

**COLLEGE OF PUBLIC SERVICE AND LEADERSHIP STUDIES
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
ANNUAL REPORT 2024-2025**

Executive Summary- This section should be used to briefly summarize your report. It is recommended that this review be written after completing other sections. Include a statement of your mission, vision, and goals and how they are aligned to the institution/unit/college mission, vision, and goals.

The strategic plan of the School of Education and Human Development guides our teaching, policies, procedures, curricula, and governance. These values, mission, vision, and goals are aligned with the institutions overall mission and vision. This document summarizes enrollment trends, interdepartmental work, budget, and future goals.

Core Values

Commitment to Learn – We believe that abilities and achievements grow through willingness, effort, experience, and persistence.

Collaboration – We believe that creative ideas and effective solutions stem from openness, partnership, and community.

Cultural Competence – We fully appreciate our own cultural roots and we believe that understanding and valuing the cultures of others leads to authentic connections and relationships.

Social Justice – We believe that equitable access to resources and opportunities is the key to personal growth, professional accomplishments, and systemic change.

Health and Wellness – We believe that excellence comes from enjoying what we do and striving for balance in body, mind, and spirit.

Mission: As the first public institution of higher education to prepare African American teachers in Kentucky, the School of Education and Human Development is grounded in history, theory, and research. Building on our proud legacy, we now form a diverse, supportive community that promotes cultural competence, provides access to resources, creates opportunities for meaningful learning, engages in effective problem solving, and activates positive system change for all.

Vision: The School of Education and Human Development collaborates with partners to offer educational opportunities through which individuals from myriad cultures learn together in community and grow into culturally competent, highly skilled, professional leaders in a global society.

Significant Accomplishments- This section will be constructed differently for each unit/subunit/college/school based on your mission and goals and assessment results. Strive to list in order of importance or priority by targets and objectives aligned with the Strategic Plan. Using brief bullet-points, highlight your area's outcomes which may include:

Growth and Expansion

- Challenge to each faculty member to focus their attention on recruitment, student development and research
- Faculty Group Publishing- Various Peer- Reviewed Articles & Presentations
- Review the Strategic Recruitment Plan for areas of growth and efficiency.
- Visited or met with 10 high schools and attending at least 10 conferences and summits to recruit students and promote the school
- 6 School Districts in or out of state presented during the All-Majors Meeting
- We had over 350 personal contacts to potential students. There was no overlap in our school visits, or events.
- Once we receive information or notice, we followed up with either a; letter from our office, email, or phone call. The consistent and aggressive use of social media platforms (Facebook, IG and Twitter (X)) has broadened our ability to recruit students, display our programs and highlight student success
- The school has created and maintained various pathways to enter the program for high school and non-traditional students (CKEC-Central KY Education Cooperative, Dual Credit, Option 9 and Proficiency Evaluation Program)
- The school has implemented Clinical Placement courses to intentionally place students in the field for development purposes before student teaching (Franklin County Public Schools- Elkhorn Middle School)
- Created a pipeline & recruitment opportunity with Woodford Co. Public Schools
- The school has created stackable certificates and a Minor (CDF, STEM, Trauma Informed, IECE), to enhance students' knowledge within the field and provide additional skills to increase their position for employment or advancement

Enrollment:

<i>Prog.</i>	<i>S-17</i>	<i>F-17</i>	<i>S-18</i>	<i>F-18</i>	<i>S-19</i>	<i>F-19</i>	<i>S-20</i>	<i>F-20</i>	<i>S-21</i>	<i>F-21</i>	<i>S-22</i>	<i>F-22</i>	<i>S-23</i>	<i>F-23</i>	<i>S-24</i>	<i>F24</i>	<i>S-25</i>	<i>Tot</i>
Elem.	39	45	33	27	24	30	39	45	46	45	44	53	43	42	35	42	51	640
IECE	5	2	5	4	2	0	0	6	7	6	4	6	3	0	0	0	0	60
Biolog y	2	2	1	4	3	3	0	0	0	0	0	0	0	0	0	0	1	22
Soc.St .	1	1	2	0	1	7	1	1	3	2	3	3	2	0	1	0	3	30
Englis h	1	3	4	1	0	2	0	0	0	1	1	3	3	3	3	6	3	22
Math	1	5	3	0	2	3	0	0	0	1	2	3	5	4	4	4	2	28
Music	16	20	15	19	19	21	19	16	21	11	10	18	11	9	6	10	10	340
PE/Ht h	7	26	22	17	9	9	50	36	35	36	25	37	25	25	25	43	23	392
Sp Ed.	6	3	6	7	7	10	15	15	16	22	17	19	20	13	12	22	22	186

Prog.	S-17	F-17	S-18	F-18	S-19	F-19	S-20	F-20	S-21	F-21	S-22	F-22	S-23	F-23	S-24	F24	S-25	Tot
PE-Non-Teach	65	58	61	61	61	75	58	49	73	47	45	66	48	51	55	51	96	877
CDF								12	12	16	14	25	16	15	18	17	16	81
Range	1-65	1-58	1-61	0-61	0-61	0-75	0-58	0-49	0-73	0-47	0-45	0-66	0-48	0-51	0-55	0-51	0-96	0-96
Median	5.5	9	5.5	5.5	5	8	8	8	8	11	10	16	11	9	6	10	13	11.25
Semester Total	143	165	152	140	128	160	172	180	213	187	165	235	176	162	158	195	227	2678

Services and programs for students

- Semester Introduction Meetings (At the beginning of each semester)
- 4 Praxis workshops (Will continue)
- 2 Rising Teacher Workshops (Will continue)
- 6 KEA-SP Workshops centered on Praxis professional development for students 2023-2024 (Will continue)
- KEA-SP (Student Program) Meetings (Twice per month)
- KEA-SP- Fall & Spring Conference State Meetings
- All Majors meetings monthly in fall 2024 and spring 2025
- Mental Health Symposiums- Fall 2024 & Spring 2025 (Will continue Virtually & In-Person)
- CREED Symposiums- N/A (Will continue next academic year)
- 2 Disability Services professional development
- Various in state & out of state conferences
- Holiday & Homecoming Celebrations (Alumni and Stakeholder Relations)
- PYCE & STEM Initiative (Spring 2025)
- PYCE (Promising Youth Center for Excellence) Grant funded program
- In and Out of State Recruitment Visits (Will Continue in KY, and will include Columbus, Nashville and Indianapolis)

Publications, Grants and presentations

Clay, Phillip -

- Authored- What About Me-The Life of the Black Man- (Complete waiting Publishing), **2024**
- Clay, P., Utley, C., Obi, S., Lyttleburns, A., Lawrence, W., Obiakor, E. (2024). Working Collaboratively with Families of “Special Students During Pandemic”-Chapter 10. *Special Education During the Pandemic*, Information Age Publishing

- Clay, P., Obiakor, F., Obi, S., Obi, St., Obiakor, G., Innocent, A., Mbagwu, E., Amadife, N., (2024). Special Education and the Future Advancing Values-Chapter 14. *Advances in Special Education*, (38) 225-235
- Lawrence, W., Nesbitt, P., & Clay Jr., P. H. (2024). Post-Pandemic Support for Special Populations in Higher Education through Generative Artificial Intelligence. *International Journal of Arts, Humanities and Social Sciences*, 05(05).
<https://doi.org/10.56734/ijahss.v5n5a6>
- Authored all CAEP, Department Reports **2019-Current**
- Authored- Title II Reports **2021-Current**
- Co-Authored NCEE Redesign Proposal-**2024**
- Co-Authored- Kentucky State University KSU School of Education Initiative: Growing Teachers of Color (2024)
- Kappa Alpha Psi Leadership Conference-**2025**
- Alpha Upsilon Mentorship Symposium- Co-Presenter and Moderator-**2025**
- New Student Orientation- Disability Resource Center services (KSU)-**2024-2025**
- ALA Leadership Conference/Program- Spring 2023-**Current**
- Alpha Upsilon Mentors Conference-**Spring 2025**
- All Majors Meetings for SEHDCS students- 2021-**Current**
- Co PI on Bluegrass Community Grant- **2024**
- A Healthy KSU- Black Men's & Women's Dialogue (Host)- **2024**

Stashia Emmanuel -

- Online Course Development for EDU 204 with Magellan
- Coordinator, FYE Coordinator
- Second Year Experience Coordinator
- Commencement Coordinator
- Business and Professional Women of Kentucky-Keynote Speaker
- Black Male Working Academy-Session Speaker
- My Sister's Keeper Spring Symposium

Whitney Lawrence –

- Lawrence, W., Nesbitt, P., & Clay Jr., P. H. (2024). *Post-Pandemic Support for Special Populations in Higher Education through Generative Artificial Intelligence*. *International Journal of Arts, Humanities and Social Sciences*, 05(05).
<https://doi.org/10.56734/ijahss.v5n5a6>
- Obi, S. O., Clay Jr., Phillip, Lyttle-Burns, A., Lawrence, W., Festus, O. E. (2024). *Working Collaborate with Families of "Special Students" During the Pandemic*. Considerations Change in Practice. Charlotte, NC: Information Age Publishing.

- Lawrence, W (2025) *Literature Review on Resurged Ability Grouping Practices as a Result of the COVID-19 Pandemic*. Education Insights: Journal of Research and Practice,1(2).
- Co-Authored- Kentucky State University KSU School of Education Initiative: Growing Teachers of Color (2024)
- Introduction to AI-Great Learning Academy
- Embracing the Power of Generative AI-Cengage
- Culturally Responsive Teaching-KSU
- Lawrence, W & Nesbitt, P (2024) Possibilities in Using Artificial Intelligence Education Tools to Navigate through the Certified Health Education Specialist Exam for Black Public Health Students Attending HBCUs, Association of Schools & Programs of Public Health Annual Meeting, Arlington, VA. **Presentations**

Ann Lyttle-Burns –

- Obi, S. O., Clay Jr., Phillip, Lyttle-Burns, A., Lawrence, W., Festus, O. E. (2024). *Working Collaborate with Families of “Special Students” During the Pandemic*. Considerations Change in Practice. Charlotte, NC: Information Age Publishing.
- Thompson Scholar Program: Invited presentation to future college students on HBCU’s and Kentucky State University: Manchester ECU center
- KSU Aspiring Teachers Program: Developed and presented a series of seminars for ungraduated Students.
- Rising Teacher Workshop- **2024 & 2025**

Patrese Nesbitt –

- Lawrence, W., Nesbitt, P., & Clay Jr., P. H. (2024). Post-Pandemic Support for Special Populations in Higher Education through Generative Artificial Intelligence. *International Journal of Arts, Humanities and Social Sciences*, 05(05).
<https://doi.org/10.56734/ijahss.v5n5a6>
- PI on a grant for Climate Justice w/ AG
- Researcher for Cross the Finish-Line Project
- COSMA Excellence in Sports Management Conference
- ASPPH 2024 Annual Meeting Conference

Sunday Obi –

- Clay, P., Utley, C., Obi, S., Lyttleburns, A., Lawrence, W., Obiakor, E. (2024). Working Collaboratively with Families of “Special Students During Pandemic”-Chapter 10. *Special Education During the Pandemic*, Information Age Publishing

- Clay, P., Obiakor, F., Obi, S., Obi, St., Obiakor, G., Innocent, A., Mbagwu, E., Amadife, N., (2024). Special Education and the Future Advancing Values-Chapter 14. *Advances in Special Education*, (38) 225-235
- Obi, S. (Work in Progress). Working Collaboratively with Families of Special Students during the Pandemic. In *Special Education During the Pandemic: Considerations for Change in Practice*. Charlotte, NC: Information Age Publishing. ***wrote 2 chapters in book.
- Obi, S. (work in progress). Educating culturally and linguistically diverse students with disabilities in inclusive settings: beyond debates. *Multicultural Learning and Teaching*. (International Journal).
- Obi, S. (Work in Progress). Beyond Fraudulent Multiculturalism in Higher Education: Moving Forward. *Multicultural Learning and Teaching*. (International Journal)
- Obi, S. (2024). *Special Education and the Future: Advancing Values: Advances in Special Education*, Bingley, UK: Emerald Group Publishing.
- Obi, S. (2024). Working Collaboratively with Families of “Special” Students during the Pandemic. In *Special Education During the Pandemic: Considerations for Change in Practice*. Charlotte, NC: Information Age Publishing
- Obi, S. (Work in Progress--accepted). Using Technology to Enhance Learning for Students from Culturally and Linguistically Diverse Background: *Advances in Special Education*, Bingley, UK: Emerald Group Publishing.

Herman Walston-

- \$250,000 USDA Capacity Building Grant to Implement Positive Youth Development: An Afterschool Program for Mentoring Disadvantaged Children – Ages 8-15
- \$2,000 KYOSA & Save the Children Summer STEM Min-Grant to Enhance Youth and their Families Knowledge via STEM Activities and Careers
- \$750.00 Kids Run the Nation Grant to Augment After-School Programming via’s KSUs Promising Youth Center for Excellence
- \$500.00 2024 GroMoreGood Grant to Develop a Nonconventional Parking Lot Garden Frankfort Optimist Club, April 18th 2024 - KSUs Mentoring of Afterschool Children & Youth
- The 2025 National Mentoring Summit – January, 2025 – Washington, D.C.
- Afterschool Programming at the National Afterschool Assoc. Annual Conference Presentation – March, 2025– Nashville, TN
- Administered Yr3 Juvenile Justice & Delinquency Prevention Grant funded by U.S. Department of Justice

- Administered Yr1 Positive Youth Development Grant funded by the U.S. Department of Agriculture, 1890 Capacity Building Grants (CBG) Program

Service on campus-wide or divisional committees

Phillip Clay

- Teacher Education Committee
- School of Education Committee
- CARE-BIT Committee (Student Support Services)
- Curriculum Planning Committee
- Various Ad hoc Committee's
- Kappa Alpha Psi Chapter Advisor-Alpha Upsilon
- Faculty Athletic Representative
- Various Interview Committee's
- Dissertation Committee
- KEA-SP Director
- Director of MASPE
- Graduate School Committee
- Member of University Court
- Disability Resource Center

Stashia Emmanuel-

- Women's History Month Committee Member
- Commencement Committee Member
- University Court Member
- Athletic Feasibility Study

Whitney Lawrence-

- Vice President for Faculty Senate Executive Committee Member: Kentucky State University
- Committee Member: Personal Concerns Committee
- Committee Member: Vice Provost of Student Affairs Search Committee: Kentucky State University
- Chair: Education Preparatory Committee: Kentucky State University
- Committee Member: School of Education and Human Development Committee: Kentucky State University

Ann Lyttleburns-

- The Prichard Committee: Equity Coalition member
- Social Studies Standards Advisory Committee (RC)
- Thompson Scholar Program-
- Rising Teacher Workshop
- Curriculum Committee- Faculty Senate

Sunday Obi-

- Coordinator of MASPE
- Conducts Workshop on Tenure & Promotion
- Faculty Senate- APC
- Graduate Committee Appeal
- Assessment Review Committee
- Tenure & Promotion Committee-University
- Teacher Education Committee
- School of Education Committee

Patrese Nesbitt-

- National Association of Kinesiology in Higher Education Marketing Committee
- Faculty Senate President- **2024 & 2025**
- Faculty Senate Executive member
- Member of Curriculum Committee
- Member of various committees within the Athletics department

Herman Walston-

- Faculty Representative – Kentucky State University Board of Regents
- Member of BOR- (Athletics Comm., Student Affairs Comm., Executive Comm.)
- Inducted into – Omicron Delta Kappa, The National Leadership Honor Society, May 20, 2024
- Developed and Implemented Cultural Diversity & Inclusion Reception, May 18, 2024

Faculty/Staff Accomplishments

Phillip Clay-

- Chair of the School of Education- 3 years
- Alpha Upsilon Chapter Advisor- 4th Straight Year
- Frankfort Alumni Chapter Polemarch (President)- 7th Straight Year
- High percentage of students in courses received a grade of a B and above

- Completed the second course for online learning (ACUE)
- All of our student teachers have jobs/placements after graduation for the 5th consecutive year (Program-wide achievement)
- Increased enrollment through various marketing strategies & social media
- Built working relationships with area school districts for student advancement and development (Franklin County, Woodford County, Fayette County, Jefferson County, and Scott County)

Stashia Emmanuel –

- Academic Leadership Academy Bluegrass Higher Education Consortium- Presenter & Mentor Group Lead

Whitney Lawrence –

- Orchestrated the placement of students for clinical practice while reinforcing university-student-clinical site relations.
- Led departmental strategy by aligning course design, handbooks, and policy awareness, directly impacting success metrics.
- Co-edited "Education Insights Journal of Research and Practice," enhancing manuscript quality and expanding readership through strategic promotion.
- Dedicated team member leading as the Vice President of Faculty Senate, serving on school, department, university, and community committees

Ann Lyttle-Burns –

- PYCE & Education Stem Participant and Co-Designer
- Completed 2nd ACUE course
- Panelist during the National Board Teachers Certification Annual Meeting

Patrese Nesbitt –

- Directing a program with no administrative assistant or additional full-time faculty
- Presented at a Public Health Conference
- Elected for consecutive years as the Faculty Senate President

Sunday Obi –

- Publishing and Reviewing Peer Reviewed articles
- Completed the ACUE certification

Herman Walston-

- \$250,000 USDA Capacity Building Grant to Implement Positive Youth Development: An Afterschool Program for Mentoring Disadvantaged Children – Ages 8-15
- \$2,000 KYOSA & Save the Children Summer STEM Min-Grant to Enhance Youth and their Families Knowledge via STEM Activities and Careers
- \$750.00 Kids Run the Nation Grant to Augment After-School Programming via's KSUs Promising Youth Center for Excellence
- \$500.00 2024 GroMoreGood Grant to Develop a Nonconventional Parking Lot Garden

Meeting Dates/Special Events-

School of Education and Human Development Meetings (Whole Group)

- **August 22nd** (Data, Program Planning and Initiatives & Fall Semester Plans)
- **September 12th** (Program Review, Student Update & Homecoming Plans)
- **October 10th** (Faculty Evaluation, Midterms and Spring Course Review)
- **November 14th** (Closing out semester meeting & planning Thanksgiving Dinner- **Nov 21st**)
- **January 16th** (All Majors Grade, Data, Program Planning, Mission & Vision and Initiatives for Spring Semester Plans)
- **Februray13th** (Program Review, Student Update)
- **March 6th** (Faculty Evaluation, Midterms and Spring Course Review)-**Spring Break Review**
- **April 10th** (Closing out semester meeting & Graduation Celebration Ceremony)

School of Education and Human Development Publishing & Scholarship Meetings (SEHDCS Only)

- **September 26th** (Publishing, Scholarship, Book Opportunities & Program Innovation)
- **October 24th** (Publishing, Scholarship, Book Opportunities & Program Innovation)
- **November 21st** (Publishing, Scholarship, Book Opportunities & Program Innovation)
- **February 27th** (Publishing, Scholarship, Book Opportunities & Program Innovation)
- **April 24th** (Publishing, Scholarship, Book Opportunities & Program Innovation)

Teacher Education Council Meetings

- **October 9th** - (Data & Program direction & Stakeholder Relations)
- **February 12th** - (Data & Program direction & Stakeholder Relations)

All Major Meetings

- **August 29th** - (Fall Introduction & KEA-SP Sign-Up & Expectations)-**In Person-Hathaway Hall Auditorium School of Education-** 11:00-12:00 **Exercise Science** 12:00-1:00
- September 19th (Midterms, Homecoming, Praxis PD, Practicum Opp. & Guest??)-**Virtual**
- October 17th (Program Review & Mental Health PD & Guest???) - **Virtual**
- November 14th- Advising, (Program recognition dinner announcement, Academic Success PD)- **Virtual**
- **December 5th**- (Finals, Alumni Symposium, Advising & Closing out Semester)- **Virtual**
- **January 23rd** - (**All Students**-Spring Introduction, KEA Sign-Up, KFETS registration, Program Timeline & Expectations)-**Virtual-School of Education-** 11:00-12:00 **Exercise Science** 12:00-1:00
- **February 20th** (**Freshman & Sophomores**-Midterms- Check-in for KEA, Curriculum Ladder, Praxis 1 Scheduling and Update)-**Virtual Alumni Symposium**
- **March 20th** (**Juniors & Seniors**- Program Review, Curriculum Ladders, Praxis I Update, Clinical Course, EPP Update) **Virtual**
- **April 17th**-(**All Students**-Advising, Graduation Celebration, Program Update)- **Virtual**
- **May 1st**- (All Students-**Alumni Symposium**, Finals, Summer Prep, Advising & Closing out Semester)- **Virtual**

Budget Summary- This section will vary by unit/subunit/college/school, based on the dimensions of your fiscal resources. While parts of the budget may be included in other sections, this section should provide specific details of your fiscal status.

Operational fund overview

24-25- Projected Budget total is \$804,309.66

Education Salaries - \$767,544.66
Travel Expenses - \$2,000
General Operating Expenses - \$6,000
Services & Contracts (ASL & CAEP)- \$11,065

25-26- Projected Budget total is \$804,309.66

Education Salaries - \$831,864.66
Travel Expenses - \$4,000
General Operating Expenses - \$7,000
Services & Contracts (ASL & CAEP)- \$11,565

Challenges Faced During the Past Fiscal Year- Provide a bulleted list of challenges highlights, and why, which may include:

Enrollment

- Conflicting information from several sources on campus as to actual number of students in our program.
- Student unpaid balance's leading to a high percentage of students (freshman) dropping out (Retention Efforts need to be more intentional for 1st time college students)
- Praxis Testing impact on EPP enrollment
- KSU Enrolling students with no test scores (ACT)
- Secondary Education programs (Lack of interest within school district academies)
- National perspective on school safety
- Negative influence through media
- Political impact on the profession (Significant national teacher shortage & low numbers of high school students entering the profession, especially secondary)
- Seeking to operate a fully online educational program that coincides with current learning platforms (Operating two schools within one program). This will significantly increase the revenue of the school, thus providing revenue to hire & reshape the program
- University budget and financing
- Community and Regional Perception of University (Improving, and many hours spent changing the narrative internally- New Stakeholder Relationships)

Fiscal

- Lacked funds for technological upgrades to School of Education area and Model Classroom
- Lack of equipment needs for Exercise Science Program
- Redesigning School of Education-NCEE- Lack of appropriate funding to move CPE initiative forward (NCEE initiative started but stopped after first meeting)
- Lack of funds to support departmental professional development
- Lack of funds for scholarships (Currently seeking outside funding source(s))
- Lack of funding to support faculty operating multiple positions within the program (i.e EPP Coordinator, Clinical Coordinator, Student Teaching Coordinator, Administrative Assistant)

Functional

- Various Faculty members operating and managing roles without appropriate compensation outside of contract responsibilities
- Funding to support student exam fees and conference fee's (Currently, using personal funding and stakeholder relationships to manage (No longer an option due to loss of Disability Appointment)

Personnel

- Shortage of faculty in Health and Physical Education Department
- Need for a full-time EPP Coordinator (recruiting, marketing, onboarding new students)
- Administrative Assistant (CAEP purposes)
- Need for a full-time data and Title II Coordinator

Salaries

- Faculty pay is not competitive with state and regional institutions, of which has directly caused the program to lose quality faculty (i.e Exercise Science program)

Assessment Plan and Outcomes/Learning Outcomes- *Summarize your assessment plan and indicate the outcomes/learning outcomes that were developed. Relate to the KSU Strategic Plan and align with the budget. In your list of outcomes, please indicate how they were routinely assessed throughout the year (i.e., type of assessment or methodology) related to your activities, events, and costs associated and your use of results for each goal and objective. **Assessment results are not to be reported in this section;** they should be embedded in other sections.*

The assessment plan goes under review on an annual basis. The SEHDCS has been assessing the program using a six-year assessment plan that ends in 2025. Below is the modified plan. In short, Goal 1: Collaborate with partners to implement a dynamic strategic plan, Goal 2: Collaborate with partners to improve student recruitment and enrollment, Goal 3: Collaborate with partners to increase retention & graduation Goal 4: Collaborate with partners to improve academic excellence and career readiness, Goal 5: Strengthen alumni relations, Goal 6: Serve as a learning development resource for our community

<i>Objective</i>	<i>Action</i>
1.1 Engage staff & faculty.	SoE & TEC & Publishing Meetings, SoE Celebrations, SEHDCS Summits & Conferences
1.2 Engage students.	KEA-SP, Teacher Candidate meetings, SEHDCS Celebrations, SoE Summits & Conferences, School District visits, Social Media, School District Recruitment Trips
1.3 Engage P-12 partners.	TEC & Advising Committee's, Student & Collaborative Teaching trainings, SEHDCS Celebrations, Summit and Conferences, meetings with

	specific districts (Dual Credit, Option 9, Option 6, Proficiency Eval. Program, Recruitment), School District Recruitment Trips, Social Media
<i>Objective</i>	<i>Action</i>
2.1 Participate in recruitment efforts/events	Faculty participation in all recruitment events held on KSU campus & attending off-campus recruiting opportunities conferences/events. Visiting high school teaching academies on a consistent basis, School district Visits
2.2 Inform middle and high school students about KSU	High School Day, 4H Symposium, Social Media, Participating in off campus events and conferences, PYCE, Word of Mouth Marketing, Stakeholder Relationships
<i>Objective</i>	<i>Action</i>
3.1 Promote passing ETS Praxis tests (CORE & Praxis II tests required for KY teacher certification).	Established 2 seminar classes (EDU 206 & 207) in the school for taking and passing the CORE and Praxis II exams. KEA-SP creating intentional Praxis opportunities (Peer-Led). Providing testing resources that are easily accessible by students
3.2 Update Ed prep curricula to meet the needs of candidates.	In progress – several curricular revisions were approved by the TEC and Faculty Senate. Shifting to more clinical experiences before student teaching. Also shifting to project-based/Student led instruction
<i>Objective</i>	<i>Action</i>
4.1 Update ed prep curricula to meet the needs of candidates and P-12 partners.	In progress- several curricular revisions were approved by the TEC & faculty senate

	during the fall 2024 and spring 2025 semesters.
4.2 Prepare grads to enter the profession of teaching with high expectations & qualifications.	Working with Workforce to ascertain needs of P-12. Clinical Experience courses (EDU 450 & 452). Engaging students directly with school districts (In and Out of State)
<i>Objective</i>	<i>Action</i>
5.1 Locate & Engage KSU's graduates from the SoE.	Communicating with alumni and establishing a database of alumni. Using Alumni to share experiences and opportunities with current students via virtual meetings, in-person events and social media
<i>Objective</i>	<i>Action</i>
6.1 Learn what our community needs RE learning development	Meetings with Innovative Learning Dept. of FCPS and CPE Redesign initiative

Trends and Future Directions/Recommendations- Provide a bulleted list identifying each direction and perceived or measured impact.

Enrollment

- Enrollment continues to be a focus point for the department, due to the continued shortage of educators across America. Eventhough, enrollment numbers have taken a dip over the past two years, the quality of students entering the program has increased. Due, to intentional efforts by the program to promote the school and programs via social media and various other marketing, the enrollment within the school displayed an increase for the 24-25. The quality of students entering the program is evident by the overall GPA's of the students entering the EPP and their ability to excel in and out of the classroom setting. Elementary and PE/Health are the most enrolled programs in the department, with Secondary programs being the least enrolled programs within the department. The plethora of secondary vacancies within the surrounding regions is driving the department to seek knew strategies for increasing enrollment and interest within the secondary programs.

Operations

- The administrative office continues to operate entirely online (Microsoft Teams)
- Monthly faculty & Student meetings (Microsoft Teams) to build relationships, streamline communication and provide enrichment and development opportunities
- The entire school continues to instruct students using various modalities (Online, In-Person and Hybrid) to meet the needs of our students that are having to work to sustain a lifestyle or pay school bills
- The school is placing its students in clinical courses before student teaching to provide more hands-on opportunities for the students to develop as educators. The trend to this approach is to accelerate the student's development and provide students entering student teaching with a seamless transition. The shift will place our students in real world settings allowing them to be more effective with decision making and problem-solving.
- The program has been seeking to develop a completely on-line school to meet the immediate demand and market of non-traditional students. The school will operate alongside of the current programs, drastically impacting enrollment numbers and program generated revenue. Hopefully, the partnership with Magellen Learning Solutions will provide the school to expand within the next two years.
- KEA-SP Monthly meetings & Praxis Prep
- Social Media (Facebook, IG and Twitter) communication and marketing has become a useful strategy to increase awareness in all programs, highlight students' successes, faculty engagement and provide insight into the world of education, and display opportunities for employment and development
- The school continues to provide students opportunities to be recruited by school districts in and out of state, thus creating a pipeline for students entering and leaving the program.

Functions

- Face to Face and Online Learning Platforms
- 8 Office Hours a week, with most faculty working beyond that expectation on a weekly basis
- Advising takes place during office hours or outside of office hours
- Most of the faculty have various responsibilities within the school, allowing the school to operate effectively on a continuous basis (Each individual needs to be compensated for their efforts and/or hire individuals to conduct the jobs specifically). Most of the faculty work significantly beyond their contractual duties
- Most of the resources and events provided within the school have been funded by the faculty over the past few years. During the 24-25 academic year that practice was lessened due to a functioning budget and lack of personal financial resources

CPE Program Review Responses

(CDF Review)

The CDF program will have an opportunity to increase enrollment and revenue to the university due to its alignment with the 1890 Scholarship, which is a federally funded scholarship for students seeking degrees in agriculture, business or family services. The 1890 scholarship is a 4-year full scholarship that will positively impact the programs enrollment over time, due to students seeking to take advantage of the opportunity if they qualify. The CDF program just graduated its highest number of students during the Spring 2024 Commencement as compared to previous years graduation numbers. The CDF program is essential to the education and community service industries in that it addresses the need for employment shortages nation-wide for teachers, social services and child welfare. The CDF program also enables graduates to qualify for ownership opportunities in the Day Care industry, of which is seeking for more diversity and equity amongst ownership groups. Studies state that minority children achieve on higher levels when instructed and engaged by individuals that look like them and come from the same ethnic backgrounds. The CDF program is assisted by the implementation of the PYCE program, allowing students to become apprentice and learn about various aspects of the community service industry. Thus, allowing the students to directly interact and engage middle school students in various capacities for development and relationship purposes. The CDF program plays a significant role in the overall development of an adolescent academically, and socially. Studies and research states that effective youth programs during a child's adolescent years significantly impacts the child's ability to be academically successful in areas such as reading, writing and math. The program is currently not generating consistent amounts of revenue, but overtime with effective resources and marketing of programs the program will begin to generate positive amounts of revenue in comparison to similar regional programs. Over the past few years, the lack of an effective admissions and marketing department has negatively impacted the majority of programs on campus negatively impacting enrollment numbers. In addition, the change in operations across campus when it comes to student debt and holding students with outstanding balances accountable, has impacted the retainment of first- and second-year students. Thus, leading to many students dropping out of the institution completely. The dismantling of the first-year experience program (University College) by the previous administration has begun to negatively impact the ability of the university to retain students after their first and second year. Since the initial program was dismantled, the university has struggled to find consistent leadership to re-establish the program and build effective relationships with first- and second-year students.

(Music Education Review)

The Music Education program has seen a sharp decline in student enrollment, due to the same factors as listed above in the CDF review. In addition, the music education program has suffered from leadership issues that have placed constraints on the department. The students from the program are streamlined from the music department after completion of their general education and music requirements. Over the past few years many of the students seeking to become music educators have shifted to graduating strictly from the music department, due to state testing

requirements within the education department. To combat these issues the education program has begun to engage the music students before they transition into the department to provide the students with the needed information to be prepared and successful once they transition. To address communication issues, the school has included a music education rep on the KEA-SP Committee (KEA- Student Program) to address any concerns from music education candidates, to communicate important school of education information, to assist in Praxis preparation, and make decisions that will positively impact all music education students. The music education program has graduated one student each of the past three years, but has four students in the EPP (Educator Preparation Program) preparing to enter Student Teaching and four students in the pipeline before entering the EPP. This past semester the music education students along with the Chair and Director of Student Teacher had a great meeting to clarify expectations and requirements for current and potential music education students. The current teacher shortage in music education is so significant that school districts are calling and waiting on our students to graduate to be hired on immediately as full-time educators even if they have not passed the Praxis II exam. The districts are placing the teachers in emergency certified positions with a few years allocated to pass the exam. The relationship with the music department has improved significantly over time and the department is dedicated to assist students in meeting the teaching needs of school districts within and out of the state. To improve enrollment and revenue numbers the school has placed a concerted effort on marketing the program to current and high school students.

(Secondary Programs Review)

The secondary programs have seen a decline in enrollment, of which is also the case for all higher education institutions at this current time. Many factors play a role in the decline of student interest, but one factor that weighs heavily on secondary programs is lack of visibility and interest within school academies, and lack of competitive pay for educators. Students in secondary areas often gravitate to non-education employment opportunities due to receiving much higher wages after graduation. There has been a stern effort by state and local officials to increase awareness and interest within STEM related areas of education, due to the vast amount of job openings across the state, region and nation. Within the SEHDCS, we have partnered with NCEE to assist in the redesign of the school to increase interest in STEM related teaching areas, and to reposition the school to offer a much a different learning approach than other education programs within the region. The issue at hand is that the NCEE initiative spearheaded by CPE has not lived up to the expectations outlined within various meetings before the process began. In the efforts to continue moving the programs forward, the school has partnered with area school districts and outside stakeholders to build interest and relationships to increase enrollment within secondary programs. Another aspect that the program is seeking to increase awareness is through developing cross curricular programming that will provide potential students a good overall viewpoint of the School of Education and all that it offers, of which may enhance the interest of those students to become educators. The plan has shown some growth and over time the school will analyze enrollment data to determine next steps making sure secondary programs are viable, and providing students with a high caliber education that enables them become change

agents in society. The infusion of each secondary program being offered completely online through KSU's Online University will increase enrollment over time.

Goals for the Coming Year- List your goals for the upcoming year

- Increase enrollment by 40 students
- Increase marketing our low enrollment programs
- Retain a higher percentage of freshman
- Continue preparing our graduates to be hired before graduation, or placed in a program for academic advancement that leads to employment (5 years straight of achieving this goal, but work continues to be done to increase the opportunities before graduation)
- Systematize advising (Already started)
- Collaborate with school partners (Already started)
- Strengthen Alumni Relations (Started and will continue)
- Create an online degree platform for all programs in the department to increase enrollment and revenue
- Collaboratively work on grants and publishing opportunities (At least complete 1 per semester for each). This goal has been started and continues to be a focus of the department
- Increase enrollment in the EPP, decreasing boundaries to entry (Developing a plan due university high number of admitting students with no test scores)
- Increase dual credit opportunities in state and out of state (Already started)
- Place more of an emphasis on Alumni relations (Already started)
- Increase social media awareness (Already started)
- Work tirelessly with our university marketing department to get our programs in front of more potential students (traditional or non-traditional)
- Develop a more project-based approach to instruction
- KEA-SP will have more of an emphasis in recruiting, development and relations (Starting in the Fall 25 semester)
- Create research opportunities for students to present and engage others on various matters and advances that are shifting education today.
- Advocate and build relationships with Legislators and local/regional leaders for program growth and development purposes