



**Samford University**  
Orlean Beeson School of Education

# SPRING DATA DAY

MARCH 22<sup>ND</sup>, 2022

10:00 A.M.

# Dr. David Little



*“Our soul waits for the LORD; he is our help and our shield. For our heart is glad in him, because we trust in his holy name. Let your steadfast love, O LORD, be upon us, even as we hope in you.”-Psalm 33:20-22*

# OBSOE Enrollment & Recruitment

Dr. Monique Witherspoon

Mrs. Dana Mungenast

Mrs. Marcie Harchuck



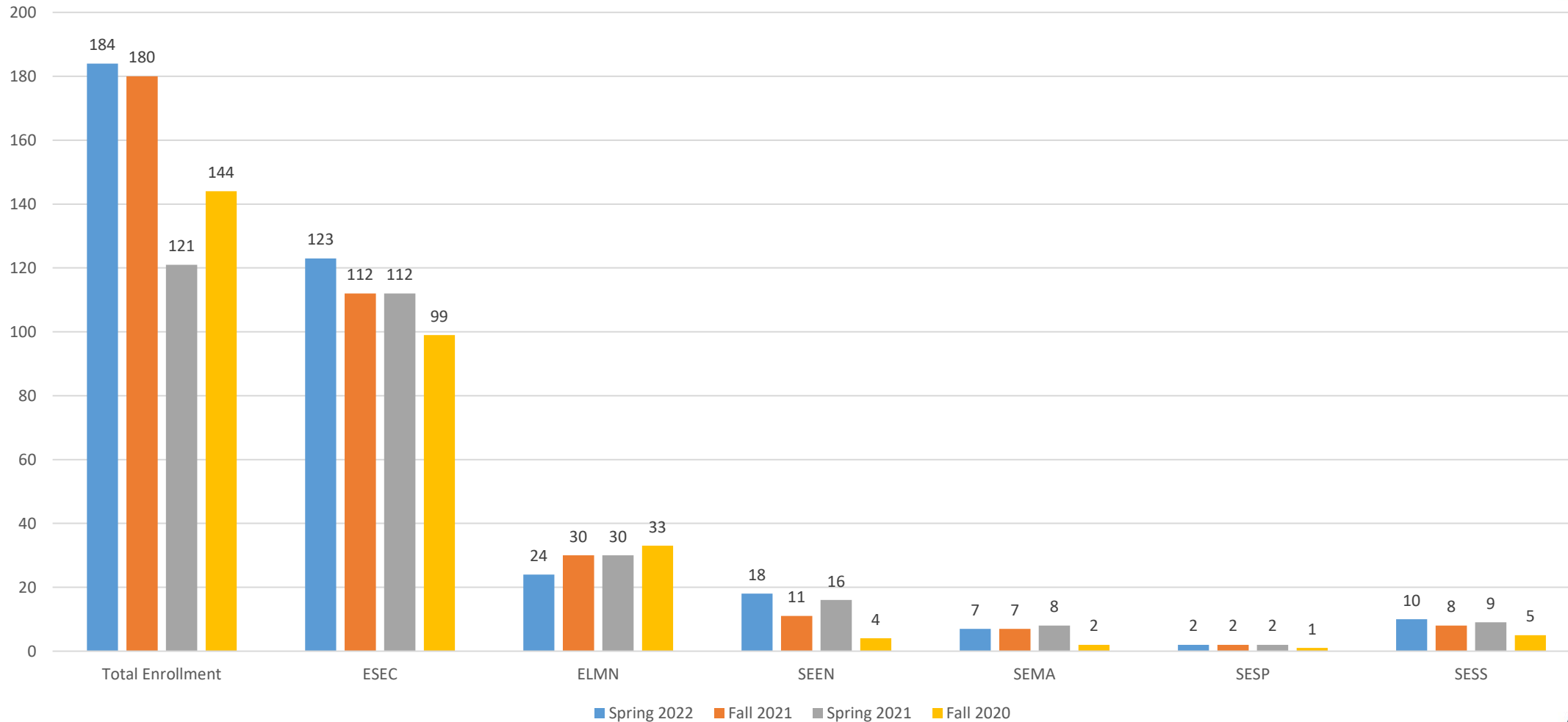
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# Undergraduate

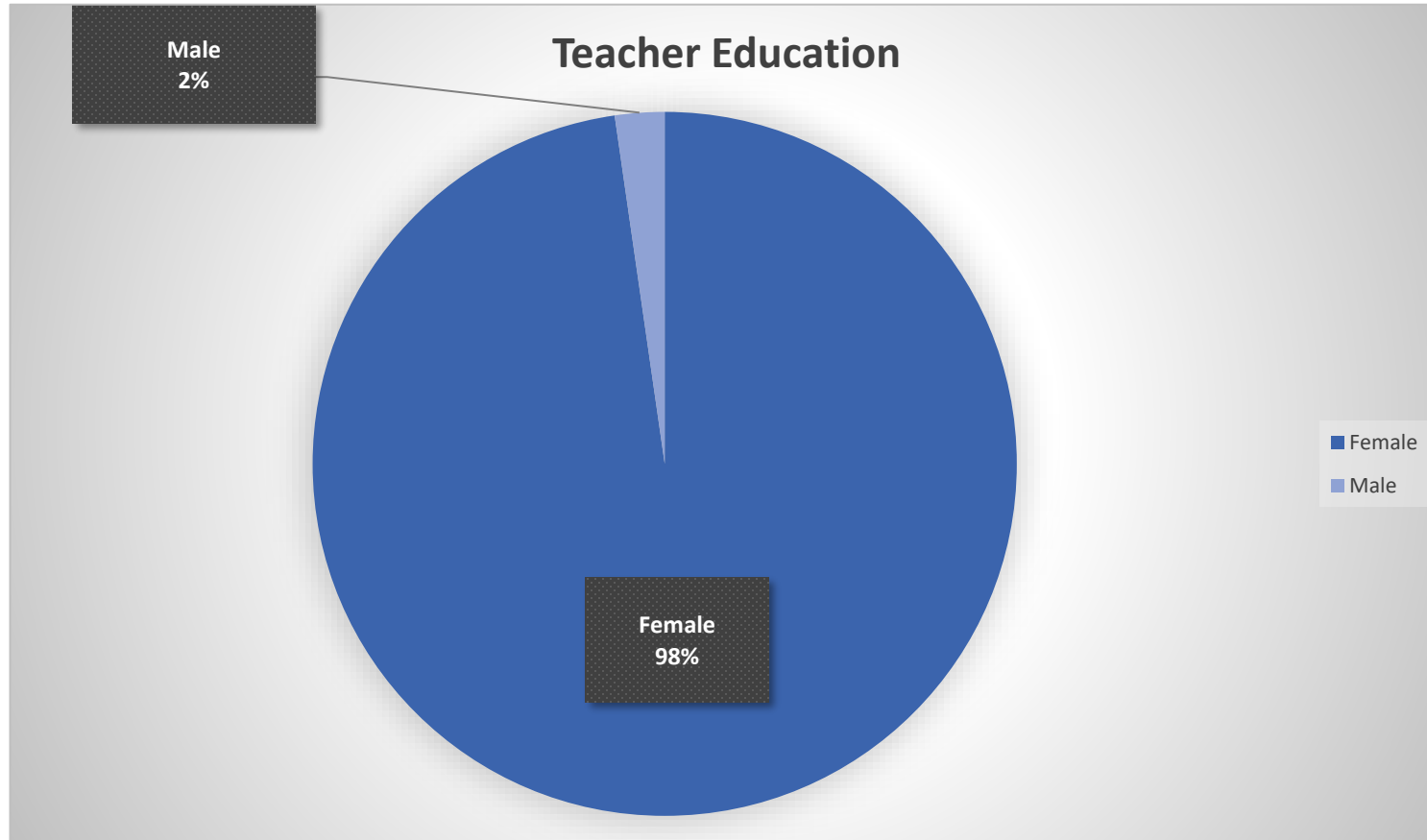


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## Teacher Education Enrollment Comparison

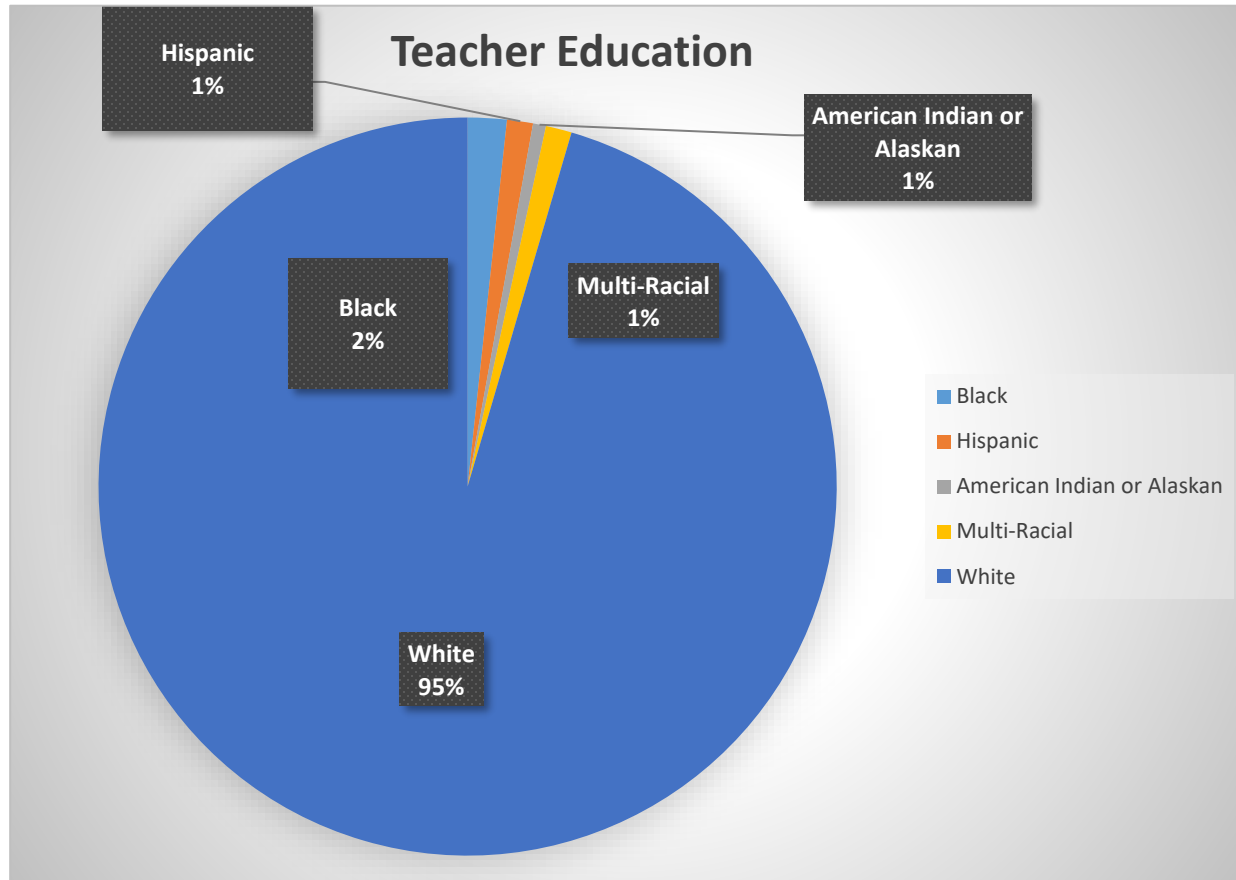


# Spring 2022 Teacher Education Gender Comparison



Female – 172  
Male – 4

## Spring 2022 Teacher Education Race Comparison



- Black – 3
- Hispanic – 2
- American Indian or Alaskan – 1
- Multi-Racial – 2
- White – 168

Undergraduate

## RECOMMENDATIONS FOR GROWTH

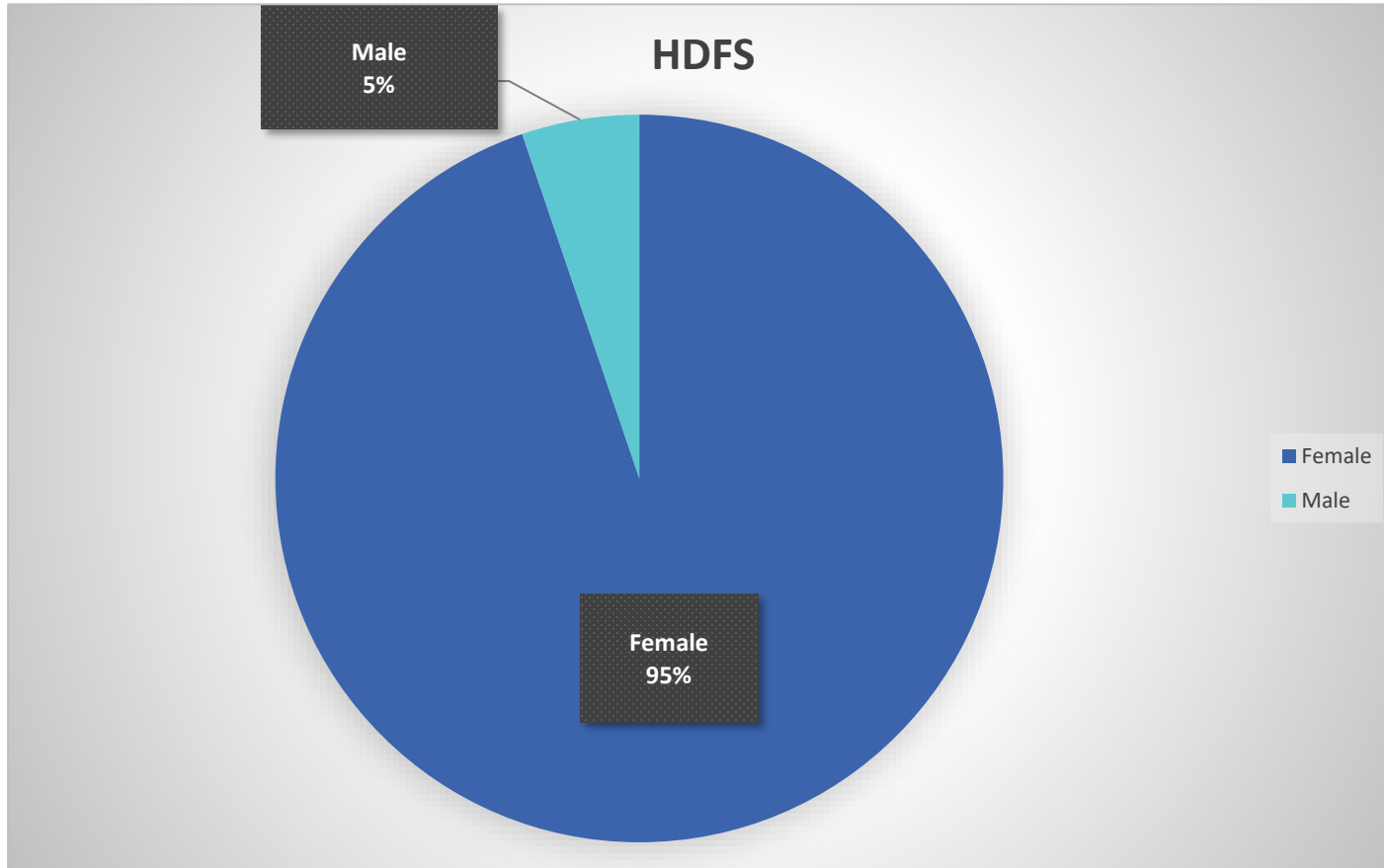




## Human Development & Family Science Enrollment Comparison

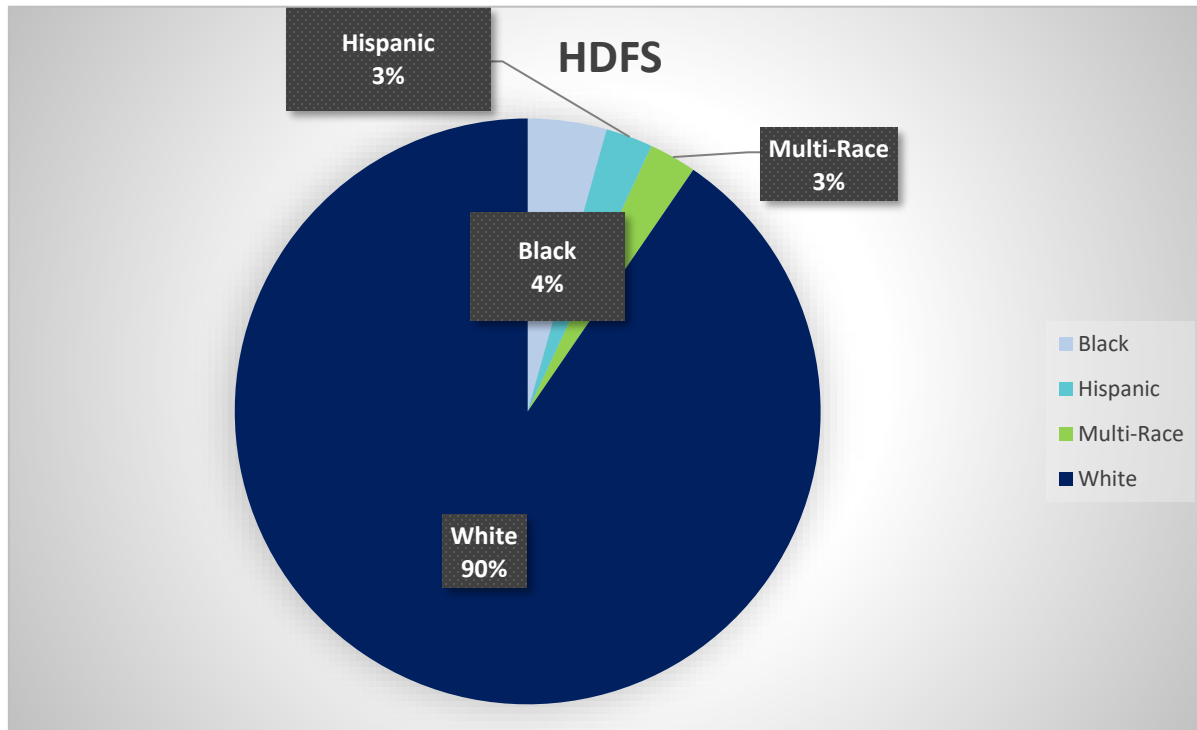


## Spring 2022 Human Development & Family Science Gender Comparison



Female – 109  
Male – 6

## Spring 2022 Human Development & Family Science Race Comparison



- Black – 5
- Hispanic – 3
- Multi-Racial – 3
- White – 104

## Spring 2022 Teacher Education Undergraduate Admission Stats

- ESEC – 54
- ELMN – 23
- SEED – 37

### SEED

- SEEN – 54
- SESS – 23
- MATH – 37
- WL – 2

### Spring 2022 Teacher Education Undergraduate Admission Stats - HDFS

- HDFS Majors – 124
- HDFS Minors – 27

## Summer 2021 – Fall of 2021 Prospective Student Visits

- HDFS – 5
- Teacher Education – 24

## Summer 2022 Undergraduate Recruitment Activities

RECRUITMENT ACTIVITIES	DATES
Samford Showcase	March 23
Choose Samford: For admitted students	March 4, April 1, April 8
Junior Preview Day	April 2

# Graduate



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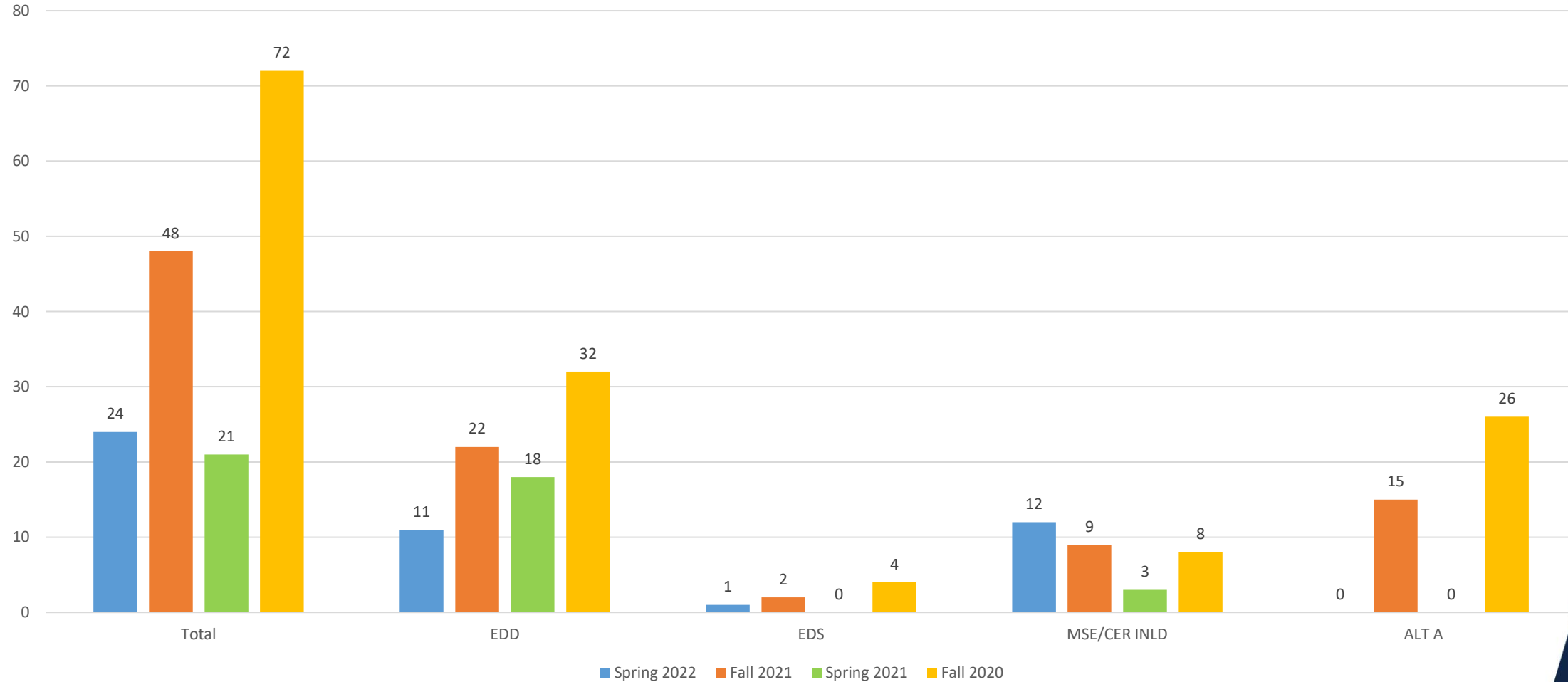
## Fall 2021 Graduate Admission Stats

- EDD 22 new admits
- EDS 2 new admits
- MSE/CER INLD 9 new admits
  
- Alt. A (Summer) 15 new admits

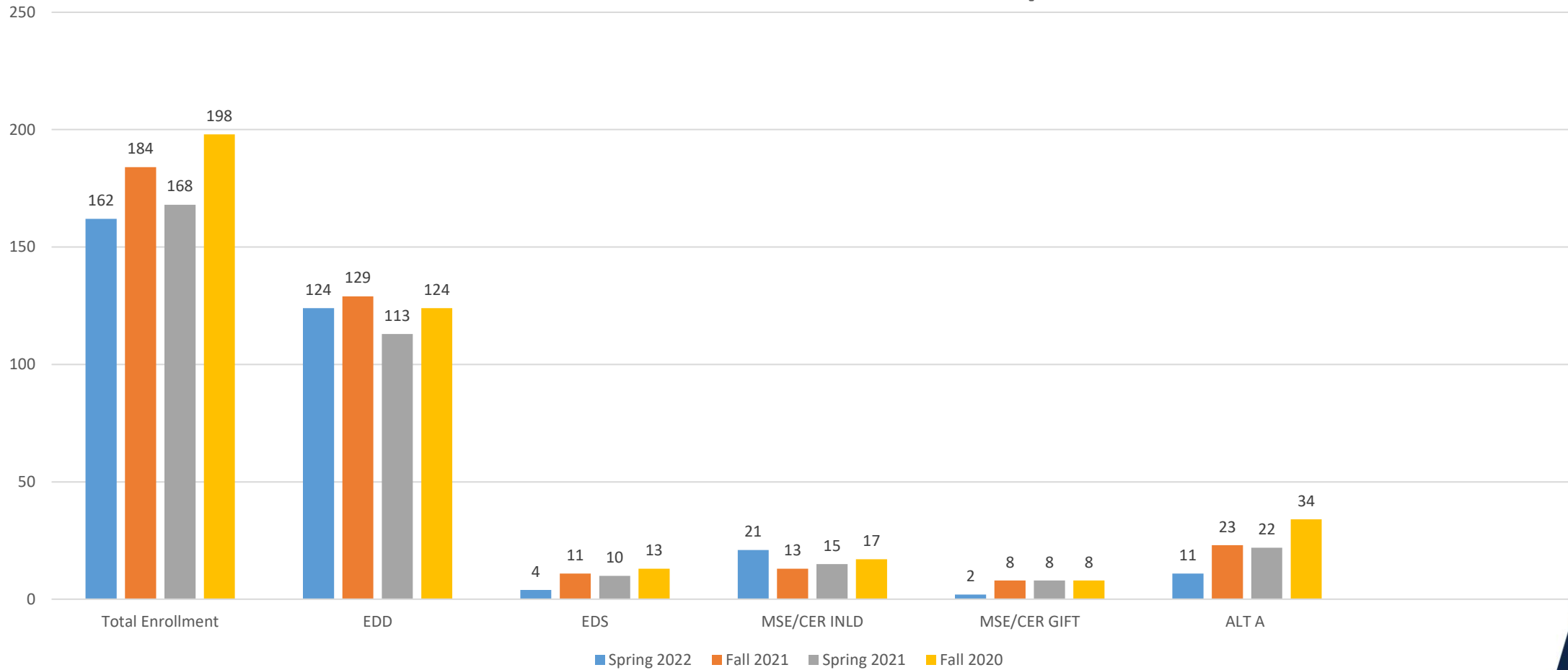
## Spring 2022 Graduate Admission Stats

- EDD 11 new admits
- EDS 1 new admits
- MSE/CER INLD 12 new admits
  
- Alt. A (Summer) TBD

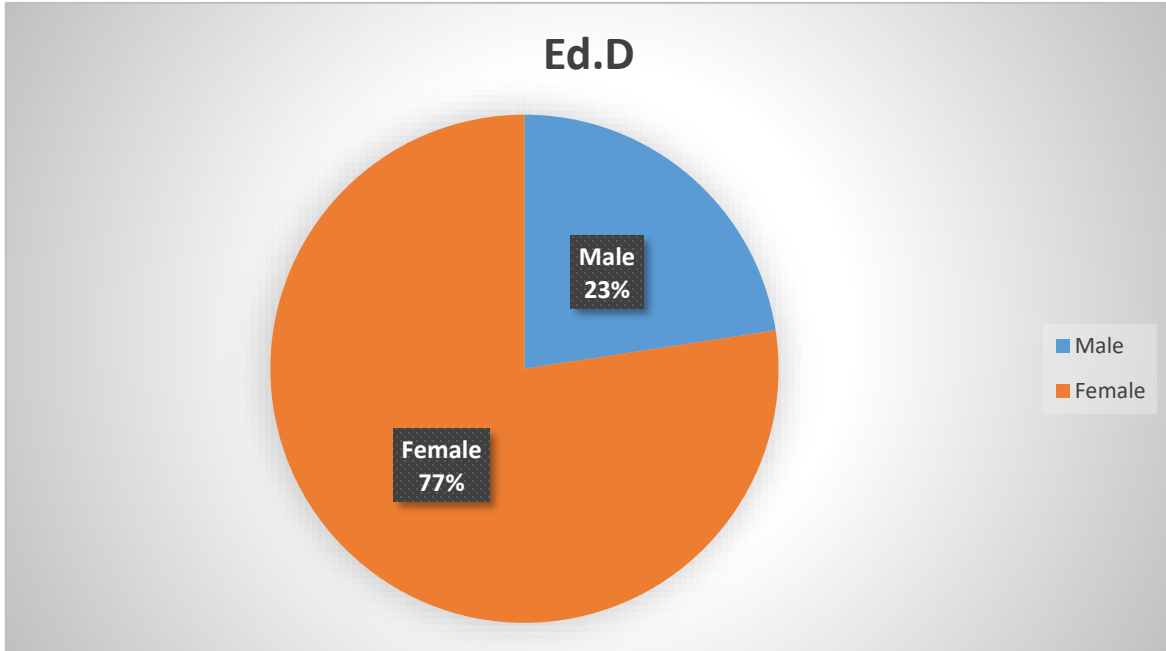
# Graduate Admission Comparison



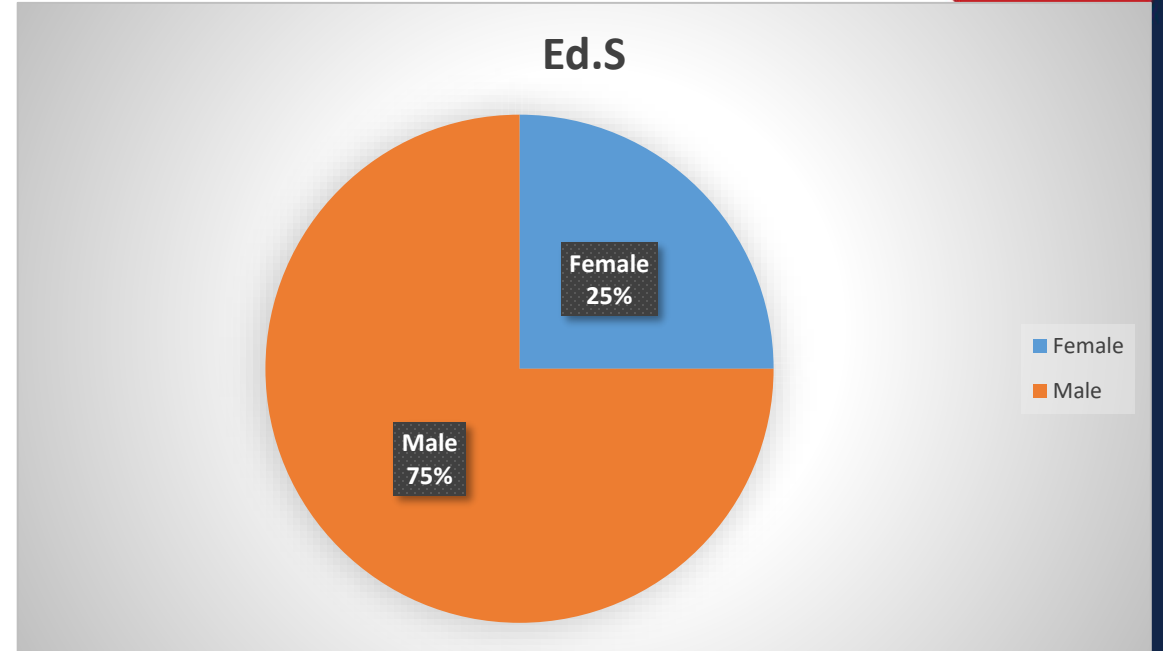
## Graduate Enrollment Comparison



# Spring 2022 Gender Comparison

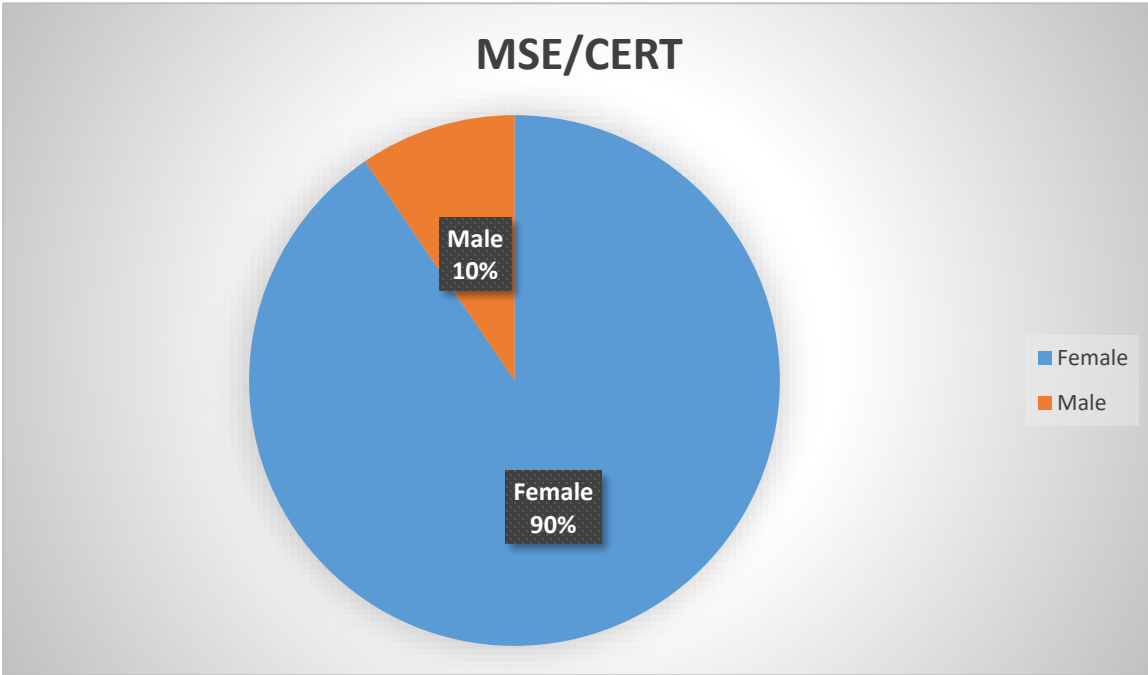


Female – 96  
Male – 28

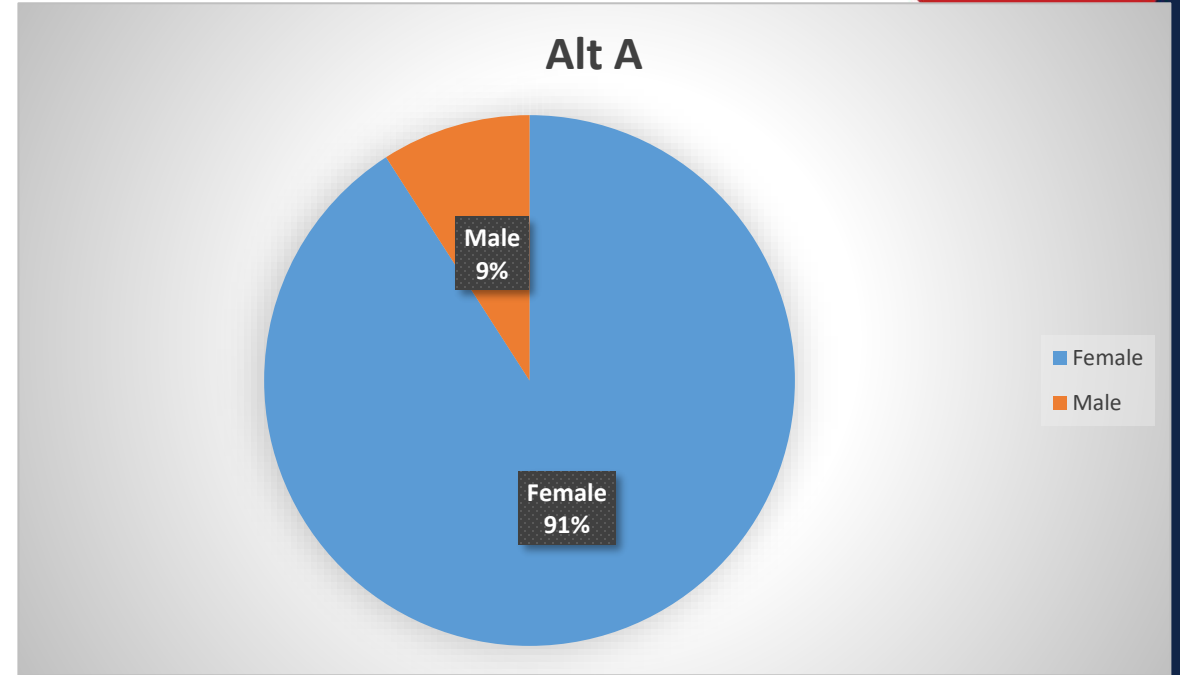


Female – 1  
Male – 3

# Spring 2022 Gender Comparison

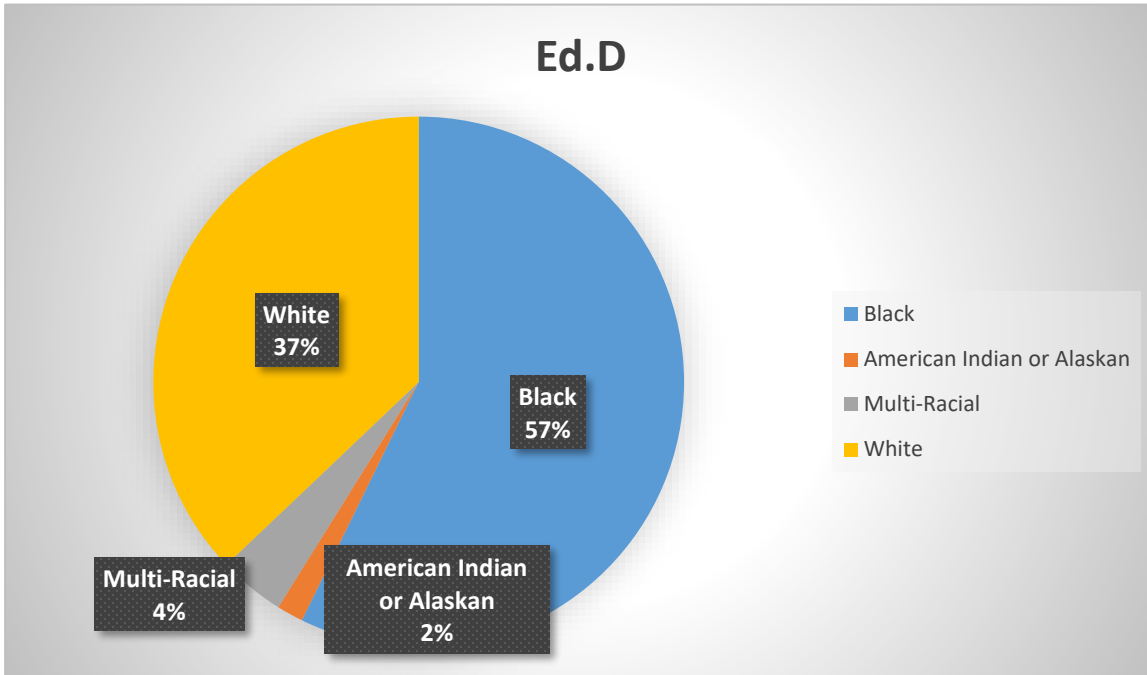


Female – 19  
Male – 2

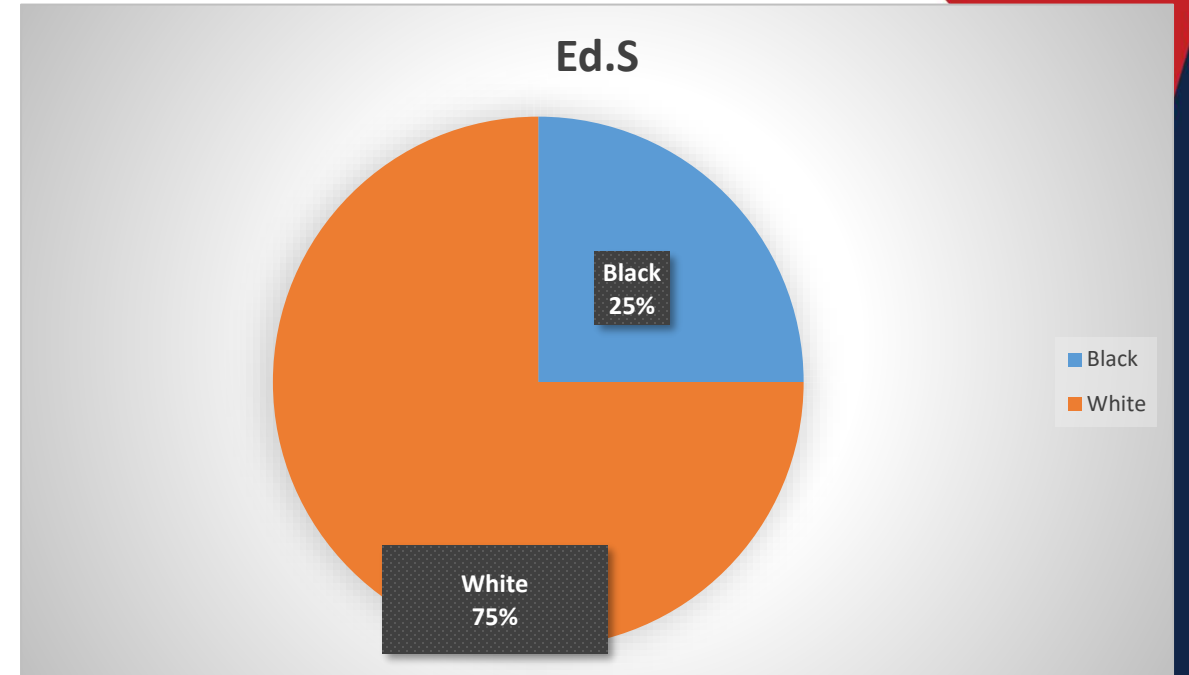


Female – 10  
Male – 1

## Spring 2022 Race Comparison

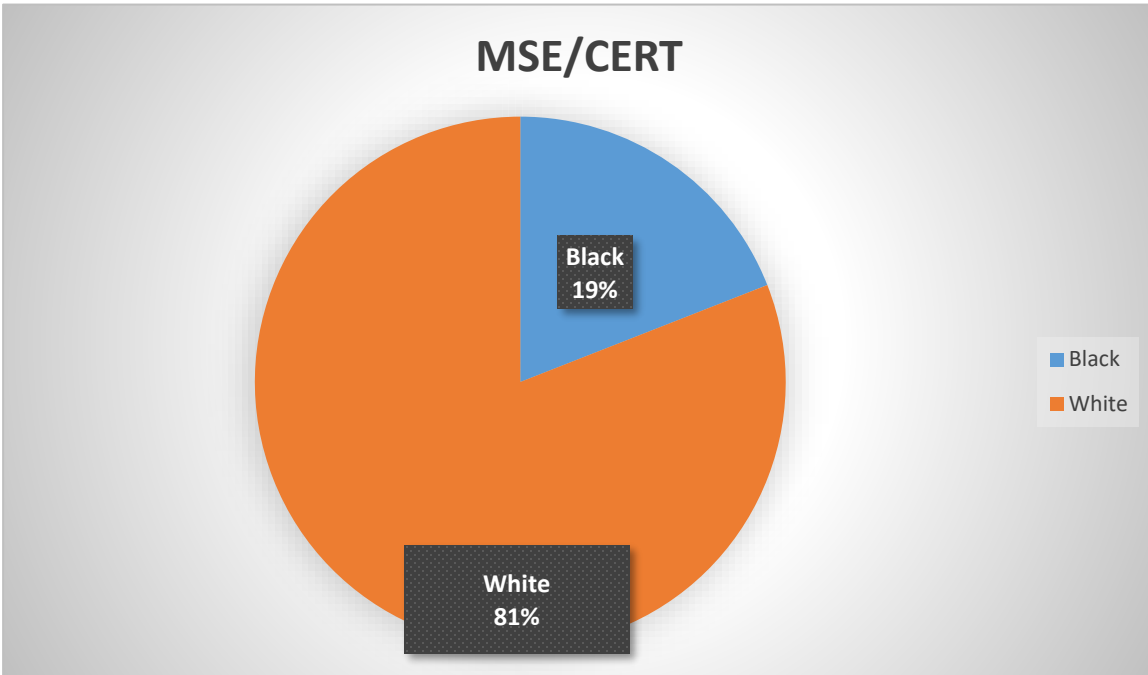


- Black – 71
- American Indian or Alaskan – 2
- Multi-Racial – 5
- White – 46

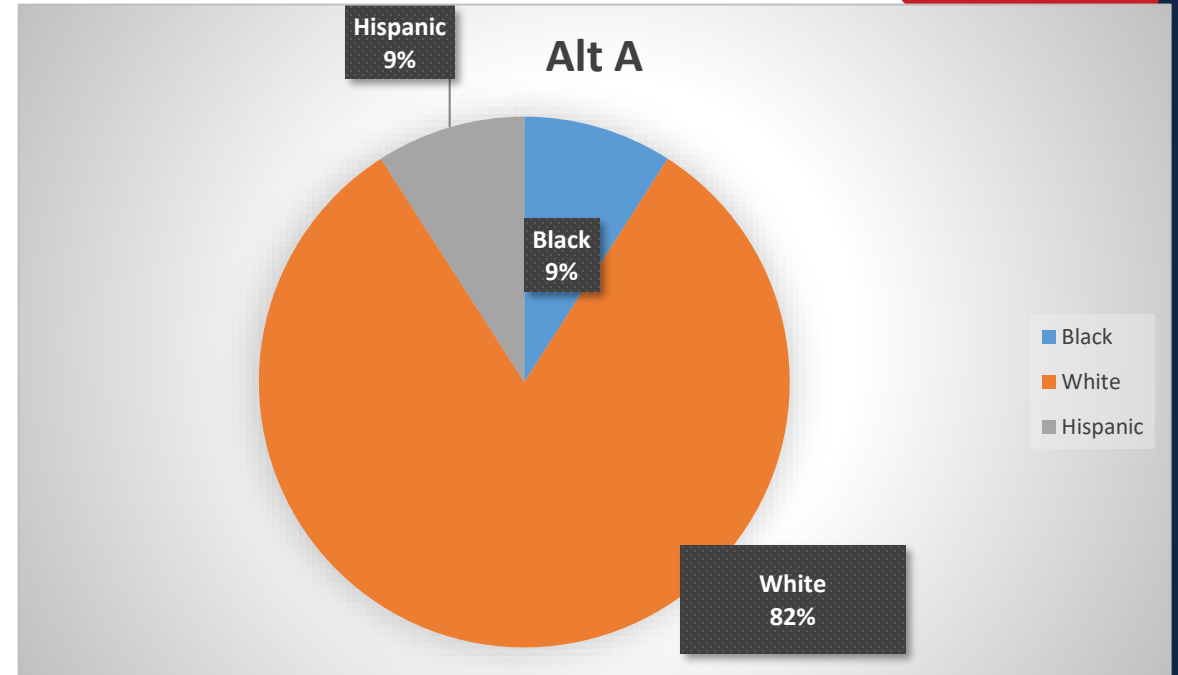


- Black – 1
- White – 3

# Spring 2022 Race Comparison



- Black – 4
- White – 17



- Black – 1
- White – 9
- Hispanic – 1

## Graduate - Graduation

Graduate Program	Completing Spring 2022
Ed.D Educational Leadership	20
Ed.S Instructional Leadership	2
MSE Instructional Leadership	1
CER Instructional Leadership	1
MSE Gifted Education	0
CER Gifted Education	2
Alt. A Secondary	0
Alt. A Elementary	0
Alt. A Special Education	0
<b>Totals</b>	<b>26</b>



## Recruitment Team Update

- The Recruitment Team that includes all members of the Dean's Council continues to meet.
- The Dean's Council meets monthly to discuss updates in each department, biannually review the School's recruitment plan, and offer suggestions for revisions as well as monitor recruitment efforts and update target enrollment numbers.



## **Spring/Summer 2022 Graduate Recruitment Activities**

<b>RECRUITMENT ACTIVITIES</b>	<b>DATES</b>
ALA-CASE Conference	February 2022
CLAS Conference	June 2022
SSA Summer Conference	June 2022
MEGA Conference	July 2022
Graduate Admission Open Forum	Standing Monthly Interest Meeting

**Zoom continues to be our biggest and most useful method of recruitment during the past year**

<https://www.samford.edu/education/graduate-programs>

- [M.S.E. in Instructional Leadership](#)

## Department of Teacher Education

### Alternative A Master's Program

Three Degrees Available

- [Alternative A Elementary Education \(M.S.E.\)](#)
- [Alternative A K-12 Collaborative Special Education \(M.S.E.\)](#)
- [Alternative A Secondary Education \(M.S.E.\)](#)

## Alternative A Master's Programs FAQs

Master's Programs	▶
Specialist Program	▶
Doctoral Program	▶
Nondegree Programs	▶
Certification Office	▶



Attend Our Open Forum



## Graduate Programs Open Forum

March 21, 4 p.m. - 5 p.m.

Virtual Event

Attend a virtual open forum to learn more about Orlean Beeson School of Education graduate programs. Ask about our graduate tuition scholarships.

RSVP Today

## Spring/Summer 2022 Graduate Recruitment Activities Jane Cobia and Kara Chism

- Morgan County
  - Madison City
- Madison County
  - Huntsville City
  - Hartselle City
  - Trussville City
    - Leeds City
  - Bessemer City
- Jefferson County
  - Hoover City



# VOICES FROM THE FIELD

## URBAN PLACEMENT

Mrs. Kate Scarborough

Mrs. Myrtis Johnson



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### URBAN EDUCATION:

**Definition:** “...six categories are typically used to define urban education: (a) population/location/geography, (b) enrollment, (c) demographic composition of students, (d) resources in schools, (e) disparities and educational inequality, and (f) social and economic context.” (Welsh & Swain, 2020)

*Welsh, R. O., & Swain, W. A. (2020). (re)defining urban education: A conceptual review and empirical exploration of the definition of urban education. Educational Researcher, 49(2), 90–100. <https://doi.org/10.3102/0013189x20902822>*



### Response to focus groups' recommendations:

(1) Implemented SEL project around the book study, Relationship, Responsibility and Regulation

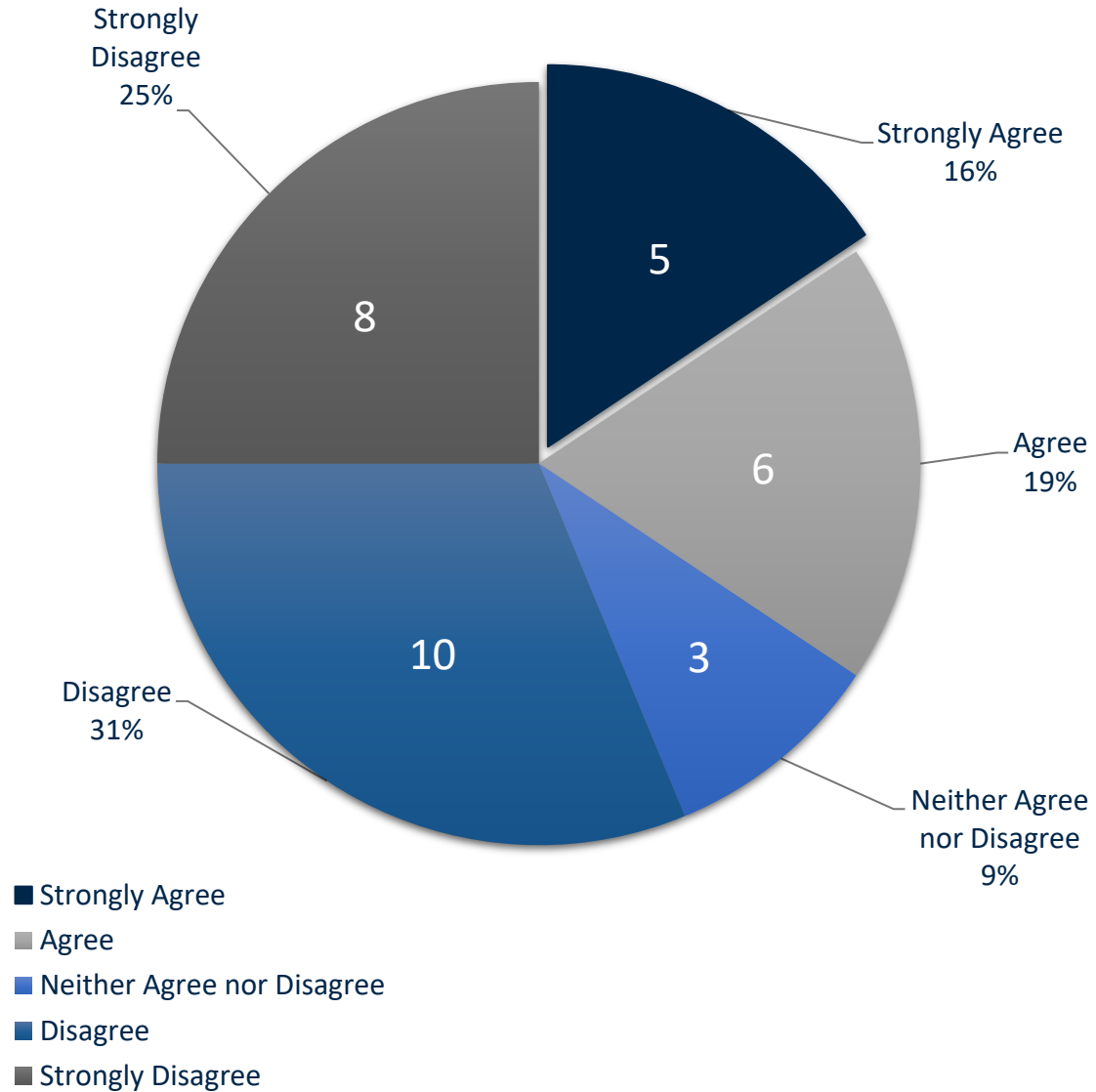
(2) Urban Education Seminar

(3) Follow-up debrief with urban ministry partner Ben Judah

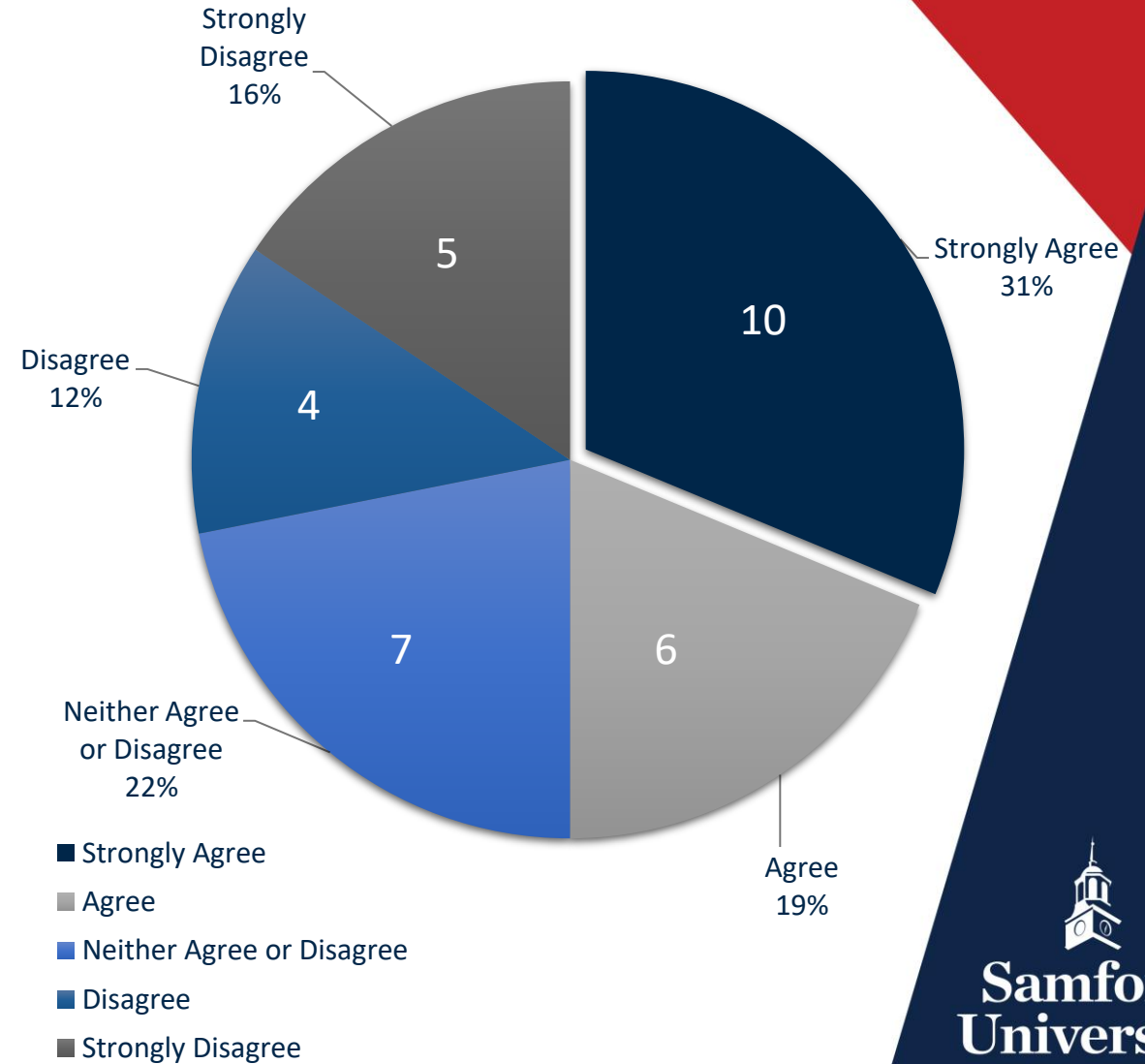
(4) Continue to work with Conscious Discipline for classroom management- This was a suggestion from our Extended Assessment Committee and was also a suggestion from our employers.

# Urban Placement Seminar

## Spent time in Urban Schools



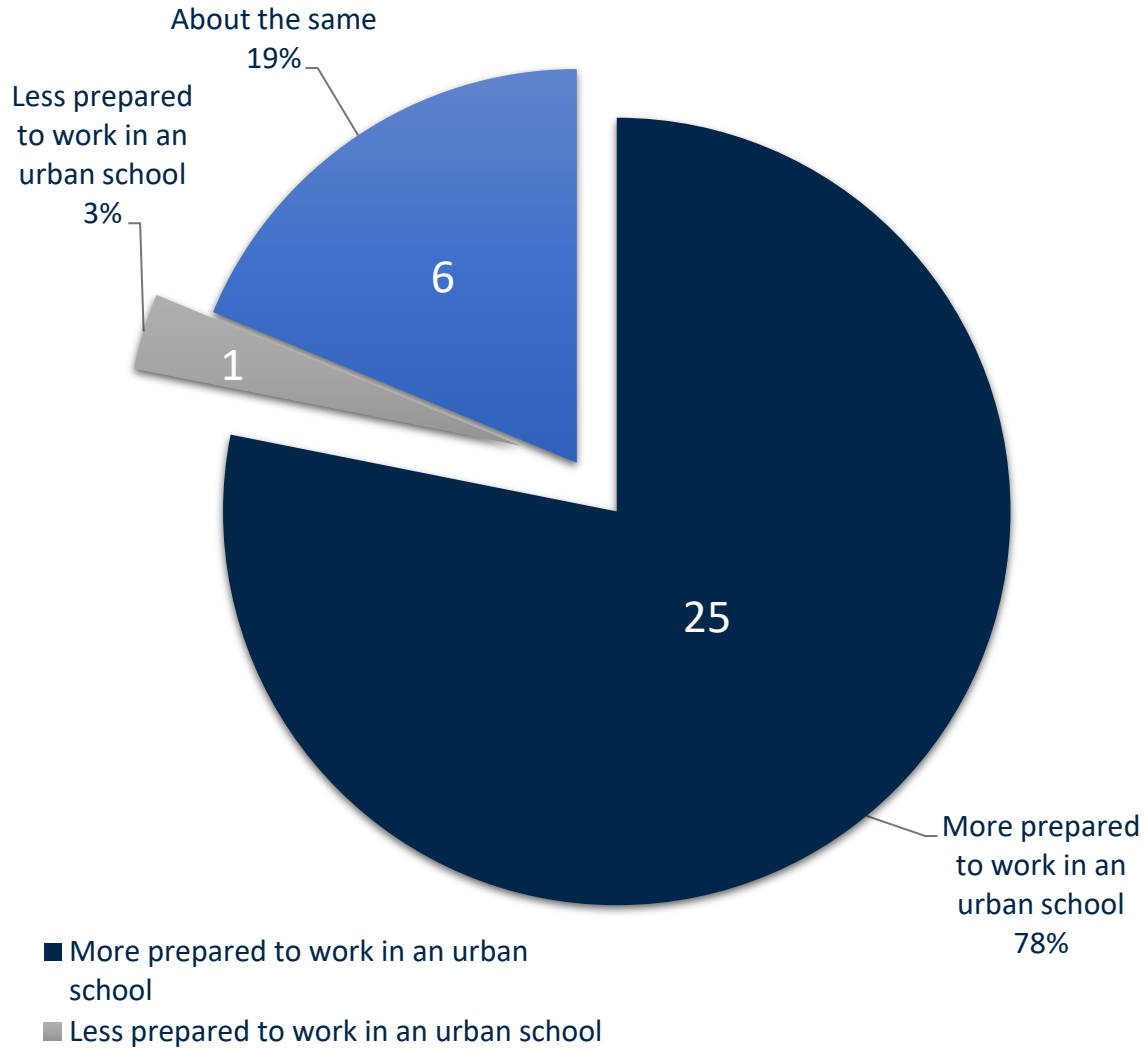
## Would like to teach in Urban Schools



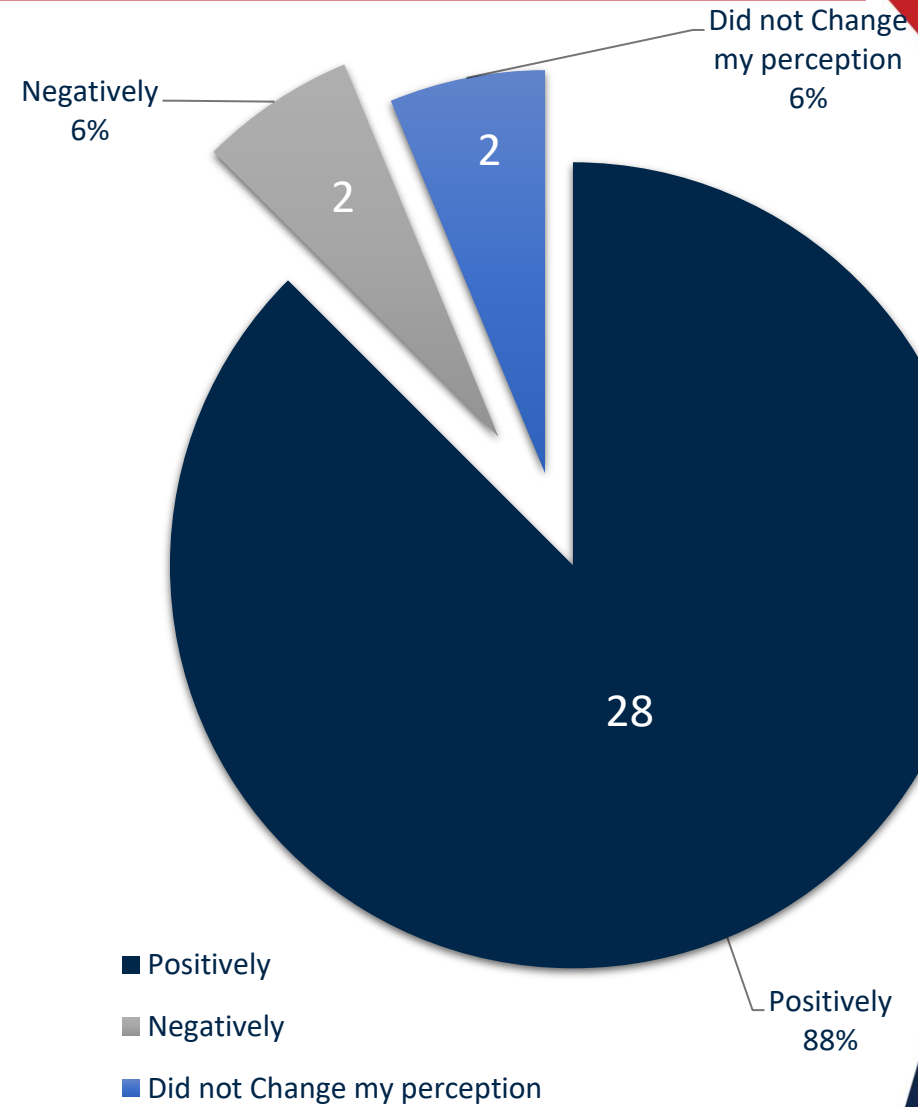


# Urban Placement Seminar

## Preparedness After Seminar



## Perception After Seminar



# Urban Placement Seminar

## Reasons why some candidates are discouraged to teach in urban settings:



## Candidates' suggestions on how we can help them be more prepared:



# URBAN FOCUS GROUP

**FOCUS GROUP VIRTUAL MEETING: SEPTEMBER 8, 2021**

## **PURPOSE OF THE FOCUS GROUP:**

*The purpose of the focus group is to gain information regarding how well Samford School of Education prepares teachers to teach in urban settings as well as get your input for how we can improve future candidates' preparation in that area. We respect your wisdom and experience and believe that listening to our partners and alumni is the best way for us to gain valuable insight for continuous improvement. We appreciate you being willing to provide input on what you believe to be innovative approaches to support pre-service teachers as they are preparing to teach in various settings, as well as recommendations for how teacher educators can better prepare teachers to be first day ready.*

## **PARTICIPANTS:**

We held 2 virtual focus groups. One for completers and one for employers

## **GOAL OF THE MEETING:**

*Our evaluation was formative and qualitative. This means that our primary point was to gather information that helps our school fine-tune and improve its ongoing efforts for quality improvement; and that the information we are collecting is by design descriptive rather than numeric. All we require from this interview are your words and your impressions. We have a note taker and will record your responses so that we may analyze the results. Our evaluation will result in a written report immediately after our focus group sessions. Please note that your responses are completely confidential. For example, we will not disclose who actually participated in this focus group. The note-taker will not associate comments with names. Also, there are no “wrong” answers to any of these questions. We are interested in hearing your perspectives as professionals. We hope this encourages you to speak freely. The conversation will last approximately one hour. The format of the discussion is conversational.*



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## URBAN FOCUS GROUP

### Recommendations from Alumni

**Q:** Samford pre-service teachers have a variety of clinical experiences in multiple settings. How could these experiences be more meaningful and support candidates' development in working with diverse student populations?

*"My most meaningful placement was Trace crossing. I was with the same teacher and the same kids over a long period of time during my student teaching. The ones that were not as meaningful were the ones where we just go and observe for a day. It would be a lot more meaningful if we could spend a longer time being in those classrooms. Going in once, you really don't get to see the whole picture."*



**Q:** What are some innovative strategies that can ensure our candidates are first year ready to teach in an urban setting?

*"For students interested in going into the urban setting, reading books about that specific setting would be helpful. More books about classroom mgmt. would be helpful before putting yourself into that setting."*



**Q:** How would the typical Samford first year teacher respond to issues that are unique to an urban setting?

*"I think we have more academic resources than other 1<sup>st</sup> year teachers that I was with in that setting. Like I know how to teach standards, keep them engaged and make lesson plans. I just think having some more classroom mgmt., skills and strategies focus on that particular environment would've been helpful. I would say as far as the planning, organization, and lessons, we are prepared more than any school."*



## URBAN FOCUS GROUP

### Recommendations from Employers

*“We just need to give them a real life experience. They come there for an hour or two, but we need to give them more time in those settings and they need to see real experiences.”*



*“Classroom management classes do not teach real world issues. Need classroom management strategies that truly support students.”*



*“More mentoring and support. Don’t just throw candidates in the school without support.”*

*“Be in schools where the students are different from you and team teach with someone who is different from you.”*



# HDFS

Dr. Kristie Chandler



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HDFS  
Continuing  
Data  
Collection

- CLFE Assessment
  - Collected 2019, 2021; Scheduled for 2022
  - After 5 years, will compare to independent data collection



# At Risk Student Intervention Project

C or lower in 202

2.5 overall GPA before 331 and 383

1 or more mid-term "U"s

Excessive absences

Excessive missed assignments

Advising after appointment timeframe

Registered with Disability Resources

Withdraw from 1 or more classes





Practicum  
Placements

Senior  
Research  
Topics

Thank  
You



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