Professions		Lesson Planning Teacher Candidate Work Sample Data Analysis	CAEP approval, Spring 2018	Data Analysis		46%
Department of Health and Human Performance						0%
Department of Psychology					Modern Homonegativity Scale as a Psychometric Assessment	8%
Total						22%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Benchmark 1 was met with 53% of faculty submitting a product for publication/presentation. Benchmark 2 was not met; only 22% of faculty/staff systematically and purposefully contributed to the curriculum and/or program development.

This performance objective aligns with annual APR expectations and University expectations for course release. Quantifying activities will help with scoring SEIs more objectively as well as establishment of expectations for faculty/instructors.

Future benchmarks for program accreditation will help align number of faculty/staff within each department contributing to curriculum and/or program development. Also, now that the expectation is set and aligned to APR, more faculty may contribute as it is now an attainable goal.

Performance Objective 4 Contribute to the surrounding community by participating in community service opportunities.

1 Assessment and Benchmark

Benchmark 1: 75% of our faculty/staff will participate in at least one volunteer activity within the community.

1.1 Data

2017-2018:

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Department	Volunteering Opportunities	Number of Personnel Participating
Department of Education Professions	Zeta Phi Beta Sorority, Inc. undergraduate advisor; Hurricane Harvey supply collection; Calcasieu Parish Elementary Student of the Year judge; Consultant for E. K. Key STEM Academy; Louisiana Social Studies Fair judge; Collaborated with Calcasieu Parish School System to create Section 504 policy; Advise/mentor/train 504 specialists; Serve on National Certification of Education Diagnostician Board of Directors; Led DEP Adopt an Angel; Tai Chi lessons at the Southwest Louisiana Culture Fest	38%
Department of Health and Human Performance	State Social Studies judge; Completed physicals for high school athletes; collected canned goods; guest speaker for area functions for youths; SPARK advisory council committee; Community advisor to the health education division of the American Cancer Society; Event coordinator for the Southwest Louisiana senior games; Volunteering at the Southwest Louisiana senior games	100%
Department of Psychology	International behavioral consultant for educational programs; Autism awareness event; Texas Association of Behavioral Analysis volunteer	23%
Total		41%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was not met.

The Burton College of Education will establish a Community Service Committee that will have representatives from each department within the college. The committee is responsible for establishing a community service project in which the college faculty and staff can participate in for each month (September, October, November, February, March, and April). The committee will also identify and disseminate information about various opportunities throughout the community where time can be spent volunteering individually.

We will have t-shirts designed and participate as a team representing Burton College of Education and McNeese State University.

This performance objective aligns with annual SEI expectations and can be used as a recruitment opportunity.