

# School of Education

## Annual Report

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**Dean**

SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**  
SCHOOL OF EDUCATION



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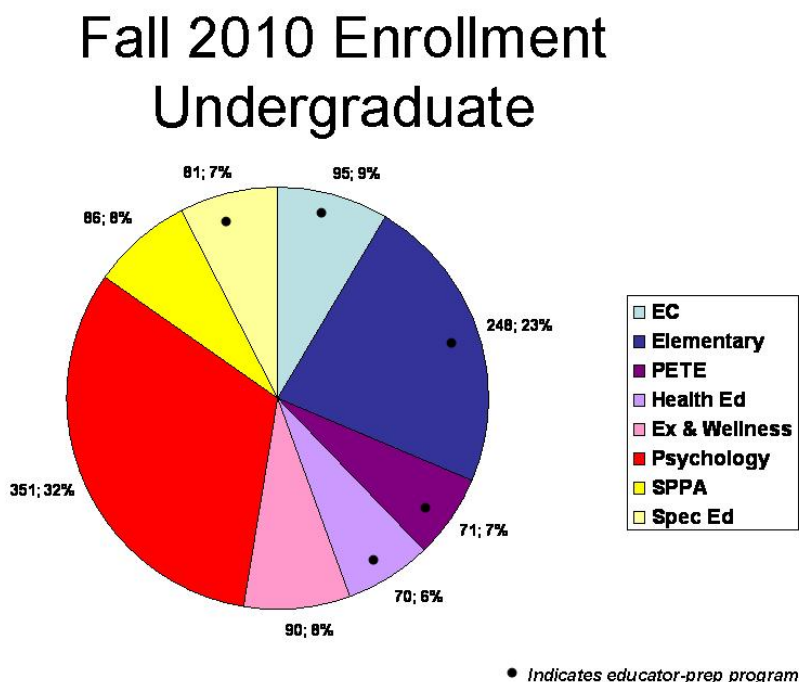
# I. INTRODUCTION





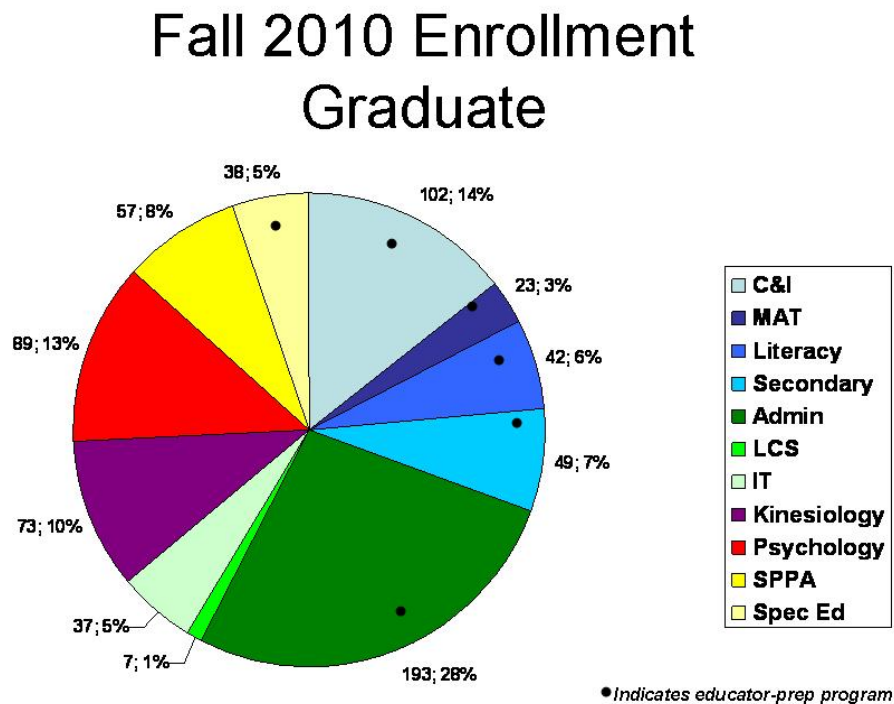
The School of Education (SOE) is currently undergoing a long-range strategic planning process that will shape the School's direction and vision into the next decade (see pgs. 89-92). This planning clearly reflects the SOE's focus on a *student-centered* mission that is grounded in five interconnected guiding principles: *diversity*, *accountability*, *quality*, *access*, and *outreach*. As has been described in previous Annual Reports, this philosophy, in turn, is also reflected in the SOE's strategic action goals and the University's academic imperatives. The School's current strategic planning also takes into account the emergence of health sciences programs specifically within the Department of Kinesiology and Health Education (KHE) and the shifting composition of the School, which now reflects nearly 50% of programs outside of educator preparation at both the undergraduate and graduate levels (see Figures 1 and 2).

**Figure 1. SOE Undergraduate Enrollment**



[NOTE: while the reported head count for Psychology in fall of 2010 was 351, the actual figure provided through the Registrar's Office is 423, which includes 35 unreported double majors]

Figure 2. SOE Graduate Enrollment



Key to the SOE's future planning are a variety of interdisciplinary initiatives which are perhaps best reflected in the newly implemented Ed.D. as well as a planned undergraduate degree in Health Sciences. Additional planning is underway to create a new undergraduate degree based in Instructional Technology (B.S. in Educational and Human Services), and a graduate degree in Informal Education through the department of Educational Leadership that has involved several academic units in the College of Arts and Sciences. Also critical to the SOE this year has been its increased responsibility, shared by the Office of the Provost, in working across campus to increase the academic experiences and success of students at SIUE's East St. Louis Charter High School.

While the SOE has been faced with unprecedented challenges this year, specifically in terms of impacts on enrollment resulting from changes in mandated state testing for teacher education students and severe lay-offs of novice teachers, exponential increases



in mandated reporting by the state and federal government regarding educator preparation, and new requirements for the comprehensive redesign for all programs preparing teachers and school administrators, the SOE continues to be optimistic about its strategic role within SIUE and future initiatives that will define its leadership on campus and throughout the region into the next decade.

## I. A. CURRENT STATE OF THE SCHOOL

### 1. Faculty

The following section provides an overview of the School's current data related to faculty, enrollment trends, and graduation rates over the past three years. Analysis of significant changes is also offered.

Table 1 includes data comparing the SOE's tenure-track faculty by rank in the fall of 2008, 2009, and 2010 (*source: SIUE Fact Book, 2011 ed., pg. 92*). Also included are the statistics for the School's full-time instructors. As indicated on this Table, the number of tenured/tenure-track positions has remained fairly consistent over the past three years.

Other areas of note include:

- There is a balance of male and female tenured/tenure-track faculty members in the SOE.
- There is a balance of tenured and tenure-track (not yet tenured) faculty members in the SOE, with a small but steady increase in tenured faculty.
- The number of senior faculty is still far outnumbered by those who hold the rank of Associate Professor.

**Table 1. SOE Full-Time Faculty**

	Fall 2008			Fall 2009			Fall 2010		
<b>Rank</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>M</b>	<b>F</b>	<b>Total</b>
Professor	7	5	12	8	5	13	7	6	13
Associate Professor	10	14	24	11	18	29	14	17	31
Assistant Professor	18	17	35	16	13	29	14	14	28
<b>Total TT Faculty</b>	<b>35</b>	<b>36</b>	<b>71</b>	<b>35</b>	<b>36</b>	<b>71</b>	<b>35</b>	<b>37</b>	<b>72</b>
Instructors	3	17	20	3	16	19	3	16	19
<b>Total Full-Time Faculty</b>	<b>38</b>	<b>53</b>	<b>91</b>	<b>38</b>	<b>52</b>	<b>90</b>	<b>38</b>	<b>53</b>	<b>91</b>

During AY 11, the SOE conducted 10 tenure-track faculty searches. All tenure-track positions were replacements for faculty no longer at SIUE due to retirements or resignations, with the exception of two new lines in KHE as part of the University's



Interdisciplinary Health initiatives. Of the 10 searches, only three were unsuccessful (Director of Interdisciplinary Health, Literacy Education, and Speech Pathology). In the case of the SPPA search, no applications were received that met the minimum qualifications of the position due to the unique expertise of the position (i.e., voice). Of the remaining seven successful searches, all were hired with the rank of Assistant Professor and three of the candidates are minorities.

## 2. Students

Tables 2-4 illustrate the change in the numbers of students, credit hour production, and degrees awarded for undergraduate and graduate students in FY 2007, 2008, 2009, and 2010 (*source: SIUE Fact Book, 2011 ed., pgs. 58, 62, 66*).

**Table 2. SOE Student Enrollments 2007-2010**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Undergraduates</b>	1,104	1,064	1,091	1,084
<b>Graduates</b>	532	608	752	735
<b><i>TOTAL</i></b>	<b><i>1,636</i></b>	<b><i>1,672</i></b>	<b><i>1,843</i></b>	<b><i>1,819</i></b>

**Table 3. SOE Student Credit Hours 2007-2010**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Lower Undergraduate</b>	7,833	6,636	8,224	9,382
<b>Upper Undergraduate</b>	30,068	33,063	30,092	31,572
<b>Graduate I</b>	11,819	10,766	11,985	13,758
<b>Graduate II</b>	0	24	0	0
<b><i>TOTAL</i></b>	<b><i>49,720</i></b>	<b><i>50,489</i></b>	<b><i>50,301</i></b>	<b><i>54,712</i></b>

**Table 4. SOE Degrees Awarded 2007-2010**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Undergraduates</b>	451	478	411	455
<b>Graduates/Professional</b>	267	265	214	302
<b><i>TOTAL</i></b>	<b><i>718</i></b>	<b><i>743</i></b>	<b><i>625</i></b>	<b><i>757</i></b>

In analyzing student enrollment trends, one of the most relevant finding relates to the increase in SOE degrees awarded, particularly in terms of Graduate degrees. This has been the result of a concerted effort by the SOE's faculty and staff to increase off-campus offerings provided for P-12 teachers, particularly in the areas of Administration and

Curriculum & Instruction. Steady growth is also illustrated in the SOE's credit hour production, which has increased by 10% between AY 2007 and AY 2010. This increase includes growth in the graduate programs as well as a steady increase in undergraduate enrollments. Changes to undergraduate enrollments include increased elective offerings and courses open for non-majors as well as the sustained growth of students in programs related to the Health Sciences, which is reflective of the University's focus on this emerging area. As was described in the 2010 SOE Annual Report, during the spring 2010 semester the Department of Kinesiology and Health Education (KHE) began offering double sections of the Exercise and Wellness courses to meet increased demand. This trend has continued into the current academic year. While this program has recently seen the greatest increase in enrollment for KHE's programs, other departmental undergraduate programs (i.e., Physical Education Teacher Education, Community Health Education) are also at maximum capacity. Table 5 provides an overview of the three-year growth in these areas.

**Table 5. KHE Enrollment Trends 2008-2010**

	Spring, 2008	Spring, 2011	% Increase
<b>Physical Education/Teacher Ed</b>	64	68	6 %
<b>Community Health Education</b>	57	81	42%
<b>Exercise &amp; Wellness</b>	78	128	64%
<b>Health Minors</b>	28	54	92%
<b>Total</b>	<b>227</b>	<b>331</b>	<b>46%</b>

While not reflected in the SOE's enrollment data, an additional area of growth in the SOE's non-educator preparation programs are minors in Psychology. Currently, there are 145 additional unduplicated students who minor in Psychology, up from 139 in the spring of 2009. As the School continues to develop its programs in non-educator preparation, and focus new initiatives in the human sciences, it will be critical for the SOE to have the enrollment tools needed to fully capture its growth in dual majors, minors, and service course offerings so that it can more effectively track trends and retain students within the University.

### 1. Accreditation Reviews

In May of 2008, the School of Education (SOE) was formally notified by the National Accreditation of Colleges of Teacher Education (NACTE) of its full accreditation. The next site visit will not occur until the spring of 2015. In addition to unit-level accreditation of its educator preparation programs, the SOE also must submit each separate program for review by Specialized Professional Associations. The following program was submitted during AY 11:

- Educational Leadership (district administrator): Submitted assessment report to remove conditions March 15, 2011; No response has been received to date. At this time, the program holds National recognition with Conditions (since 8/27/09).

In the fall of 2010, the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association conducted an accreditation site visit for the graduate Speech-Language Pathology (SPPA) program. The final decision of the CAA, received in March of 2011, was to grant reaccreditation of the graduate program for the maximum eight years. The program was found to be in full compliance in all areas. A copy of the final accreditation notification can be found in Appendix A.

### 2. Program Reviews

The following programs were reviewed during AY11:

- SPPA (undergraduate)-internal
  - Finding: Good standing
- SPPA (graduate)- internal
  - Finding: Exemplary
- Instructional Technology (graduate)- internal
  - Finding: Good standing
- Psychology (undergraduate)- internal
  - Finding: Good standing



- Psychology (undergraduate)- external
  - Finding: Good standing
- Psychology (graduate)- internal
  - Finding: Exemplary
- Psychology (graduate)- external
  - Finding: Good standing

To date, all of the SOE's programs are in good standing with the University, with no programs being flagged for priority review or possible termination.

### **3. Certification Scores/Unit Assessment**

As has been included in previous SOE Annual Reports, in order to be certified in the State of Illinois all prospective P-12 educators must pass a series of professional exams.

For classroom teachers, this includes:

- *Illinois Test of Basic Skills*- taken prior to admission into teacher education
- *Content Area Test*- taken prior to admission to student teaching
- *Assessment of Professional Teaching*- taken prior to certification
- *Special Education General Curriculum Test*- taken by special education candidates prior to graduation

As has been described in previous SOE Annual Reports, the Basic Skills and Content tests are “gate-keeping” assessments and therefore all of the SOE's students must successfully pass these exams if they are to complete a preparation program at SIUE. Therefore, pass rates on these exams do not provide the School with useful data regarding its programs or students as they are artificially high (i.e., 100%). However, it should be noted that significant changes have been put into place beginning in the fall of 2010 related to the passing scores of the Illinois Test of Basic Skills (ITBS). These changes have been enacted by the Illinois State Board of Education (ISBE) and approved by the state legislature in an attempt to ensure that teacher education candidates demonstrate proficiency in basic skills prior to entrance into the professional programs. The cut scores on the subsections of the ITBS have been increased by one standard deviation in

all areas except for mathematics, which was increased by two standard deviations. While the SOE's pass rates *of program completers* for the ITBS will remain at 100%, as passage of this exam is required for entry into the professional programs, the new cut scores have dramatically decreased the number of students who are qualified for certification programs and will therefore impact student retention rates within the University and in all educator preparation programs in the state.

Table 6 provides an overview of the changes to pass rates that have resulted from ISBE's changes to the Basic Skills exam. The increase in failure rates from 18%, prior to the state's changes, to the current failure rate of 73% is significant and will have a marked impact on future enrollment across all of the University's educator preparation programs. It is also critical to note that these failure rates are comparable to those state-wide. During the period between December, 2010 and March, 2011, 70% of test-takers across the state failed the exam. While not indicated in the Table, it is important to note that the pass rates for minority students have dropped even more dramatically. Since the changes to the Basic Skills test, only six students of color (13%) who had intended to apply to an educator preparation program at SIUE have passed this gate-keeping exam; only 14% of minority students state-wide passed the ITBS during the same period. This trend will have a significant impact on recruiting and retaining minority students within the teaching profession in Illinois.

**Table 6. Comparison of ITBS Failure Rates- SIUE Data**

	<b>Sept. 2009- Aug. 2010 (Prior to changes)</b>	<b>Sept. 2010- April 2011 (After changes)</b>
<b># Test attempts</b>	659	354
<b># Failures</b>	119	259
<b>% Failures</b>	<b>18%</b>	<b>73%</b>

In anticipation of the dramatic impact that the state's new ITBS cut-off scores will have on future enrollment within educator preparation programs across the University (including secondary education students in the College of Arts and Sciences), the issues of retention and testing preparation have been a consistent agenda topic of the SOE's

Undergraduate Working Group. The following strategies have already been implemented to address this emerging enrollment challenge:

- Providing access to an online test prep from the testing company
- Circulating a test guide available through OCECA
- Providing information on resources through OCECA's website:  
<http://www.siue.edu/education/advisement/testing.shtml>
- Increasing awareness of new testing requirements through the introductory education course, CI 200
- Enhancing advising strategies (e.g., contacting students who fail the ITBS to recommend strategies for remediation)
- Enhancing communication with General Advising with updates on the testing requirements
- Communicating with community college partners through advisory visits to students in Introduction to Education courses
- Promoting campus relaxation workshops
- Creating the Association of School and Community Careers, a student group that provides networking and mentoring between underclassmen and majors; ASCC also hosted a stress relief session for students
- Providing prospective students/parents with updated information on testing requirements at Open House and Preview
- Providing for "rolling admissions" by allowing students who have met the deadline for program application to submit test scores over the summer
- Promoting workshops and courses outside of SIUE, including SWIC's test prep course, ED 257, which has been open to SIUE students
- Providing access to an online test prep available through ICCB (free to SIUE students)
- Increasing capacity in Community Health and Exercise/Wellness programs to provide an avenue for retaining students who do not meet the ITBS requirement



- Implementing an Early Childhood non-certification option that does not require the ITBS but provides an appropriate career option for those interested in working with young children in a non-school setting

In addition, the SOE is in the process of working with the Office of the Provost in creating a University-wide Task Force to address the broad implications and strategies related to the ITBS and student retention. The SOE has also purchased software specific to language arts and reading skills, the two ITBS subareas with which SIUE students are having the most difficulty, that will be available in a SOE computer lab by August, 2011.

More relevant to program accountability is the Assessment of Professional Teaching (APT), typically taken during student teaching. This exam is aligned with the state's professional teaching standards and is required for state certification, and therefore provides some useful data regarding the effectiveness of the SOE's preparation programs. Results for 2009-2010, with comparisons from the previous two years, are provided in Table 7. As indicated in Table 7, the pass rate of the SOE's students on the Illinois APT Exam remains consistently high.

**Table 7. Assessment of Professional Teaching (APT); SIUE Pass Rates 2007-2010**

Test Level	Number Taking Test / Pass Rate		
	2007-08	2008-09	2009-2010
APT Birth to Grade 3	25 (100%)	21 (100%)	27 (100%)
APT Grades 6-12	80 (100%)	104 (99%)	110 (100%)
APT Grades K-12	93 (99%)	107 (97%)	101 (97%)
APT Grades K-9	116 (98%)	107 (98%)	113 (98%)

Students in the SOE's two Administration programs, which lead to certification for school-level administrators or superintendents, also must pass a state exam prior to state certification. Table 8 summarizes the pass rates for School Administration over a seven-year period. Included in these results are data from two students who have failed the exam in both 2010 and 2011, which artificially reduces the total SOE pass rate. However, as indicated on the Table, candidates in the SOE's School Administration program are

successful in passing this exam. Additionally, nine candidates have taken the exam for the Superintendency between February of 2010 and February of 2011; all SIUE candidates have passed this exam.

**Table 8. School-Level Administrator Pass Rates 2005-2011**

<b><i>School Administration Exam Results Principal</i></b>			
<b>AY</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>SOE Pass Rate</b>
<b>AY 05</b>	67	66	98.5
<b>AY 06</b>	99	87	87.9
<b>AY 07</b>	87	79	90.8
<b>AY 08</b>	54	51	94.4
<b>AY 09</b>	88	84	95.5
<b>AY 10</b>	81	78	96.3
<b>AY 11*</b>	54	52	96.3

\*(AY 11 data is incomplete, and includes tests only to February of 2011)

Students in the graduate Speech-Language Pathology program must pass the National Examination in Speech-Language Pathology before being certified. Table 9 overviews the program's pass rates for 2008-2011.

**Table 9. SPPA Exam Pass Rates 2008-2011**

<b>National Examination in Speech-Language Pathology Pass Rates</b>		
	<b>SIUE</b>	<b>National</b>
<b>2008</b>	96%	84.7%
<b>2009</b>	100%	85.6%
<b>2010</b>	100%	<i>(not available)</i>
<b>2011</b>	100%	<i>(not available)</i>

*Program Surveys.* As part of its strategic focus on *accountability*, the SOE has developed a comprehensive assessment system that uses a variety of data points, in addition to mandated certification tests, to determine its strengths and areas of need. These data are used for internal program review, University program accountability, and state/national accreditation. For example, within the educator preparation programs, the SOE

administers a survey of program completers at the conclusion of each student teaching semester. Tables 10 and 11 overview candidates' perceptions of two critical pedagogical areas of their teacher preparation program; these questions are based on a four-point Likert scale, with a rating of four indicating "strongly agree."

**Table 10. Competence to Teach**

<i>Survey Item: I gained the necessary competence in the knowledge, skills, and dispositions needed to teach in my certification area(s).</i>					
<b>Program</b>	<b>Mean (2006-07)</b>	<b>Mean (2007-08)</b>	<b>Mean (2008-09)</b>	<b>Mean (2009-10)</b>	<b>Mean (2010-11)</b>
Early Childhood	3.5	3.2	3.34	3.34	3.23
Elementary Education	3.34	3.14	3.18	3.35	3.43
Special Education	3.2	2.92	3.21	3.30	3.4
Secondary Education		3.32	3.27	3.32	3.18
Physical Education			3.62	3.20	3.0
Master of Arts in Teaching (Initial)					3.38

**Table 11. Teaching Models and Techniques**

<i>Survey Item: I learned a variety of teaching models and instructional techniques.</i>					
<b>Program</b>	<b>Mean (2006-07)</b>	<b>Mean (2007-08)</b>	<b>Mean (2008-09)</b>	<b>Mean (2009-10)</b>	<b>Mean (2010-11)</b>
Early Childhood	3.5	3.13	3.32	3.30	3.37
Elementary Education	3.44	3.41	3.44	3.51	3.66
Special Education	3.52	3.08	3.32	3.45	3.4
Secondary Education		3.03	3.02	3.35	2.99
Physical Education			3.54	3.10	2.83
Master of Arts in Teaching (Initial)					3.25

These data indicate that, overall, candidates feel that the SOE's programs have prepared them for their future classrooms. However, the data indicate a decline in 2010/2011 regarding the perceptions of Secondary Education and Physical Education students in their perceptions of teaching models and instructional techniques learned in their programs. Secondary Education students learn their instructional pedagogy in courses taught through CAS; it is apparent that this critical area be addressed collaboratively

between SOE and CAS faculty. Issues related to satisfaction of Physical Education students will be addressed through the program faculty.

Data from internal “transition points” are collected and analyzed annually. This comprehensive assessment system tracks data from across programs in order to ascertain a unit-wide evaluation of the School’s educator preparation programs. These data are annually summarized by the Associate Dean for Academic Affairs (Dr. Mary Weishaar), in collaboration with program directors and chairs. As has been found in previous years, between 95% and 100% of all candidates met or exceeded program-specific expectations.

The SOE also participates in annual state surveys in collaboration with Illinois’ public universities that assess graduates’ perceptions of their preparation programs. Three surveys are administered: novice teachers and their supervisors (one year out), novice administrators and their supervisors (one year out), and follow-up with teachers after five years in the classroom. Each state University is provided with data from its own graduates as well as comparative data from the state. While the novice teacher survey is administered annually, beginning in 2010 surveys for Administrative and Graduates Five-Years Out will be provided in alternate years. Table 12 provides an overview of selected question items from the novice teacher survey, with comparisons from state data as well as trends from the past four years. As has been discussed in previous reports, graduates from SIUE respond similarly to graduates from other public state institutions. Strengths include graduates’ satisfaction with their interactions with faculty, overall program quality, and student teacher supervision. Consistent concerns are noted in the areas of teaching students who are English Language Learners and preparing for multicultural education; these weaknesses are also noted in the state’s data. The SOE continues to focus on these areas within its annual strategic planning goals.

**Table 12. Novice Teacher Survey 2007-2010**

<b>Novice Teacher Satisfaction W/ Teacher Preparation Program IL State Survey, 2007-2010</b>								
	<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>	
	<i>SIUE</i>	<i>IL</i>	<i>SIUE</i>	<i>IL</i>	<i>SIUE</i>	<i>IL</i>	<i>SIUE</i>	<i>IL</i>
Interaction w/ faculty	96%	94%	96%	95%	94%	94%	95%	94%
Program Advising	84%	82%	91%	83%	79%	80%	87%	82%
Overall program quality	94%	92%	96%	92%	94%	90%	91%	91%
Student teacher supervision	86%	90%	97%	92%	90%	91%	93%	93%
Preparation to teach ELLs	18%	21%	16%	22%	20%	21%	14%	22%
Preparation for multicultural ed	60%	58%	62%	59%	53%	55%	58%	56%
Preparation for accommodations	72%	71%	72%	72%	77%	69%	77%	73%
Preparation to use technology	64%	71%	70%	71%	68%	71%	70%	73%
Developmentally appropriate instr	88%	87%	94%	88%	85%	85%	87%	88%
Preparation for assessment	86%	85%	93%	85%	89%	82%	87%	86%
Managing student behavior	64%	63%	61%	65%	77%	62%	71%	64%
Preparation for content	82%	85%	87%	84%	84%	85%	93%	87%
Establishing classroom equity	72%	72%	75%	76%	83%	74%	80%	78%

The newest state survey to be administered focuses on to classroom teachers five years after graduation from a public university in Illinois. Tables 13 and 14 include areas of relative strength and relative weaknesses when comparing responses from the SOE's novice teachers with its graduates after five-years out. This comparison allows institutions to determine if there are differences between novices' perceptions of their readiness to teach after the first year in the classroom with perceptions of educators who have been in the classroom for five years.



**Table 13. One- and Five-Year Surveys: Relative Strengths (SIUE Data)**

Area surveyed	2010 Novice Teacher	2009 5-year survey	2010 5-year survey
Satisfied with decision to become a teacher	97%	99%	92%
Satisfied with overall quality of the teacher education program	91%	92%	92%
Addressing issues of socioeconomic diversity	70%	96%	98%
Working with school administration	43%	96%	94%
Working with parents and/or guardians	51%	86%	88%
Working in a high accountability environment	67%	94%	91%
Accommodating instruction for students with special needs	77%	85%	91%
Implementing developmentally appropriate instruction	87%	96%	99%
Assessing students in the classroom	87%	80%	89%
Managing the classroom learning environment	86%	100%	98%
Establishing equity in the classroom	80%	96%	97%
Teaching the primary content area	93%	100%	97%

**Table 14. One- and Five-Year Surveys: Relative Weaknesses (SIUE Data)**

Area surveyed	2010 Novice Teacher	2009 5-year survey	2010 5-year survey
Teaching English language learners	14%	46%	32%
Using strategies used in multicultural education	58%	67%	67%
Using technology for the classroom	70%	73%	77%
Using community resources in the classroom	46%	62%	59%
Fostering community relationships	42%	65%	61%

When reviewing the data provided, it appears that some of the surveyed skills are more fully developed after experience in the field including issues related to socioeconomic diversity, working with school administrators and parents, and high accountability environments. However, while there was improvement in the “relative weakness” areas indicated in Table 14, teaching experience did not entirely close the knowledge and skills gap between the first and fifth years of teaching particularly in teaching English

Language Learners, using community resources, and fostering community relationships. These areas should be noted as concerns and addressed within program reviews.

#### **4. New Programs**

As reflective of its efforts to enhance a student-centered mission through an emphasis on *access* and *outreach*, the School of Education has revised, developed, or is in the process of proposing new academic programs in the following areas:

- *Ed.D. in Educational Leadership*: In January of 2011, the Higher Learning Commission voted to approve the implementation of the Ed.D. in Educational Leadership. The approval of the Ed.D. is one of the SOE's "Points of Pride" for AY 11 (see pg. 50). The Ed.D. degree will provide advanced education and training for school district P-12 leaders, or candidates aspiring to become superintendents. The degree consists of 54 semester hours beyond the master's degree, of which 30 semester hours currently exist within the Specialist's program leading to Illinois certification as a superintendent. The Ed.D. program concludes with a research-based action research project focused on a broad central theme. A total of 25 candidates have been admitted to the program, with 18 ready to begin doctoral-level coursework in the summer of 2011. Coursework in AY 12 will be interdisciplinary and include classes taught by faculty in Educational Administration, Educational Research, Special Education, and Psychology.
- *Health Sciences*: The University's Interdisciplinary Health Sciences initiative has the ultimate goal of developing a greater health science footprint on campus that: (a) initiates strong stand-alone health science programs and degrees; (b) takes into account current students' needs; (c) utilizes current strengths and available resources; and (d) addresses student retention in the health science programs of study (Schools of Dental Medicine, Pharmacy, and Nursing as well as departments of Chemistry, Environmental Science, Biology, and Kinesiology and Health Education). Currently under development is a new interdisciplinary undergraduate degree in Health Sciences, which will be housed in KHE.

- *Physical Education and Sport Pedagogy*: The graduate Physical Education degree was substantially modified during AY 11. This degree is designed for individuals currently teaching Physical Education in community schools who desire to hone their knowledge and skills in order to better serve their students. The 30-credit hour program will be offered entirely online and will be ready for implementation in the spring of 2012.
- *Sport and Exercise Behavior/Exercise Science*: These graduate specializations have been significantly revised in order to provide the most updated knowledge and skills students will need in order to be successful in their chosen careers. The exit requirements for both specializations have also been modified considerably.
- *Exercise Science (undergraduate)*: The undergraduate Exercise Science degree has been modified and now contains five options including exercise physiology, cardiac and pulmonary rehabilitation, pre-physical therapy, pre-occupational therapy, and pre-medicine.
- *Informal Education (graduate)*: The Department of Educational Leadership (EDL) continues to collaborate with colleagues from Curriculum and Instruction, History, Business, Physics, Public Administration and Policy Analysis (PAPA), and the STEM Center to develop a Master's degree in "Informal Education" that will include interdisciplinary "cognates" in such areas as Museum Studies, Program Administration, Educational Program Development, Interactive Media, and Science. It is proposed that this new degree will be housed in Instructional Technology (EDL).
- *B.S. Educational and Human Services (undergraduate)*: An interdisciplinary team is currently working to develop a new undergraduate degree that would provide an option for students who would like to pursue an education-related career but are either not interested in or not able to be admitted into an educator preparation program. Possible cognate areas include Adult Education, Training and Digital Media Production, Learning and Community, and Multicultural Learning. It is anticipated that the proposal for the new

degree will be ready for submission to IBHE by the end of the 2012 academic year.

- *Speech-Language Pathology*: Changes to the graduate program include decreasing the elective credit hour requirement from six credit hours to two hours to account for an increase in credit hours for SPPA 545 (Adult Acquired Disorders), 544 (Child Language Disorders), and 560 (Professional Issues). The SPPA 511 counseling elective was changed to two credit hours to align with the new elective requirement. The graduate program also added a resume to the application materials.
- *Special Education (undergraduate)*: The SPE program received Senior Assignment funding for the 2010-2011 year, which was used to significantly revise this capstone experience to more closely align with professional teaching standards. The revised senior assignment emphasizes candidates' ability to use evidence-based practices, and to document and reflect on the effects these practices have on P-12 student learning. The revised Senior Assignment will be piloted in the fall of 2011. The program also revised the sequence of undergraduate courses to allow the program to more closely align field placements with course assignments and to better prepare students to work in inclusive settings. The new sequence was phased in during the fall 2010 semester.
- *Special Education (graduate)*: Special Education programs at the graduate level have been modified in order to increase options for students. For example, teachers who are already certified in Special Education (i.e. already have an LBS I certificate) now have two options: (1) they can enroll in the general program, which leads to a Master's in Special Education with no additional certification; or (2) they can take specific coursework to qualify for an advanced certificate, the LBS II in Curriculum Adaptations, as part of their Master's program. Individuals who are already certified to teach in another field can go through the Second Certificate program, which will result in a Master's in Special Education and an initial LBS I certificate. SPE has also added a Post-Master's Program, which enables individuals who are already

certified to teach in another field, to take additional coursework resulting in an LBS I certificate. These options are intended to increase the marketability of teachers as well as to increase the number of educators in the region who are highly qualified in Special Education.

- *Master of Arts in Teaching (MAT)*: A second cohort was added in May of 2010 that focused on preparing secondary teachers for STEM disciplines. Students in each of the two MAT cohorts participated in high needs schools, particularly within the East St Louis School District.
- *Elementary Education*: The undergraduate Elementary Education program implemented a redesign of the Senior Assignment Project that focused teacher candidates on inquiring into their practices as teachers to improve P-9 student learning. A series of seminars was implemented to support teacher candidates throughout the process. Selected candidates participated in the spring 2011 Senior Showcase.
- *Secondary Education*: Secondary Education implemented a shared supervision model with faculty in the College of Arts and Sciences. Each Secondary Education candidate now has two supervisors: a CAS supervisor in their discipline and a CI supervisor with knowledge and skill in pedagogy.
- *Early Childhood*: The Early Childhood On-Site Program (EChOS) began a third cohort of candidates in the fall of 2010 and graduated its inaugural cohort of certified teachers in spring of 2011. The new cohort includes candidates from the East St. Louis Head Start who must become certified teachers by 2013. The EChOS program is geared to individuals working in early childhood settings who wish to continue their education and complete initial teacher certification.
- *C&I Graduate program*: The faculty have begun the process of merging the MSED in Secondary Education with the MSED in C&I to have one cohesive Master's degree program that serves the broad needs of P-12 teachers in the region. The merger will strengthen the assessment system for both programs and provide a more effective use of instructional resources in the department.



Each of these programmatic changes reflects the SOE's principles related to *accountability*, program *quality*, increasing *access*, responding to the needs of *diverse* students, and *outreach* to prospective students. Also reflected in many of the proposals, and particularly new degrees, is a focus on interdisciplinary learning and collaboration.

## **5. Summary of Faculty Scholarship Outcomes**

As evidenced by the cover of this year's Annual Report, which celebrates the scholarship of the SOE's faculty, the School of Education is emerging as a thought-leader in a wide range of education and human science disciplines. The School of Education's faculty scholarship outcomes are most typically evidenced through dissemination of research in publications in peer-reviewed professional journals and through paper or poster presentations at conferences.

Table 15 provides an overview of the faculty's productivity in publications and presentations, with comparisons over the past three calendar years (CY). Calendar years are used for this comparison in order to coincide with faculty members' annual evaluations, which are reported by calendar year. These data were collected directly from the faculty through an email request to submit the titles of their publications to the Dean's Office. Of the 71 tenured/tenure-track faculty (including those with administrative assignments), 66 responded to the request for information, or a total of 93% of the tenure-track faculty (these data do not include two faculty members who were on leave). A total of 93% of the SOE's entire tenure-track faculty reported having a peer-reviewed publication and/or presentation during CY 10, which is an increase of 7% over the previous year. Overall, trends indicate relatively few changes over the past three years. Published scholarship includes works by individual faculty members as well as cross-disciplinary teams. Presentations at international conferences have included China, Greece, Canada, Spain, and the Ukraine, reflecting the continued emphasis on internationalization within the School. A complete listing of citations is provided in Appendix B.

**Table 15. Faculty Scholarship Summary 2008-2010**

	<b>Type of Scholarship</b>	<b>CY 08</b>	<b>CY 09</b>	<b>CY 10</b>
<b><i>Publications</i></b>	Journal Articles- Peer Reviewed	49	48	50
	Journal Articles- Non Peer-Reviewed/Invited	12	5	4
	Proceedings- Peer- Reviewed	11	1	7
	Proceedings- Invited	0	1	0
	Books- Peer-Reviewed	4	2	2
	Books- Non Peer-Reviewed/Invited	1	1	0
	Book Chapters- Peer-Reviewed	12	3	4
	Book Chapters- Non Peer-Reviewed	8	10	8
<b><i>Presentations</i></b>	Peer-Reviewed	110	103	103
	Non Peer-Reviewed/Invited	18	15	20
	Local/Regional (combined reviewed/non reviewed)	33	26	23
	National (combined reviewed/non reviewed)	73	64	75
	International (combined reviewed/non reviewed)	22	28	25
<b><i>Creative Activities</i></b>		N/A	N/A	N/A

*External Grants.* In addition to scholarship related to the dissemination of work through published articles and conference presentations, the SOE's faculty has also been productive in submitting and receiving external grants. All of the SOE's academic units have participated in the development and submission of external grants. Tables 16, 17, and 18 provide a descriptive analysis of the SOE faculty's external grant activity.

**Table 16. SOE Funded Grants AY 11**

<b>Project Title</b>	<b>Agency/Sponsor</b>	<b>Unit</b>	<b>Award Amount</b>
Southern Illinois Professional Development Center	Illinois Community College Board	SOE	\$362,510
Southern Illinois Professional Development Center	Illinois Community College Board	SOE	\$5,000
Southern Illinois Professional Development Center	Illinois Community College Board	SOE	\$25,000
Back to Basics Transition to Teaching (BTBT3)	East St. Louis School District #189	C&I	\$66,300
Response to Intervention Technical Assistance for Instructional Coaches	Illinois State Board of Education	SECD	\$14,750
Abraham Lincoln and the Forging of Modern America	National Endowment for the Humanities	C&I	\$157,564
Exercise Dose and Nonalcoholic Fatty Liver Disease	National Institutes of Health	KHE	\$105,888
Teaching with Primary Sources	Library of Congress	SOE	\$200,000
<b>Total</b>			<b>937,012</b>

**Table 17. SOE Pending Grants AY 11**

<b>Project Title</b>	<b>Agency/Sponsor</b>	<b>Unit</b>	<b>Proposed Funding</b>
<i>Piasa Bluffs Writing Project†</i>	National Writing Project Corp/University of California	C&I	\$47,000
Assessing Pre-service Teachers' Training in Response to Intervention	Spencer Foundation	PSYCH	\$34,209
The Summer Literacy Intervention Project	Omron Foundation	SECD	\$42,670
Sex Differences of Short-Term Calorie Restriction and Moderate Weight Loss on Non-Alcoholic Fatty Liver Disease	National Institutes of Health	KHE	\$143,000
Exercise Dose and Weight Loss Maintenance	National Institutes of Health	KHE	\$393,250
Accelerating Mathematical Development via Multimedia Learning in Academically Disadvantaged Elementary Population	U.S. Department of Education- Institute of Education Science	EDL	\$1,680,390
Determinants of Skilled Performance: A Lifespan Approach	National Institutes of Health	PSYCH	\$435,578
Implicit Bias in Workplace Appraisals: Familiarity, Gender, Sexual Orientation and Memory	Society for the Psychological Study of Social Issues	PSYCH	\$2,000
Implicit Bias in Workplace Appraisals: Familiarity, Gender, and Memory	Society for Industrial Organizational Psychology	PSYCH	\$2,495
<i>Landmarks Workshops for School Teachers: Abraham Lincoln and the Forging of Modern America†</i>	National Endowment for the Humanities	C&I	\$160,518
Grown Your Own Illinois	School District 189/ISBE	SOE	\$16,752
I Can Do It You Can Do It- Mentor/Mentee Physical Activity Program for Individuals with Disabilities	Slippery Rock University	KHE	\$15,000
<i>State Personnel Development; Illinois IHE Partnership†</i>	Illinois State Board of Education	SECD	\$100,000
<b>Total</b>			<b>\$3,072,862</b>

†NOTE: The *Piasa Bluffs Writing Project*, *Landmarks Workshops*, and *State Personnel Development* initiative have been funded; approval is not yet official as of 6/1/11.

**Table 18. SOE Unfunded Grants AY 11**

<b>Project Title</b>	<b>Agency/Sponsor</b>	<b>Unit</b>	<b>Proposed Funding</b>
An Evaluation of the Relaxation Skills Violence Prevention (RSVP) Program in a Juvenile Detention Setting	U.S. Department of Justice	PSYCH	\$205,467
Navigating Workplace Marginality: Strategies of NBPTS Certified Art, Music, and PE Teachers	Spencer Foundation	KHE	\$39,968
The East St. Louis Charter School Hand-Drumming Learning Community	Namm Foundation	EDL	\$39,497
<b>Total</b>			<b>\$284,932</b>

Comparisons between funded and submitted/unfunded grants from AY 08 to AY 11 are provided in Table 19. As indicated in the data, the total number of grants funded and the total amount received decreased in AY 11. Part of the decrease was due to the expiration of the lucrative ASPIRE grant, which has completed its five-year cycle. Also not yet

included in the data for AY 11 are the Piasa Bluffs Writing Project, NEH Lincoln Summer Institute, and Illinois IHE Partnership grants, which will be funded for the summer of 2011. The Illinois IHE Partnership grant will provide substantial long-term funding, with an anticipated \$900,000 over the next five years. Additionally, it should be noted that several grants are currently pending, totaling to nearly three million dollars. Support for faculty in submitting external grants will continue to be a strategic priority for AY 12.

**Table 19. SOE External Grants AY 08-11**

<b>Grant Production Comparisons AY 08-11</b>			
	<b>Funded Grants</b>	<b>Award Total</b>	<b>Unfunded/Submitted Grants</b>
<b>AY 08</b>	13	<i>\$1,065,193</i>	9
<b>AY 09</b>	12	<i>\$1,388,632</i>	11
<b>AY 10</b>	14	<i>\$1,971,875</i>	11
<b>AY 11</b>	8	<i>\$937,012</i>	15

*Additional Research Outcomes.* In addition to the grant and publication outcomes, the scholarship of the following faculty members has been recognized:

- Thad Meeks (Psychology) won the Sigma Xi Researcher of the Year Award. At a Sigma Xi meeting honoring his accomplishments, he gave a lecture titled *Individual Factors that Determine Our Ability to Fulfill Future Intentions*.
- SIUE was selected as a site for MASLI3-Rural, a Mathematics and Science Partnership grant through the U.S. Department of Education. This grant will involve integrating engineering design using robots in K-12 rural schools. PI's include Stephen Marlette (C&I), Allison Fahsl (SECD), and Gary Mayer from Engineering.
- Yuliang Liu (EDL) served as a peer review panelist for the ISE Virtual Preliminary Proposal Panel in NSF, Pilot Program for Course Material Rental in U.S. Department of Education, the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) in U.S. Department of Education, the ITEST Informal Science Education (ISE) program in NSF, the

International Education Programs Service (IEPS) in U.S. Department of Education, and the Research on Learning in Formal and Informal Settings Informal Science Education (ISE) program in NSF.

- Caroline Pryor (C&I) was elected as the AERA SIG Chair of Democratic Citizenship in Education, 2011-2012 and as Division L Chair, Evaluation and Assessment, for the MidWestern Educational Research Association.
- An article in the journal *Vitae Scholasticae* that is edited by Linda Morice and Laurie Puchner (EDL) won the Elizabeth Powell Award from the University Professional Continuing Education Association (UPCEA) competition as the best article on the subject of Distance Education for 2010. The article's title was "Correspondence Study and the 'Crime of the Century': Helen Williams, Nathan Leopold, and the Stateville Correspondence School," authored by Von Pittman.
- *Learning for Democracy: A Journal of Thought and Practice*, the online journal housed at SOE and supported by the AERA Special Interest Group Democratic Citizenship in Education, published three issues in 2010. The journal has increased its international and national subscriptions and attracted cutting-edge manuscripts for publication. SIUE's Undergraduate Research and Creative Activities Program provides support for an undergraduate student to augment the journal's publication process. The journal expects to offer a hard copy option beginning in 2012.
- Stacie M. Kirk (SECD), Erik Kirk (KHE), and Curt Lox (KHE) have been awarded a \$75,000 grant from Active Living Research, a national program office of the Robert Wood Johnson Foundation, to investigate physical activity and its relationship to the development of early literacy skills. The purpose of the study is to determine the impact of implementing a teacher-led physical activity program in a Head Start program on: 1) increasing physical activity levels, and 2) improving early literacy in African-American (AA) preschool children.
- The SOE offered its first "Interdisciplinary Research Symposium" on the topic of Childhood Obesity. Participating scholars included Laura Pawlow

(Psychology), Erik Kirk (KHE), Stacie Kirk (SECD), and Jeffrey Herrick (KHE).

In addition, students have been active participants with faculty members in engaging in and disseminating their research. The following are examples of students' exemplary work:

- Jillian Elhoffer and Megan George (Psychology) won first place in the Health Behaviors Empirical Poster division Great Plains Student Psychology Convention. These students had reworked data from a worksite wellness project in collaboration with Cathy Daus and Laura Pawlow (Psychology).
- Chelsea Vanderpool's thesis on gender-role congruency and salary negotiations won an honorable mention from the Midwestern Association of Graduate Schools. Chelsea is a 2010 alumni from the graduate Industrial-Organizational Psychology program and is now a PhD student at Cornell.
- Shanique Brown (Psychology), an Industrial-Organizational psychology graduate student, won the Phi Kappa Phi award for her thesis-based research poster (presented at SIUE's Graduate School Research Symposium), titled *The Influence of Anticipated Regret on Decision-Making Within Law Enforcement*.
- Approximately 20 psychology students presented their research at the annual meeting of the Midwestern Psychological Association in Chicago.
- An article written by graduate student Kim Johannpeter (SPE) is being published with Linda Forbringer (SPE) in *Reclaiming Children and Youth*, a refereed journal.
- Meredith Murray (EDL), a recent graduate, drew on her final Learning, Culture, and Society project to submit a paper that was accepted for publication by the *Canadian Journal of Action Research*.
- Callie Beard, Keteria Hadley, and Krissy West (SPPA) received the SIUE Graduate Scholar Award for 2010-2011.
- A student in Speech-Language Pathology received the SIUE Competitive Graduate Award for 2010-2011.



- A student in Speech-Language Pathology received the Geriatric Research Education and Clinical Centers (GRECCs) Traineeship Award from the USA Department of Veterans Affairs through the Veterans Administration Medical Center In-Patient and Rehabilitation Care at Jefferson Barracks in St. Louis, MO. This student was selected from applicants from state universities across the bi-state area.
- Three students in Speech-Language Pathology presented at the Illinois Speech-Language-Hearing Association Annual Convention held in February, 2011. Papers were accepted from a pool of submissions across the state. Two of these students presented research related to the Undergraduate Research and Creative Activities (URCA Program).
- Students in two sections of Methods of Teaching Social Studies (CI 307 and 308) attended the St. Louis Arch Expansion exhibit hosted at SIUE in 2010. These 62 undergraduate K-9 preservice teachers wrote papers analyzing the components and potential use of the competing proposals for use with K-9 students. They then compiled a list of the attributes and school-based curriculum they believed would best facilitate student learning at the newly expanded Arch grounds. As part of a series of "place-based" educative experiences, these preservice teachers also visited historic sites and museums during this methods course, using their newly practiced skills of curriculum analysis. Amy Wilkerson (TPS) helped them seek primary sources aligned with many of these local sites.

## I. C. DEVELOPMENT EFFORTS AND OUTREACH

As has been expressed in previous Annual Reports, Outreach is considered as one of the School's guiding principles and greatest strengths, both in terms of outreach to enhance students' academic experiences and support provided to families and children throughout the community. Outreach has also been identified as one of the themes during the SOE's current long-range strategic planning process (see pgs. 89-92). Faculty, staff, and students are all engaged in various levels of service activities, and are making a positive and sustained impact across the Metro East and state. Development and outreach highlights for AY 11 are described below.

*SOE Outreach Clinics.* The SOE houses four clinics on campus that directly serve the community. Each of these outreach initiatives provides specific services to children, community members, and/or families while simultaneously offering academic and research experiences to students and faculty.

- The *Attention and Behavior Clinic*, operated through the Department of Psychology, offers psychological assessments for children with attention and behavior challenges. Approximately 10 families were served during the 2011 academic year.
- The *Weight Management Clinic* (WMC) in the Department of Kinesiology and Health Education serves as a community resource focusing on the prevention and treatment of obesity in adults and provides students and faculty with access to cutting-edge research in their field. During the 2011 academic year, 35 community members were provided with services through this Clinic.
- The *Cougar Literacy Clinic* continues to provide reading and writing assessment and tutoring to children in Grades 1 through 12 from neighboring communities through service specific to elementary and middle/high school students. During AY11, 20 literacy specialist candidates (graduate students) each worked with two children to assess their skills in reading and writing and

to plan weekly lessons based on the individual children's strengths and needs. During a celebration in the spring of 2011, the children read stories they published in the Cougar Literacy Clinic Newsletter and, with their families, met with the tutor to share their successes and provide suggestions for continued support. This program is not only providing literacy support to children, but is preparing graduates to be literacy specialists and literacy leaders in their schools.

- The *Speech-Language-Hearing Center*, operated through the Department of Special Education and Communication Disorders, provides valuable outreach to the entire Metro East area and critical experiences for both undergraduate and graduate students. This Center provides a variety of evaluation and treatment services to people with communication problems both in the on-campus clinic as well as in off-campus sites. Approximately 70 clients are served each year.

*Academic Outreach.* In order to maximize graduate enrollments and to maintain competitiveness in the region, the SOE has continued to focus on offering P-12 graduate programs within the community. This goal, led by the SOE P-12 Graduate Working Group, has resulted in an increase in number of off-campus sites where programs are provided. However, as indicated by the data in Table 20, a slight decline in the number of off-campus enrollments is being experienced. This is due in part to incomplete data for summer 2011 enrollments, as P-12 graduate students tend to register for classes immediately prior to the first week of classes. In addition, the region and state have experienced unprecedented cuts in teaching positions, which has an immediate and negative impact on the SOE's graduate enrollments. Efforts to increase marketing and recruitment for the summer of 2011 are summarized in Section I.D. of this report (pgs. 46-49).

**Table 20. Summary of Off-Campus Graduate Cohorts**

<b>Location</b>	<b>Start/End Year</b>	<b>Program</b>	<b>AY 09</b>	<b>AY 10</b>	<b>AY 11</b>
Belleville – Whiteside Middle School and Central Jr. High	Spring 2008/Spring 2010	EDAD	23	15	N/A
	Spring 2008/Summer 2010	LITERACY	7	7	N/A
	Spring 2010/Spring 2012	EDAD	N/A	22	15
	Summer 2010/Summer 2012	C&I	N/A	N/A	8
	Summer 2011/Summer 2013	C&I	N/A	N/A	12
Benld	Spring 2007/Spring 2009	ELEM	13	N/A	N/A
Centralia Jr. High	Spring 2008/Spring 2010	EDAD	14	13	N/A
	Spring 2008/Fall 2009	ELEM	17	16	N/A
Litchfield	Summer 2009/Summer 2011	EDAD	32	27	25
	Summer 2009/Spring 2011	CI	17	17	14
	Summer 2011/Fall 2013	EDAD	N/A	N/A	29
Red Bud SWIC Campus	Fall 2008/Summer 2010	ELEM	17	12	N/A
	Spring 2009/Spring 2011	EDAD	29	24	16
Jerseyville High School	Summer 2011/Fall 2013	CI	N/A	N/A	7
<b>TOTALS</b>			<b>169</b>	<b>153</b>	<b>126</b>

In addition to a focus on outreach with P-12 graduate programs, the SOE continues to provide increased student *access* through selected undergraduate and graduate programs, including the following:

- The *Early Childhood Off-Site PROGRAM (EChOS)* provides the opportunity for working adults to complete an undergraduate college degree in Early Childhood Education while continuing to work fulltime. Both a certification and a new non-certification option are available. Three off-campus cohorts are currently offered, including a cohort in East St. Louis as part of a collaborative with East St. Louis Early Head Start.

- The SOE continues to collaborate with East St. Louis District #189 and Southwestern Illinois College in a statewide *Grow Your Own (GYO)* initiative in the area of Special Education. Students begin their coursework as SWIC students in East St. Louis, and transfer to SIUE when admitted into the major. As with the EChOS program, GYO is designed specifically for nontraditional students.
- The School of Education is collaborating with East St. Louis District #189 to deliver the *MAT (Master of Arts in Teaching)* to prepare math, science, and foreign language teachers for high needs districts. This endeavor is supported through the U.S. Department of Education's Transition to Teaching grant and allowed the department to offer two distinct MAT cohorts: one focusing on STEM disciplines and the second in the humanities.
- The SOE is currently collaborating with the *SIUE STEM Center* and *Boeing* on two summer initiatives. The SOE was instrumental in selecting 10 area teachers to attend the summer 2011 Boeing Educators Space Camp, to be held in Arkansas. Teacher candidates were selected in part based on their active involvement with the SOE's educator preparation programs through their mentoring of preservice teachers. In addition, the SOE, STEM Center, and Boeing are collaborating with the Illinois Math and Science Academy (IMSA) to partner in a summer math/science camp for area high school students. Entitled "Let's Do Launch," the residential camp will explore Newton's Laws of Motion. This collaborative also includes intensive professional development for SOE teacher education students.

*Ongoing Outreach Programs.* The SOE's faculty and staff have participated in four long-standing outreach endeavors that focus on supporting the professional development of regional educators. These specific outreach initiatives, which have provided sustained impact through leadership development across the Metro East and into the southern region of the state, include the following:

- *Teaching with Primary Sources Program (TPS):* The School of Education continues its outreach to regional educators through a national educational

initiative through the Library of Congress Educational Outreach Division, Teaching with Primary Sources. The program collaborates with P-12 teachers, schools, and educational organizations by offering professional development programs to promote inquiry- and standards-based learning experiences that incorporate the Library of Congress' rich reservoir of online primary source materials.

- *Southern Illinois Professional Development Center (SIPDC)*: Housed within the School of Education and administered through the Illinois Community College Board, the SPPDC is a part of the Illinois Adult Education Service Center Network. This Center provides a variety of training for adult educators and administrators across the state's 100 adult education programs including, but not limited to, the areas of literacy, evidence-based reading instruction, math, ADA compliance issues, Special Learning Needs Institute, transitions from the GED into post-secondary education and workforce, English as a Second Language, developing standards-based curriculum, and assessment.
- *Abraham Lincoln and the Forging of Modern America Summer Institutes*: For the third consecutive year, The National Endowment for the Humanities, Landmarks Workshop for Schoolteachers, "Abraham Lincoln and the Forging of Modern American" was held at SIUE in June and July 2010. Over 550 applications were received from teachers across the nation, one of the highest response rates in the national Workshop program. SIUE also hosted three international teachers from Lebanon, Thailand and Egypt, sponsored by the U.S. Department of State. Program highlights included sessions with Lincoln scholars and museum experts, a trip to sites in Springfield, Illinois (Lincoln Museum and Home) and New Salem Village, and interactive lesson planning sessions. The project has again been funded at SIUE for the summer of 2011, and will host 80 U.S. and three international teachers. This initiative is administered through the Department of Curriculum and Instruction (C&I).
- *Piasa Bluffs Writing & New Literacies Project (PBWP)*: Also housed in the Department of C&I, PBWP has received continued funding from the National Writing Project to scale-up its work in improving learning in local classrooms



and helping teachers become teacher-researchers and teacher-leaders. Now entering its fourth year, PBWP hosted its first New Literacies and Design Thinking conference in January 2011, with visiting colleagues Drs. Maureen Carroll and Leticia Britos from Stanford University's d.School. In June, the project will hold its largest Invitational Summer Institute where 24 locally-nominated successful P-12 teachers will focus on 21st century literacies and writing as a tool for learning. PBWP's professional development efforts have scaled up significantly as evidenced in its work with over 350 teachers in Belleville District 118 to explore, envision, and enact a "Writing-Rich and Writing-Strong" classroom in Pre-K through 8th grades. Writing Project faculty also facilitated a year-long professional development initiative with SIUE's East St. Louis Charter High School. In August of 2011, PBWP will host its annual Summer Inquiry Institute in partnership with the Saint Louis Art Museum to formalize a research relationship with the South Coast Writing Project (University of California Santa Barbara) and Gateway Writing Project (University of Missouri Saint Louis).

*Student Outreach.* SOE's students have provided a significant amount of service through a variety of outreach activities on campus and within the community. The following is a partial listing highlighting the SOE's student-led outreach activities:

- During the summer of 2010, Community Health Education students traveled to Ghana (Africa) for a five-week intensive field experience aimed at providing students the opportunity to learn about health issues in developing societies. Students worked closely with non-profit and government organizations to provide health-related services and assisted in the planning, implementation, and evaluation of health programs.
- Students in the SIUE chapter of the *Council for Exceptional Children* (CEC) volunteered at the Special Olympics, ARC Prom, and "Walk for Autism." Six Special Education students also participated in the National Mentoring Project with the CEC.

- Early Childhood Education candidates in CI 421, Child, Family, and Community Resources, provided family night events to help parents develop skills for effective communication with their children.
- Members of *Kappa Delta Pi*, an Education Honor Society, volunteered their time with a variety of organizations, including Children's Hospital, Ronald McDonald House, and The Hope Center. In addition, they coordinated and ran an annual event, Literacy Alive, which supports literacy development in Metro East schools. In October 2010 the chapter, along with its sponsor Barbara O'Donnell (C&I), received the Achieving Chapter Excellence or ACE award at the national conference in Orlando.
- Physical Education Teacher Education (PETE) students and faculty are working with the Young Athletes component of the Special Olympics program. The Young Athletes program is for those athletes who qualify for Special Olympics but are too young to officially compete. PETE majors provided practice experiences for these young athletes including foundational skill work such as kicking, striking, running, jumping, throwing, and body awareness. At the end of the school year, the Young Athletes engaged in a culminating activity which allowed them to demonstrate their skills to their parents/guardians.
- Six PETE students collaborated with mothers of autistic children in the Alton School District to develop a special field day. This event provided the PETE students with their first opportunity to apply adaptive physical education strategies while working directly with autistic children. The event coincided with the end of Autism Awareness Month and brought together 25 students from both Lovejoy and East Elementary Schools.
- A group of Physical Education/Teacher Education (PETE) students have been volunteering with a non-profit agency, *America Scores St. Louis*, an after-school program for children in Grades 3-5 involving soccer, creative writing, and service learning. Five SIUE PETE students have been volunteering their time on Friday afternoons serving as referees for the soccer games.

- Kinesiology and Health Education students volunteered at the Girl Scouts' "On the Right Track" program at Alton Square Mall.
- *Eta Sigma Gamma* (National Honor Society in Health Education) participated in a number of community-based activities including the Black Heritage Month Health Fair in February, providing education on stress management. Stress is an underlying cause of many health issues such as cancer, diabetes, and hypertension - all prevalent in African Americans. The group also hosted the Madison County Youth Forum on campus in January of 2011.
- Students engaged with the *SIUE Psychology Club* participated in a range of community outreach activities including supporting the Edwardsville Children's Museum with a variety of needs and coordinating a Valentine's Party at the Maryville Manor long-term care facility. The Psychology Club also raised funds for the Alzheimer's Association through an annual walk.
- Members of *Psi Chi, the National Honor Society in Psychology*, participated in a food drive for the Glen-Ed food pantry and a toy drive for the Salvation Army.
- *Project SHARE (Social Health & Academic Readiness Enrichment)* provided services to nearly 1500 children enrolled in the SIUE/St. Clair County Head Start and Early Head Start programs. Fifteen graduate students from the Clinical Child and School Psychology program provided behavioral screens. After the screening, over 200 children received individualized social support services. Additionally, 40 SIUE undergraduate students implemented the Second Step program to over 1000 children. Second Step teaches children skills related to emotion management and problem solving. Project SHARE is directed by Stephen Hupp (Psychology).
- Eight graduate students and one faculty member from the Clinical Child and School Psychology graduate program provided a *Children's Mental Health Symposium* for staff of Children's Home + Aid in Granite City, Illinois. The goal of this symposium was to review several specific types of treatments for several specific clinical problems, including anxiety, mood, and other issues.

- The SIUE Chapter of the *National Student Speech-Language-Hearing Association* hosted their annual fundraiser during the “Loves” dinner and silent auction, raising over \$1,600 for the Stuttering Foundation of America.
- Students in the Association for School and Community Careers (ASCC) and the Dean’s Dozen assisted students at the SIUE East St. Louis Charter High School to plan and host the School’s first dance.

*Community Outreach.* The SOE’s faculty and staff provide outreach in support of P-12 professional development and through partnerships with a variety of community agencies. Highlights of community outreach include the following:

- In the summer of 2010, nine faculty members from the Departments of Psychology, Kinesiology and Health Education, Special Education and Communication Disorders, and Curriculum and Instruction provided a total of eight days of training for the SIUE/St. Clair County Head Start and Early Head Start teachers and staff. Additionally, three graduate students from the Clinical Child and School Psychology program provided training on supporting child-directed interactions.
- Psychology faculty made at least eight presentations to local schools and agencies in 2010 on topics such as teen sexuality, behavior management, and leadership.
- The Department of Special Education and Communication Disorders, in collaboration with the Madison Regional Office of Education, held a full-day conference as part of the Debra Hoge Memorial Lecture Series and the ROE Mid-Winter Conference. The conference featured invited speaker Temple Grandin. Over 12 different school districts in Madison County as well as students and faculty from SIUE participated in the conference.
- The Speech-Language Pathology (SPPA) program continues to build its Augmentative and Alternative Communication (AAC) services throughout the region, providing assessment and training for families and educators in AAC technologies and techniques. SPPA faculty and staff also held a successful

workshop on campus for the community related to the field of AAC, which included guest speakers and product vendors.

- In March of 2011, Special Education faculty co-chaired a planning committee for the Southern Illinois Regional Mental Health Conference – Piecing It All Together (PIAT), a two-day conference for mental health professionals, teachers, and parents.
- During CI 442 Science at the Elementary and Middle Level, Jessica Krim (C&I) worked with teachers at Webster and Renfro Elementary in Collinsville Unit 10 School District to host an inquiry science lesson. In teams, teacher candidates developed and taught science lessons to study their impact on student learning.
- Ann Taylor and Barbara O'Donnell (C&I) presented workshops at the Girls in Math, Science and Engineering Conference hosted on the Lewis and Clark Community College campus. The workshops were attended by local parents of middle school girls to help them support their daughters' progress through middle school mathematics.
- In April of 2011, Psychology faculty, staff, and students raised nearly \$1,000 for the Children's Home+Aid through the "Spring Psiathlon."

*OCECA Outreach.* The SOE's Office of Clinical Experiences, Certification, and Advisement (OCECA) continues to provide critical service and outreach in support of the SOE's students and programs. OCECA staff not only serve on critical SOE committees, including the Undergraduate and P-12 Graduate Working Groups, but also are involved in numerous outreach initiatives including the following (a complete summary of OCECA's AY 11 highlights is included in Appendix C):

- Community College Day- Responded to feedback from previous year's seminar and revised the School of Education presentation to better meet the needs of community college partners.
- Transformation- Met with incoming transfer students on campus for Transformation activities. Transformation is coordinated by Admissions and closely mirrors the Springboard program for incoming first-year students.

- Monthly visits to SWIC Belleville campus- Hosted an information table on all School of Education programs and met with students intending to transfer to SIUE.
- School of Education Open House- Hosted an information table and assisted program faculty with presentations.
- College of Arts and Sciences- Worked with new CAS Advising Office staff to transition advising of CAS Secondary Education majors to professional advisors within CAS; set up a listserve to aid in communication and participated in training new staff.
- College of Lake County- Collaborated with staff in preparing a Transfer Guide for prospective students.
- SIUE Springboard- Developed new SOE-hosted sessions for summer 2011 Springboard for incoming freshmen.
- Jersey County Teachers' Institute- hosted an information table on SOE graduate programs.
- Graduate Newsletter- Developed, maintained, and disseminated an informative newsletter for current and prospective off-campus students.
- Electronic communication- Developed and maintained an e-mail list of over 20,000 local educators and sent numerous e-mail messages about SIUE events and opportunities.

*SIUE East St. Louis Charter High School.* As of August, 2010, the SOE assumed shared governance responsibilities with the Office of the Provost to transform the SIUE East St. Louis Charter High School. These new responsibilities have included the development of a "Management Team," consisting of the SOE Dean, Associate Provost for Institutional Diversity and Inclusion, CHS Director, and CHS Assistant Director. Frances Karanovich, an Assistant Professor in Educational Administration, assumed the position of CHS Director in July of 2010. Jennifer Bolander (C&I) has served as SOE's Faculty in Residence at the school for AY 11, focusing on the professional development of the staff. This year's transformation initiatives have focused on providing students with enriching and challenging academic experiences that will enable graduates to become

college- and career-ready, as well as increasing the engagement of faculty and staff across the University in the charter school's professional development and student enrichment opportunities.

Critical to the success of the charter school's transformation has been the addition of five key teaching positions: Reading Specialist, Special Educator, Language Arts Teacher, half-time Science Teacher, and half-time Math Teacher. In addition, the CHS was able to hire a Social Worker and part-time Reading Aide through federal/state AARA and Title I funding. The school also added a part-time Choral Teacher to the staff, but this particular position was unfilled for much of the school year. Academically, the CHS instituted a number of crucial changes to enhance the instructional experiences of the students including lengthening the school day, requiring Reading for all students through the implementation of a new Read 180 lab, adding hands-on science into the curriculum, developing curriculum maps for all subject areas, and strengthening school policies regarding attendance and behavior. Also new this year has been the addition of monthly "CEED" (Curriculum Enhancement and Enrichment Development) activities for the students, which are attended when faculty members are participating in professional development. These CEED experiences have provided opportunities for students to engage in a variety of enrichment opportunities related to career exploration, fine arts, healthy lifestyles, and technology, and have incorporated faculty from across the SOE and University as guest presenters. Due in large part to mentors from SIUE's student chapter of the National Society of Black Engineers, CHS students were awarded a trophy for third place in the spring 2011 St. Louis Regional Botball competition, and will be attending the summer 2011 national competition in Anaheim.

Additional highlights for the year are listed below; a complete summary of the school's accomplishments is provided in Appendix D. The transformative journey of the CHS, and increased responsibility and engagement by the SOE's faculty and staff, is considered a "Point of Pride" for the SOE (see pg. 53).

- CHS administrators worked with the St. Clair Regional Office of Education to implement a RESPRO program and the Rising Star School Improvement

Management system under the leadership of former superintendent Dr. Nate Anderson.

- A school-wide Response to Intervention (RTI) framework is under development, supported through the work of Wendy Fuchs (SECD), including extensive training for the school's designated RTI faculty leadership team.
- SOE student engagement has included observations for CI 200 students, placement for MAT student teachers, and administrative interns. SOE students from a variety of student organizations, led by the Association of School and Community Careers and Dean's Dozen, also mentored CHS students in the creation and implementation of the school's first dance.
- Collaborations are underway with the SIUE STEM Center, which have included the development of a "visioning" team that is planning the creation of a state-of-the-art technology/STEM classroom that is supported through a substantial private donation. The SIUE STEM Center and Stephen Marlette (CI) have also worked with CHS faculty to access STEM Center resources for instruction.
- The CHS contracted with the Piasa Bluffs National Writing and Literacy Project, facilitated by Ralph Cordova (CI), to provide faculty development throughout the year in the integration of literacy across all content areas.
- CHS journalism students developed a new student newspaper, *Charter Times*.
- A Student Ambassador program was initiated to lead school tours, greet visitors, and serve as positive role models for other students.
- An active Parent Organization was developed, and a new Parent Resource room was created. Approximately 80% of parents/guardians attended the school's fall Open House.

*Development.* Activities related to development were curtailed during AY 11 due to the resignation of the SOE's Director of Development (DOD) in November of 2010. It is anticipated that a new DOD, who will focus primarily on major gift solicitation, will be in place by July of 2011. Unit- and departmental-level activities that were held during AY 11 included the following:



- The Alumni Hall of Fame Committee met in July to review applications and choose the two 2010 recipients for the School of Education. Bev George and Gary Swalley were inducted into the SOE's Alumni Hall of Fame at a campus event held in October, 2010.
- The SOE Dean and DOD, with representatives from the Dean's Dozen and the Association of School and Community Careers, participated in Alumni Row events held in conjunction with SIUE's Homecoming in October, 2010.
- An alumni newsletter was mailed to over 17,000 alums in September, 2010. An online alumni newsletter was emailed to alums in April, 2011.
- An Emeritus faculty reception was held in October of 2010. Emeritus faculty members, current faculty, and spouses attended the event.
- A Thanksgiving campaign was held, which included mailings to all donors who gave in the past year, Advisory Board members, Emeritus Faculty members, and alums that had received congratulatory cards in FY 09.
- Holiday cards were mailed in December to potential donors, foundations, corporations, and current alums with whom the SOE had contact within the past year.
- The School's web site continues to be updated to include alumni highlights and giving opportunities. Social media, including Twitter and FaceBook, are used to keep in contact with alumni.
- New links have been created on the SOE's web site to provide potential donors with information regarding the SOE's capital campaign priorities, which focus on outreach and student scholarships.
- Congratulatory cards continue to be sent to alumni on a regular basis to acknowledge new positions, awards, and other noteworthy events that appear in the news.
- Emails were sent to students graduating from the School of Education in May of 2011 inviting them to join the SOE Alumni Facebook group and Academy of Fellows.
- In honor of the late Dr. Cleveland Hammonds, a former superintendent of the St. Louis Public Schools and adjunct in the Department of Educational

Leadership, Linda Morice (EDL) is working in conjunction with the Hammonds family, the Matthews-Dickey Boys' and Girls' Club of St. Louis to award \$1,000 annually to an SIUE student in Dr. Hammonds' memory.

- In December 2010, the Department of Special Education and Communication Disorders held an informal reception and fundraiser in memory of *Dr. Debra Hoge*. Faculty and staff from SECD and the SOE were joined by members of Debra's family and special guest Bob Costas.

As part of the SIUE Charter High School's (CHS) new governance structure, the SOE has assumed shared responsibility for CHS fundraising. The CHS has also been included in the SOE's capital campaign goals. In addition to vouchers from Mers Goodwill to provide students with school uniforms on an as-needed basis, additional gifts have included the following:

- \$1,000,000 for STEM education/STEM classroom (a collaborative initiative through the Office of the Provost, the SIUE STEM Center, and District 189)
- \$10,000 from the Dana Brown Charitable Trust in support of a literacy coach and the CHS debate team
- \$1,000 grant from St. Louis Area Good Will Industries to support a future breakfast program
- \$3,000 donation for CHS student sweaters

Table 21 overviews the donations that have been received into the SOE through March of 2011, as compared to the fundraising activity from the three previous academic years; Table 22 overviews donations by unit. It should be noted that the data from 2010-2011 is incomplete as it is only based on partial data for the fiscal year. It should also be noted that the figures below do not include the Boeing grant for the summer IMSA camp, which is anticipated to be approximately \$50,000, or the \$10,000 grant to the CHS from the Dana Brown Charitable Trust. When these projected gifts are recorded, the total funds raised in FY 11 will exceed that of FY 09, which to date has had the highest level of donations for the SOE.

**Table 21. SOE Development Summary FY 08- FY 11**

<b>FY 08</b>	<b>FY 09</b>	<b>FY 10</b>	<b>FY 11 (thru 4/30/11)</b>
\$49,814.81	\$147,142.86	\$95,874.81	\$107,624.07

**Table 22. Comparisons by Unit FY 10- FY 11**

<b>Unit</b>	<b># Gifts 7/1/09-4/30/10</b>	<b>Gift amount 7/1/09-3/31/10</b>	<b># Gifts 7/1/10-4/30/11</b>	<b>Gift amount 7/1/10-3/31/11</b>
<b>SOE (General)</b>	769	\$34,106.44	949	\$37,898.74
<b>C&amp;I</b>	116	\$7,756.03	128	\$6,921.33
<b>EDL</b>	63	\$7,950.00	2	\$200.00
<b>KHE</b>	34	\$1,165.00	13	\$235.00
<b>PSYCH</b>	160	\$10,882.00	178	\$10,444.00
<b>SECD</b>	89	\$30,532.50	194	\$46,015.00
<b>CHS</b>	N/A	N/A	32	\$5,910.00
<b>Totals</b>	<b>1231</b>	<b>\$92,391.97</b>	<b>1496</b>	<b>\$107,624.07</b>

*Capital Campaign.* Due to the vacant DOD position, the SOE has not yet been able to initiate a Capital Campaign Committee; this will be a priority for the incoming Director. The SOE did fully participate in the University's capital campaign kick-off event held in March, 2011, and has identified the following campaign priorities:

- *Student Scholarships and Graduate Assistantships:* \$1 Million
  - Scholarships may be based on academic standing, talent, financial need, or other consideration as determined by the donor.
  - Graduate Assistantships provide students with tuition assistance while working part-time as they pursue an advanced degree. These positions are essential in assisting a department's faculty, students and outreach.
- *Attention and Behavior Clinic:* \$16,000
  - The Attention and Behavior Clinic provides comprehensive ADHD assessments to children and consultation to parents and schools for management of inattentive, hyperactive and disruptive childhood behavior. Funds raised will focus on technological equipment to aid in supervision as well as to support an endowed Graduate Assistant.

- *Cougar Literacy Clinic: \$15,000*
  - The Cougar Literacy Clinic seeks to improve the literacy development of students in Grades 1-12 who have reading and writing difficulties. The Clinic also serves as a library to provide text and media resources for students, children and families. Campaign goals include tuition support for families and instructional resources and software to enhance children's learning.
- *Speech-Language-Hearing Center: \$300,000*
  - The on-campus Center provides community residents of all ages with diagnostic and treatment services for a variety of communication problems and serves as a critical clinical site for students in Speech-Language Pathology. Campaign goals include updating the Center's facilities and providing cutting-edge resources for evaluation and treatment.
- *Weight Management Clinic: \$1.5 million*
  - Through services provided by the Weight Management Clinic, members of the SIUE and Metro East communities learn to lose a modest amount of weight and prevent further weight gain. The Clinic is also integrated into the academic and research initiatives of the Department of Kinesiology and Health Education. Campaign funding would support the creation of an endowed Professorate and expansion of the facility.
- *SIUE East St. Louis Charter High School: \$1 million*
  - The SIUE East St. Louis Charter High School provides underrepresented students with the opportunity to succeed through immersion in the fine arts and a rigorous curriculum that prepares them to be college- and career-ready. Campaign goals focus on enhancing the academic areas of science, reading, physical activity, and debate.

The School of Education continues to make a systematic effort to increase summer offerings through planned enrollment management, which has been discussed at SOE Administrative Team and Executive Committee meetings throughout the academic year, as well as through the P-12 Graduate Working Group and Undergraduate Working Group. Summer planning primarily focuses on the School's off-campus graduate programs and on increasing access and options for educators in the field.

As documented in an April 2011 memo to the Provost (Appendix E), the SOE's summer 2011 graduate enrollment is down due to economic factors that have substantially affected the state's teaching force. Specifically, fewer new teachers were hired in the fall of 2010, which substantially diminished the pool of potential candidates for graduate-level classes and programs. The number of new teachers hired in the fall of 2010 was down 29% state-wide as compared to the previous year, and down 30% in the region that includes the Metro East. It is anticipated that the state will lose an additional 2,000 positions for the 2011/2012 school year. In addition, a significant number of classroom teachers in Madison and St. Clair Counties have been laid off, pending financial commitments to districts from the state for FY12. Because of contract language regarding tenure, those teachers that are laid off first are those with least seniority and are therefore those teachers who are least likely to hold a Master's degree. As a direct consequence of these factors, a substantial pool of candidates for summer graduate courses has been negatively affected.

As identified in the April memo to the Provost, the SOE engaged in the following specific summer marketing and recruitment strategies focused on P-12 teachers:

- A poster/flyer was developed in collaboration with Academic Marketing and was mailed to 315 schools.

- Course offerings were designed specifically to match the summer schedules of practicing teachers and school administrators. This has also included moving courses off-campus to increase accessibility and convenience.
- Courses were added to the summer schedule that will enhance teachers' marketability, including courses related to the endorsement in Special Education.
- Updated information on summer courses and new cohorts was provided on the SOE's landing page of its website. In addition, a specific website has been created for the summer 2011 semester (<http://www.siue.edu/education/summer>).
- A spreadsheet was created that tracked current and accessible information on all of the SOE's summer graduate programs that are applicable for P-12 teachers and school leaders.
- Over 20,000 educators in the local area received an email regarding the SOE's summer offerings; this email included a link to the summer course spreadsheet.
- The SOE's summer course offering email message, along with a reminder sent in April, was directed to nearly 9,000 Missouri educators in the St. Louis area. These messages included the summer course listing as well as information on the convenience of attending classes at the SOE's multiple off-campus locations.

In addition to the school-wide strategies to enhance summer enrollments for P-12 educators, units also engaged in the following initiatives:

- In 2010 (and again in 2011), Psychology's summer courses were advertised through a hallway poster, the undergraduate email listserv, and electronic announcements made on Blackboard. Psychology's summer student credit hour production increased 1% between the summer of 2009 and the summer of 2010.

- The Speech-Language Pathology (SPPA) program will offer two high interest courses for the summer of 2011: SPPA 511-Counseling and SPPA 555-Acquired Brain Injury.
- In order to enhance options for its students, the SPPA program continues to offer its *Fast Track* program for those who want to complete the Master's program in Speech-Language Pathology but who have not completed the necessary undergraduate pre-requisites. The *Fast Track* program allows students to complete pre-requisites in two semesters prior to entering the graduate program. Students interested in this program are generally non-traditional students seeking a change in career or graduates who were unable to find employment with their first degree.
- The Special Education program offered an introductory course in East St. Louis, as well as coursework that can be applied to the Special Education letter of approval in Early Childhood and coursework for the Special Education endorsement. These initiatives are aimed at increasing the marketability of current and/or future teachers.
- Efforts to increase visibility and applications to the new Ed.D. program included e-mails to school administrators in the bi-state region, press releases, web page redesign, professional contacts from faculty, and follow-up contacts through phone calls and e-mail.
- Instructional Technology faculty contacted advisees to encourage summer course offerings.
- KHE courses were promoted via program listservs.
- To more effectively align with students' summer schedules, KHE increased the length of most classes, reduced the number of meeting sessions per week to two, and limited the maximum length of each course to run no more than eight weeks. Some faculty experimented with two- and four-week courses, as appropriate.
- Educational Administration faculty held an informational meeting in Mt. Olive to begin a new summer cohort; the result was an additional Administration cohort for this region.

- C&I advisors contacted their advisees to ensure that students were remaining active with their plans of study.
- Faculty distributed flyers around campus advertising targeted high-interest and/or new courses.

While summer 2011 enrollments for the undergraduate programs have remained stable, enrollments for 2011 in the graduate programs are down by nearly 12% as compared to the summer of 2010 despite focused efforts to increase summer registrations (see Table 23). As anticipated, programs related to P-12 education are most affected. Specifically, the following programs have seen a marked decline in summer enrollments:

- Literacy (-39%; 19 students)
- Special Education (-30%; 8 students)
- Curriculum & Instruction (-13%; 13 students)
- Administration/Master's (-14%; 22 students)

In addition, Kinesiology's graduate programs have seen a reduction of 35% (17 students) due to a transition from the previous Sports Management program to the newly approved Physical Education/Teacher Education online degree. It is anticipated that these numbers in KHE will balance out by summer of 2012. Growth in P-12 graduate programs, however, is currently uncertain as these enrollments will be tied directly to the state's fiscal status and funding of P-12 education. The SOE will continue to focus its recruitment efforts on off-campus initiatives, as described previously in this section, while simultaneously building enrollment in programs outside of educator preparation including those in KHE and new degrees that include the M.Ed. in Informal Education.

**Table 23. SOE Summer Enrollments 2008-2011**

	<b>SU 2008</b>	<b>SU 2009</b>	<b>SU 2010</b>	<b>SU 2011*</b>
Undergraduate	616	616	635	631
Graduate	557	664	537	475

*\*Note: Summer 2011 numbers are as of May 8, 2011*



The accomplishments of the School of Education and its faculty, staff, and students during the 2011 academic year continue to reflect the SOE's guiding principles of *outreach, diversity, access, accountability* and *quality*, with a primary goal of advancing and enhancing student success. Appendix F provides a comprehensive list of "Points of Pride" that have been generated by the SOE's faculty and staff; highlighted "Points of Pride" are outlined below:

1. ***Ed.D. in Educational Leadership.*** In April of 2011, the Higher Education Commission approved the SOE's new Ed.D. in Educational Leadership. This degree focuses on the preparation of highly qualified school leaders and will include a comprehensive and rigorous capstone action research project centered on a broad theme. Twenty-five students have been accepted into the program, and 18 will begin doctoral-level coursework in the summer of 2011. During the 2012 academic year, students will be engaged with faculty experts across the disciplines of Educational Administration, Educational Research, Special Education, and Psychology. This program provides the southern Illinois region with a critical option for school leaders, as it is the only Ed.D. in Educational Leadership south of Champaign. It also provides the SOE and the Department of Educational Leadership with increased visibility in the state, and confirms the School's/Department's position as an academic leader at SIUE.
2. ***CAA Accreditation.*** The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association granted full accreditation to the graduate Speech-Language Pathology (SPPA) program. This program has been accredited for the maximum eight years, with full compliance in all areas. This accomplishment reflects highly on the caliber of SPPA's faculty, staff, and students.

3. ***Outstanding Staff.*** Faced with budget constraints and freezes on most positions, AY 11 has been particularly challenging for the SOE's professional and clerical staff. At one point in the year, two of the SOE's academic departments were without any clerical staff and a third department had lost two of its three clerical positions. At the conclusion of the year, two clerical positions have been permanently lost to budget reductions (C&I and Dean's Office), and the DOD position remains vacant. However, despite these challenges, the SOE's staff members have consistently worked together to ensure that the SOE's students, faculty, and academic programs continue to be fully supported. For example, clerical staff across all of the SOE's units, including academic departments, the Dean's Office, and OCECA, provided support for those departments that were directly impacted by staff reductions and subsequently reallocated their own workloads to ensure that critical tasks were completed. Dean's Office staff have provided support in ensuring that the most critical aspects of the DOD's position continue, to ensure that students' scholarships are unaffected and the SOE's primary development initiatives are able to continue. Staff across the SOE have also assumed new responsibilities related to the increases in data and program reporting required by the state and federal agencies. The SOE's staff members are invaluable, and their contributions to the SOE have directly and positively impacted all aspects of the School's success.
4. ***Interdisciplinary Health Sciences.*** The Department of Kinesiology and Health Education (KHE) has taken a leadership role in campus-wide initiatives related to interdisciplinary Health Sciences. This has included the addition of two new faculty lines, including a senior position as the Director of Interdisciplinary Health Sciences who will be collaborating across campus and with the Office of the Provost to actualize the University's interdisciplinary initiatives. KHE is also in the process of developing a new undergraduate degree in Health Sciences that will involve faculty across

campus in designing an innovative program to attract and retain students with a broad range of interests in health-related professions.

5. ***Annice Brave, Illinois Teacher of the Year.*** Annice Brave, an Alton High School English and Journalism teacher and SOE alumna, was selected as the 2011 Illinois Teacher of the Year. As one of four national finalists, Annice was honored by President Obama at a reception held at the White House in May of 2011. Annice received her Master's in Special Education at SIUE in 1991.
6. ***SOE Students.*** As evidenced throughout this report, SOE students continue to provide leadership in academics, research, and service to the institution and throughout the region. This has included the involvement of several SOE students in the UCRA program and the participation by students in professional conference presentations and journal publications. These accomplishments reflect not only the individual capacities of the students themselves, but also the caliber and expertise of SOE faculty mentors. Student highlights include the following:
  - Cody Rincker (PETE) was awarded with the Ohio Valley Conference Medal of Honor.
  - Chelsea Vanderpool's (Psychology) thesis on gender-role congruency and salary negotiations won an honorable mention from the Midwestern Association of Graduate Schools.
  - Shanique Brown, an Industrial-Organizational Psychology graduate student, won the SIUE Phi Kappa Phi award for her thesis-based research poster titled *The Influence of Anticipated Regret on Decision-Making Within Law Enforcement*.
  - Psychology major Laura Koch won the Degree Completion Award from SIUE's Office of Human Resources.

- Psychology major Renee Dow won the Gateway Career Services Association Career Kit Award recognition of her exceptional professional skills through out-of-class work.
- Jillian Elhoffer and Megan George won first place in the Health Behaviors Empirical Poster division at the Great Plains Student Psychology Convention.
- Ray Martinez, a graduate of the IT program, won the Robert M. Gagne Award for Graduate Student Research in Instructional Design; Robert recently completed his dissertation at UMSL.
- Michelle Tutorius, an Elementary Education major, was selected as the recipient of the 2011 Carol Kimmel Scholarship, in recognition of her service to the community.
- Six SOE students were recognized by the University as Senior Standouts.
- Jacqueline Croffett, a student in the GYO program, received the prestigious Dr. Martin Luther King Jr. Community Humanitarian Award for her exceptional community service.
- Alec MacDonald (Psychology) won the 2010 Non-Traditional Student Award, honoring his academic excellence, determination, and enthusiasm.

7. ***SIUE East St. Louis Charter High School (CHS)***. As has been reported previously in this report, the SOE has assumed new responsibilities with the Office of the Provost in facilitating the academic transformation of the CHS. This has included the implementation of a revised and rigorous curriculum and school policies, as well as expanded professional development opportunities for the instructional staff and enrichment opportunities for CHS students. The SOE's faculty, staff, and students have played a significant and collaborative role in this critical University-wide endeavor.

## II. STRATEGIC PLAN



## II. A. ALIGNMENT WITH UNIVERSITY STRATEGIC PLAN

The School of Education's AY 11 annual strategic goals reflect the SOE's guiding principles and, with two new additions, build upon the goals of the previous academic year. The following broad goal areas were identified as the focus for AY 11:

- Leadership Development
- Accountability
- Community Outreach
- Diversity
- Student Access
- Interdisciplinary Initiatives
- Fiscal Management (new)
- Charter High School Governance (new)

These goals were developed in collaboration with the SOE Administrative Team and SOE Executive Advisory Council, and were shared with the SOE faculty and staff for review and refinement. Department chairs were also encouraged to review the goals within their units and to identify those areas most relevant for departmental-level planning. The alignment of the SOE's strategic goals for AY 11 with those identified by the institution is illustrated in Table 24.

**Table 24. SIUE and SOE Strategic Plan; Overview**

SIUE Strategic Goals	SOE Strategic Goals AY11
A. <i>Long-Term Goal 1: Engaged Students and Capable Graduates.</i> Attract a diverse student body, including traditional, non-traditional, commuter, and residential scholars, and nurture, educate and graduate students who achieve the objectives for baccalaureate, graduate, and professional degrees.	<ul style="list-style-type: none"> <li>• <b><u>Accountability</u></b> <ul style="list-style-type: none"> <li>○ Systematically use assessment data for program improvement and report on progress annually.</li> <li>○ Systematically review and revise program assessments based on data.</li> <li>○ Use data school-wide to improve the academic and professional experiences of students across all programs.</li> </ul> </li> <li>• <b><u>Student Access</u></b> <ul style="list-style-type: none"> <li>○ Strategically review and revise current processes related to student recruitment and retention, including programmatic scheduling and admissions, to allow for greater access for students of varied populations including nontraditional and part-time students.</li> <li>○ Strategically review, revise, and/or add programs</li> </ul> </li> </ul>

	<p>to allow access for a wider diversity of students, including nontraditional and part-time students.</p> <ul style="list-style-type: none"> <li>○ Determine avenues to enhance student access that take advantage of existing and future instructional technologies.</li> <li>○ Research and review how characteristics of the “Millennial Generation” impact learning, teaching, and evaluation; and determine how to optimize these characteristics within the SOE’s academic experiences.</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Diversity</u></b> <ul style="list-style-type: none"> <li>○ Enhance the diversity of the SOE’s student body, staff, and faculty through consistent, appropriate, and equitable practices and policies.</li> <li>○ Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge to their workplace.</li> </ul> </li> <li>• <b><u>Interdisciplinary Initiatives</u></b> <ul style="list-style-type: none"> <li>○ Collaborate across departments to develop program options to enhance the marketability and academic experiences of the SOE’s graduates.</li> <li>○ Enhance cross-departmental and cross-campus initiatives related to scholarly activities of faculty and students.</li> <li>○ Collaborate across the SOE’s departments in the integration of professional standards in identified academic areas, including technology and ELL education, to ensure that graduates are fully prepared for workplace realities.</li> <li>○ Collaborate across the University community in the implementation of a variety of interdisciplinary and international initiatives to enhance opportunities in instruction, scholarship, and service for the SOE’s students, faculty, and staff.</li> </ul> </li> </ul>
<p><i>Long-Term Goal 2: Innovative High Quality Programs.</i> Develop, deliver, and continually improve high quality academic programs appropriate for a Metropolitan University.</p>	<ul style="list-style-type: none"> <li>• <b><u>Accountability</u></b> <ul style="list-style-type: none"> <li>○ Systematically use assessment data for program improvement and report on progress annually.</li> <li>○ Systematically review and revise program assessments based on data.</li> <li>○ Use data school-wide to improve the academic and professional experiences of students across all programs.</li> </ul> </li> <li>• <b><u>Interdisciplinary Initiatives</u></b> <ul style="list-style-type: none"> <li>○ Collaborate across departments to develop program options to enhance the marketability and academic experiences of the SOE’s graduates.</li> <li>○ Enhance cross-departmental and cross-campus initiatives related to scholarly activities of faculty and students.</li> <li>○ Collaborate across the SOE’s departments in the integration of professional standards in identified academic areas, including technology and ELL education, to ensure that graduates are fully</li> </ul> </li> </ul>

	<p>prepared for workplace realities.</p> <ul style="list-style-type: none"> <li>o Collaborate across the University community in the implementation of a variety of interdisciplinary and international initiatives to enhance opportunities in instruction, scholarship, and service for the SOE's students, faculty, and staff.</li> </ul>
<p><i>Long-Term Goal 3: Committed Faculty and Staff.</i> Recruit and support a diverse faculty and staff known for providing the highest quality educational opportunity, scholarship, and service.</p>	<ul style="list-style-type: none"> <li>• <b><u>Leadership Development</u></b> <ul style="list-style-type: none"> <li>o Develop specific strategies for supporting faculty and SOE administrators in achieving individual goals related to leadership in teaching, scholarship, service, and/or administration.</li> <li>o Work collaboratively with the University in providing a range of development opportunities for educators within the SOE and the community to develop leadership skills appropriate to their profession.</li> </ul> </li> <li>• <b><u>Diversity</u></b> <ul style="list-style-type: none"> <li>o Enhance the diversity of the SOE's student body, staff, and faculty through consistent, appropriate, and equitable practices and policies.</li> <li>o Provide the faculty with support and resources related to a variety of diversity issues.</li> </ul> </li> <li>• <b><u>Interdisciplinary Initiatives</u></b> <ul style="list-style-type: none"> <li>o Enhance cross-departmental and cross-campus initiatives related to scholarly activities of faculty and students.</li> <li>o Collaborate across the University community in the implementation of a variety of interdisciplinary and international initiatives to enhance opportunities in instruction, scholarship, and service for the SOE's students, faculty, and staff.</li> </ul> </li> </ul>
<p><i>Long-Term Goal 4: Harmonious Campus Climate.</i> Foster an harmonious student-centered campus characterized by integrity, cooperation, open dialogue and mutual respect among individuals with different backgrounds, cultures, and perspectives.</p>	<ul style="list-style-type: none"> <li>• <b><u>Diversity</u></b> <ul style="list-style-type: none"> <li>o Enhance the diversity of the SOE's student body, staff, and faculty through consistent, appropriate, and equitable practices and policies.</li> <li>o Provide the faculty with support and resources related to a variety of diversity issues.</li> <li>o Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge to their workplace.</li> <li>o Identify and support the needs of the community, particularly with underserved and underrepresented groups, through collaborative outreach and programming.</li> </ul> </li> </ul>
<p><i>Long-Term Goal 5: Active Community Engagement.</i> Achieve an integral and indispensable relationship with Illinois and the St. Louis metropolitan area; work cooperatively within SIU to make the whole greater than the sum of its parts.</p>	<ul style="list-style-type: none"> <li>• <b><u>Leadership Development</u></b> <ul style="list-style-type: none"> <li>o Work collaboratively with the University in providing a range of development opportunities for educators within the SOE and the community to develop leadership skills appropriate to their profession.</li> </ul> </li> <li>• <b><u>Community Outreach</u></b> <ul style="list-style-type: none"> <li>o Respond effectively to expressed needs of SOE</li> </ul> </li> </ul>



	<p>constituents to enhance service and outreach for community members, educators, and youth.</p> <ul style="list-style-type: none"> <li>○ More fully engage alumni, retired faculty, and the community in the SOE's programs and initiatives.</li> <li>• <b><u>Charter High School Governance</u></b> <ul style="list-style-type: none"> <li>○ Work collaboratively with the Office of Institutional Diversity and Inclusion, the University's academic and service units, East St. Louis District 189, and community agencies to implement the redesigned governance structure of the SIUE East St. Louis Charter High School (CHS).</li> <li>○ Work collaboratively and interdisciplinary in the development and implementation of a curriculum that will ensure the academic success of CHS students and that reflects research-based best practices for at-risk urban youth.</li> <li>○ Work collaboratively and interdisciplinary in the development and implementation of professional development to support the success of staff at the CHS.</li> <li>○ Fully engage the community in support of academic, social, and enrichment activities at the CHS, including the identification of financial support for its initiatives.</li> </ul> </li> </ul>
<p><i>Long-Term Goal 6: Sound Physical and Financial Assets.</i> Develop, maintain, and protect the University's assets in a financially, aesthetically, and environmentally responsible manner.</p>	<ul style="list-style-type: none"> <li>• <b><u>Fiscal Management</u></b> <ul style="list-style-type: none"> <li>○ Develop School-wide processes for managing enrollment while maintaining high quality educational experiences for students across the SOE's programs.</li> <li>○ Engage the School's leadership in the shared management of the School's resources to ensure equity and program quality; communicate regularly with all affected stakeholders to elicit feedback and input.</li> <li>○ Work entrepreneurially with the community to increase funding for the SOE's service, research, and academic initiatives, including full engagement with the University's capital campaign..</li> </ul> </li> </ul>
<p><i>Long-Term Goal 7: Excellent Reputation.</i> Participate and excel in actions that earn national recognition for quality.</p>	<ul style="list-style-type: none"> <li>• <b><u>Leadership Development</u></b> <ul style="list-style-type: none"> <li>○ Develop specific strategies for supporting faculty and SOE administrators in achieving individual goals related to leadership in teaching, scholarship, service, and/or administration.</li> </ul> </li> <li>• <b><u>Accountability</u></b> <ul style="list-style-type: none"> <li>○ Systematically use assessment data for program improvement and report on progress annually.</li> </ul> </li> <li>• <b><u>Interdisciplinary Initiatives</u></b> <ul style="list-style-type: none"> <li>○ Collaborate across the University community in the implementation of a variety of interdisciplinary and international initiatives to enhance opportunities in instruction, scholarship, and service for the SOE's students, faculty, and staff.</li> </ul> </li> </ul>

## II. B. ANALYSIS OF PROGRESS IN ACHIEVING GOALS

### 1. Progress Towards Meeting Goals

The following section provides a summary of progress made towards meeting each of the SOE's annual strategic goals. These goals were collaboratively finalized in the summer of 2010 by the Administrative Team and SOE Executive Committee; most academic departments used these goals to guide annual planning within their units. The summaries below therefore include both school- and unit-specific accomplishments towards the annual strategic goals.

<b>SOE Goal 1: Leadership Development</b>
Develop specific strategies for supporting faculty and SOE administrators in achieving individual goals related to leadership in teaching, scholarship, service, and/or administration.
Work collaboratively with the University in providing a range of development opportunities for educators within the SOE and the community to develop leadership skills appropriate to their profession.

Appropriate progress has been made across the SOE's units in meeting the action steps recommended for the School's goal of Leadership Development. Specific initiatives related to this goal include the following:

- The Ed.D. in Educational Leadership was fully approved and will be implemented in the summer of 2011. This program focuses specifically on developing P-12 district leaders.
- The SOE's "Excellence in Teaching Award" Committee was created and fully implemented in AY 11. Plans to expand school-wide faculty recognition for service and scholarship are under consideration.
- The Academy of Fellows initiative has continued, which is intended to recognize leaders in the community who are advocates for the SOE. An updated database was used by faculty and staff to identify and solicit Fellows to volunteer as course speakers or for student events. A specified Facebook site continues to be monitored.

- The Piasa Bluffs Writing Project, NEH Summer Institutes, and Teaching With Primary Sources initiatives each include components to develop school-based teacher leaders.
- Currently under development are Post-Master's and Post-Bachelor's certificates in Teacher Leadership, to be initiated through the Department of Curriculum and Instruction (C&I).
- The Psychology Department's junior faculty mentoring program pairs each Assistant Professor with a tenured colleague. It also involves three meetings (with the Chair and Associate Chair) per year devoted to issues related to teaching, research, and service, respectively.
- The C&I Chair meets individually with mid-career faculty (Associate Professors) to set professional goals related to promotion to Professor and to maintain/recapture satisfaction in their careers.
- EDL mentors new faculty by getting them involved in appropriate professional organizations and directing them to suitable scholarly journals.
- The Department of SECD developed a handbook for NTT and tenure track faculty that provides important general information regarding University, School, and Department policies, resources, suggestions for funding, and other pertinent information. Mentors were given guidelines and suggestions for their role as mentor. The Chair also met with faculty preparing dossiers for mid review and provided guidelines and support for this process.
- SECD offered opportunities for faculty to present their research and scholarly activities in a non-threatening supportive venue prior to professional presentations. All faculty were invited to attend and to provide suggestions and review of the presentation.
- Linda Morice and Alison Reeves (EDL) served as Peer Consultants to assist faculty throughout the University in achieving their teaching goals.
- A new NCATE Leadership Team has been established, consisting of faculty from teacher education programs, Chairs, OCECA Director, SOE Associate Dean, and SOE Dean, to become informed about NCATE requirements and lead the School through its next site visit in 2015.

<b>SOE Goal 2: Accountability</b>
Systematically use assessment data for program improvement and report on progress annually.
Systematically review and revise program assessments based on data.
Use data school-wide to improve the academic and professional experiences of students across all programs.

The School of Education and its academic departments have made appropriate progress on the objectives of the goal related to Accountability, which is critical for school-wide state and national accreditation. Due to increased demands by state and federal agencies, data reporting mandates have substantially increased. Therefore, goals related to accountability have become particularly critical for the SOE. Specific areas of progress include the following:

- The SOE continues to implement, review, and refine its comprehensive assessment system for all graduate certification programs. *(NCATE goal)*
- Unit assessment data has been summarized, analyzed, and used to inform program and unit changes for the fifth year (advanced educator preparation programs) and sixth year (initial educator preparation programs). Below are two examples of how unit level assessment data has been used to improve programs:
  - The Department of Educational Leadership developed modules on English Language Learners to be integrated into two foundations courses based on these unit level assessment data;
  - An analysis of Basic Skills scores will result in a unit- and campus-wide initiative to provide test preparation for prospective education candidates.
- The SOE and its academic units continue to systematically summarize, report, and use program-level data to improve programs in the School *(NCATE goal)*
- SOE programs continue to refine assessments and align them to the greatest extent possible with requirements from NCATE, SIUE, and ISBE.

- The SOE continues to use available technologies to support school-wide assessment initiatives (see Appendix G for an overview of the SOE's AY 11 technology highlights).
- The SOE is working with a campus-wide team to identify an electronic management system for program/unit assessment (e.g., TaskStream), and will pilot this system once it is identified.
- The Elementary Education program completely revised its Senior Assignment Project, which focuses teacher candidates on inquiring into their practices to improve K-9 student learning. Final projects were presented in the spring of 2011.
- The SPE program received Senior Assignment funding for the 2010-2011 year. The funding was used to significantly revise the senior assignment to more closely align with professional teaching standards, and will emphasize candidates' ability to use evidence-based practices and to document and reflect on the effects these practices have on student learning. The revised Senior Assignment will be piloted in Fall 2011.
- For the first time, *all* of the SOE's undergraduate programs participated in the University's annual Senior Showcase.
- MAT faculty (C&I) are using data to revise the program's final project, a Teacher Work Sample that provides multiple sources of evidence related to program effectiveness.
- All teacher education programs implemented a common evaluation for cooperating teachers and supervisors across all field experiences, including student teaching. This data is used by programs to increase the quality of mentoring for teacher candidates.
- The graduate program in SPPA uses an electronic system (Student Assessment Management System out of the University of Cincinnati, Ohio) to track student progress over five learning goals and over 90 learning objectives. The program also tracks clinical progress using this system and implemented a revised evaluation form for off-campus practicum.

- A relatively new initiative in the Psychology Department includes the implementation of a pretest/posttest system to track undergraduates' learning of fundamental psychological and research topics between the time students declare their major and the time students graduate. Based on feedback obtained through program review, the department is also implementing several electronic resources for students including a discussion/Q&A forum, an online questionnaire that students complete after advising appointments, and an annual survey of undergraduates' experiences with the curriculum and advising. Course evaluations are also now administered online.
- SPPA underwent its internal review of the undergraduate and graduate programs in Speech-Language Pathology and Audiology. The undergraduate and graduate programs were rated as in good standing and exemplary, respectively. The graduate program also was in its re-accreditation year through the Council on Academic Accreditation (CAA) of the American Speech, Language, and Hearing Association. The final decision of the CAA, received by the program in March 2011, was to grant reaccreditation of the graduate program for the maximum eight years. The next annual report will be due to ASHA in February 2012.

<b>SOE Goal 3: Community Outreach</b>
Respond effectively to expressed needs of SOE constituents to enhance service and outreach for community members, educators, and youth.
More fully engage alumni, retired faculty, and the community in the SOE's programs and initiatives.

The School's engagement with Community Outreach has been described extensively in this report, particularly as it relates to enhanced service for community members, educators, and youth (pgs. 29-41). However, the engagement of alumni and retired faculty has been curtailed during AY 11 due to the resignation of the School's Development Officer. Some of the specific accomplishments related to Outreach for AY 11 include the following:

- Academic programs have been expanded into local communities, most specifically within East St. Louis. For example, both an Early Childhood cohort and MAT program specific to mathematics and science have been implemented in partnership with the East St. Louis School District.
- Over 1,000 young children were provided with services through the Departments of Psychology and Special Education and Communication Disorders at the East St. Louis Early Head Start center.
- Linda Morice (EDL) worked with the Matthews-Dickey Boys' and Girls' Club in St. Louis to develop an annual \$1,000 scholarship for an SIUE student in memory of Cleveland Hammonds.
- The School continues to enhance its visibility and outreach to the community and alumni through revisions of its web site and regular use of social media tools including Facebook, and Twitter.
- SOE student organizations have been actively engaged in service opportunities throughout the community, and have collaborated with P-12 schools as well as a wide range of community agencies.
- The Piasa Bluffs Writing Project co-directors (C&I) and project Fellows provided professional development and renewal activities for all teachers in Belleville 118, significantly impacting approaches to literacy district-wide.
- SOE faculty, staff, and students have actively participated in a variety of fundraisers and/or drives to support community agencies including the Community Hope Center, St. Jude's Children Hospital, American Cancer Society, and Children's Home+Aid.
- The SOE's four on-campus clinics continue to provide critical service to children, families, and individuals across the region.
- The SOE's academic departments facilitated a variety of professional workshops for families and professionals within the community, including the Debra Hoge Memorial Lecture/ROE Mid-Winter Conference (SECD), Augmentative and Assistive Communication workshop (SECD), Southern Illinois Regional Mental Health Conference-Piecing It Together (SECD), Madison County Youth Forum (KHE), SIUE Medical Brigade (SECD, KHE),

Black Heritage Month Health Fair (KHE), and Children’s Mental Health Symposium (PSYCH). Faculty and staff have also been involved with Senior Dialogues sponsored through the Office of Outreach.

<b>SOE Goal 4: Diversity</b>
Enhance the diversity of the SOE’s student body, staff, and faculty through consistent, appropriate, and equitable practices and policies.
Provide the faculty with support and resources related to a variety of diversity issues.
Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge to their workplace.
Identify and support the needs of the community, particularly with underserved and underrepresented groups, through collaborative outreach and programming.

Many of the goals related to Diversity are conducted through the School of Education’s Office of Diversity and Faculty Development and its Diversity Committee, led by Associate Dean Bill Searcy. Specific goals achieved related to Diversity include the following:

- The SOE continues to refine its faculty search procedures to ensure that candidate pools are diverse in their composition. During AY 11, the SOE successfully recruited three new tenure-track minority faculty members who will be joining the School in August of 2011.
- The SOE is fully engaged with the East St. Louis Higher Education Center through its current work with the Charter High School and ongoing collaborations with Early Head Start.
- The Faculty in Residence program continues to provide support to the Charter High School, with Jennifer Bolander (C&I) serving in this capacity for AY 11.
- New cohorts in the Early Childhood and MAT programs have been established in East St. Louis; the “Grow Your Own” special education initiative is in its third year.
- The Department of Special Education and Communication Disorders created the Diversity Recruitment Committee (DRC) to enhance student diversity and



retention in the department. In addition, the DRC will be exploring existing university-wide resources and grant agencies to strategically enhance the Department's student diversity and retention.

- All graduate level course work in SPPA contains learning objectives that address the communication needs of individuals from cultural and linguistically diverse backgrounds.
- Two undergraduate students in SPE received Martin Luther King, Jr. awards.
- Substantial revisions to the Department of Psychology's web site showcase the diversity that the department has and values among faculty, staff, and students.
- The SOE created a new International Committee, led by Associate Dean Mary Weishaar. Discussions are underway regarding potential partnerships with higher education institutions in China. The Director of International Programs met with the group and discussed ways to collaborate internationally and to attract international students.
- Laurie Puchner (EDL), Jennifer Logue (EDL), Danice Brown (PSYCH), and CAS faculty conducted a professional development workshop on diversity in conjunction with the Office of the Provost.
- As a result of a new funded scholarship (Drumuk Watt), an international graduate student was recruited from Taiwan to complete a two-year graduate degree in Special Education.
- Faustina Blankson (KHE) is leading a group of students on a summer experience in Ghana focusing on community service agencies; this is the second summer of this specific international partnership.
- A possible partnership with the Universitat Siegen in Germany is being proposed with multiple units across the SIU system including SIUE's School of Education.

<b>SOE Goal 5: Student Access</b>
Strategically review and revise current processes related to student recruitment and retention, including programmatic scheduling and admissions, to allow for greater access for students of varied populations including nontraditional and part-time students.
Strategically review, revise, and/or add programs to allow access for a wider diversity of students, including nontraditional and part-time students.
Determine avenues to enhance student access that take advantage of existing and future instructional technologies.
Research and review how characteristics of the “Millennial Generation” impact learning, teaching, and evaluation; and determine how to optimize these characteristics within the SOE’s academic experiences.

In addition to department-level initiatives related to program recruitment and retention, the SOE’s Undergraduate Working Group continues to focus specifically on issues of student access and retention that have school-wide impact. This group consists of faculty members and Chairs from all five of the SOE’s academic departments, representatives from OCECA, and the SOE’s deans. During AY 11, the work of this group has specifically focused on strategies to address the effects of the changes in the Illinois Test of Basic Skills and consequential negative impacts on enrollment in educator preparation programs as well as possibilities for enhanced enrollment and retention resulting from SIUE’s new Lincoln Plan. Specific initiatives related to Access have included the following:

- New programs are being developed to enhance student access and retention within the University, including the proposed B.S. in Health Sciences (KHE), B.S. in Educational and Human Services (EDL), and M.Ed. in Informal Education (EDL).
- “Early” admission for entering top-ranked freshmen is in discussion for all educator preparation programs.
- Educator preparation programs have moved back admission deadlines in order to provide students with more timely information on program acceptance. This allows students adequate time to make alternative program arrangements, if needed, therefore increasing the likelihood of retention within the University.

- Both SPE and SPPA modified admissions deadlines to accommodate transfer students. In addition, SPE continues to articulate with Community Colleges for required course work.
- The Early Childhood and Elementary Education programs completed the development of non-certification options within the major in part to provide an alternative for those who are unable to pass the Illinois Test of Basic Skills.
- The highly successful Early Childhood On-Site (EChOS) program has been designed specifically to accommodate for nontraditional students.
- SPE has sequenced courses for the endorsement in Special Education and the letter of approval for Early Childhood so that students may complete the required coursework in a shorter period of time and in the evening; this has opened access for nontraditional students.
- In an effort to recruit more students, the Department of SECD redeveloped SPE 200, the Introductory course, so that it can be taken by all students to meet current distribution requirements. Several students have decided to pursue Special Education as a result of their experiences in this course. In order to continue to use this course for recruitment, SECD is in the process of completing the paperwork to enable the course to be listed as a breadth course under the Lincoln plan. The Department is also reducing the number of hours required before students can enroll in the course, to attract students earlier in their SIUE experience.
- SECD is exploring the idea of offering a part-time evening option similar to the EChOS (Early Childhood) program that combines undergraduate and graduate students who are seeking initial certification. The Department is also exploring options for allowing students to earn dual certification or additional endorsements as part of the undergraduate degree.
- Each department is considering and, when appropriate, implementing courses in online and/or hybrid formats to increase student access.
- The Physical Education and Sport Pedagogy graduate program has been revised to begin in the fall of 2011 as an entirely online program.

- The EDAD program has continued to expand the number of blended courses offered at the principal preparation level.
- The efforts to open a new off-campus Administration cohort in Mt. Olive resulted in two additional sections of graduate students.
- All departments are engaged in strategic enrollment management to ensure that courses are scheduled during semesters/times that provide the most access to students; regular enrollment reports are provided to Chairs through the Dean's Office. This is particularly critical for summer course offerings.
- C&I has added a Reading Teacher option to the MSED in Literacy Education, reducing a barrier of two years of teaching experience that is required for the Reading Specialist option. When students have completed two years of teaching, they may return to take three additional courses that will then result in a Type 10 certificate for Reading Specialist.
- In June of 2011, the KHE departmental retreat will focus on better understanding and teaching the "Millennial Generation."

<b>SOE Goal 6: Interdisciplinary Initiatives</b>
Collaborate across departments to develop program options to enhance the marketability and academic experiences of the SOE's graduates.
Enhance cross-departmental and cross-campus initiatives related to scholarly activities of faculty and students.
Collaborate across the SOE's departments in the integration of professional standards in identified academic areas, including technology and ELL education, to ensure that graduates are fully prepared for workplace realities.
Collaborate across the University community in the implementation of the STEM Center and its subsequent activities in order to enhance scholarship and outreach related to STEM Education.

Substantial progress has been made during AY 11 to meet the goals established for Interdisciplinary Initiatives. The most prominent action steps have included the following:

- Interdisciplinary collaboration in the newly approved Ed.D. program has included cross-departmental participation in the Planning and Admission Committee and in course instruction for spring of 2012.
- New degree programs under development, including the proposed B.S. in Health Sciences (KHE), B.S. in Educational and Human Services (EDL), and M.Ed. in Informal Education (EDL), have a specific interdisciplinary focus and will include “cognates” or program area emphases outside of the SOE.
- The SOE and specifically the Department of Kinesiology and Health Education (KHE) have assumed a leadership role in the implementation of the University’s Interdisciplinary Health Sciences initiatives which, in addition to the development of the B.S. in Health Sciences, includes the hiring of a new Exercise Physiologist (Assistant Professor in KHE) with a dual appointment in the IHS program and the search for a Director of the IHS program, who will also have a dual appointment in KHE and with the IHS program.
- Early Childhood, Elementary Education, and Special Education faculty have begun collaboration to align Lincoln Plan requirements to increase students’ options for career choices prior to program entry.
- Faculty in EDL continue to enhance the Learning, Culture, and Society Master’s program, which includes course options outside of the SOE.
- Faculty across the SOE have been collaborating in scholarly endeavors with colleagues within the School as well as with peers in other academic units across campus. For example, Psychology graduate student Shanique Brown and Professor Cathy Daus have collaborated with Pamela Gay, Assistant Research Professor in the STEM Center, on projects related to citizen science. Steve Hupp and Greg Everett (PSYCH) are collaborating with Jennifer Gapin (KHE) on a summer-camp research project about the role of physical activity in improving attention among children with ADHD. Paul Rose (PSYCH) is serving as the program evaluator for the School of Engineering’s NSF-funded program titled Partnership with Industry for Engineering Cooperative Experiences and Scholarships (PIECES). Chris Rosnick (PSYCH) is serving as a data analyst while collaborating with Maria Kontoyianni of the School of

Pharmacy on a medicinal chemistry project. Two IT faculty members (Wayne Nelson and Melissa Thomeczek) were awarded a STEP grant for an interdisciplinary research project involving students with autism.

- The SOE held its first Interdisciplinary Speaker Series, which included research presentations from faculty members in KHE, SECD, and PSYCH.
- Faculty continue to be engaged in cross-departmental teaching, particularly in covering summer classes.
- Faculty in EDL and C&I collaborated with colleagues in CAS to develop two workshops related to English Language Learners. Materials that were developed will be integrated into Education Foundations courses beginning in the fall of 2011.
- SPPA faculty offered a workshop on Individual Evaluation Plans for SPPA and SPE students during spring 2011 in collaboration with SPE faculty.
- The SOE continues its collaboration with the Illinois Math and Science Academy (IMSA) and Boeing, facilitated by the STEM Center, to provide a summer camp for area youth and related programming for teacher education candidates.
- Stephen Marlette (C&I) was assigned to the STEM Center in the spring of 2011 to facilitate the development of program outreach and initiatives.

<b>SOE Goal 7: Fiscal Management</b>
Develop School-wide processes for managing enrollment while maintaining high quality educational experiences for students across the SOE's programs.
Engage the School's leadership in the shared management of the School's resources to ensure equity and program quality; communicate regularly with all affected stakeholders to elicit feedback and input.
Work entrepreneurially with the community to increase funding for the SOE's service, research, and academic initiatives, including full engagement with the University's capital campaign.

While the SOE has always maintained a conservative and collaborative stance related to Fiscal Management, this specific goal was added for AY 11 to reflect the current campus- and state-wide fiscal challenges related to long-range budget projections. A primary strategy for addressing these challenges has been to work collaboratively with the SOE's

Administrative Team and units in planning and implementing fiscal policies that have included careful and purposeful monitoring of expenditures across the School. As a result of its very careful fiscal management, the SOE was able to purchase supplies and equipment at the end of the 2011 fiscal year in support of innovative and high quality instruction and research and to negotiate and support specific requests of new faculty. The SOE was also able to update several of its computers used in instruction, research, and outreach clinics, as well as update classroom projection systems, in order to continue its emphasis on access to cutting-edge technologies for students and faculty. The success with Fiscal Management been made possible in large part to the exceptional work of the SOE's staff; the staff is considered as one of the School's "Points of Pride" for AY 11 (see pg. 51). Specific strategies related to the goal of Fiscal Management have included the following:

- The SOE and its units have developed a streamlined system of review for all purchases, reflective of university-level requirements for procurement and expenditures.
- Academic units monitor enrollment regularly, and are provided reports through the Dean's Office.
- Budget reviews and updates are provided at all Administrative Team, SOE Executive Committee, and SOE Faculty meetings; Chairs are encouraged to share updates and solicit feedback in monthly departmental meetings.
- The SOE has developed focused initiatives for the Capital Campaign and participated in the University's spring 2011 kick-off event.
- The SOE's giving web site has been updated to include direct links for all of the Capital Campaign initiatives.
- The Department of Psychology enters enrollment data for all courses directly from Banner (the most reliable source) and communicates with the Registrar's office for major and minor counts.

<b>SOE Goal 8: Charter High School Governance</b>
Work collaboratively with the Office of Institutional Diversity and Inclusion, the University's academic and service units, East St. Louis District 189, and community agencies to implement the redesigned governance structure of the SIUE East St. Louis Charter High School (CHS).
Work collaboratively and interdisciplinary in the development and implementation of a curriculum that will ensure the academic success of CHS students and that reflects research-based best practices for at-risk urban youth.
Work collaboratively and interdisciplinary in the development and implementation of professional development to support the success of staff at the CHS.
Fully engage the community in support of academic, social, and enrichment activities at the CHS, including the identification of financial support for its initiatives.

A second new annual strategic goal assumed by the SOE in AY 11 has been a change in the governance structure related to the SIUE East St. Louis Charter High School (CHS). The “turnaround” of the CHS has been substantial, and has been described previously in this report under Outreach (pgs. 39-41) and as an AY 11 “Point of Pride” (pg. 53). A summary of the school’s activities has also been outlined in Appendix D. Initiatives specifically related to this SOE annual goal include:

- A redesigned governance structure has been implemented at the CHS, which includes direct participation by the SOE. A revised organizational chart for the CHS is included in Appendix H.
- A new CHS Management Team was developed, consisting of the SOE Dean, Associate Provost for Institutional Diversity and Inclusion, CHS Director, and CHS Assistant Director. The Team met weekly to address issues related to the school’s governance, budget, personnel, and curriculum.
- The CHS faculty have been working on the development of curriculum maps for each of the CHS courses; these will be completed in AY 12.
- The Read 180 Lab was fully implemented, and a Reading Specialist hired, in order to address marked deficiencies in students’ reading skills.
- CHS faculty have been working with SECD faculty in the development of a Response to Intervention (RTI) Framework; this Framework will be completed and fully implemented in AY 12.



- CHS faculty have been working with the Piasa Bluffs Literacy Project (C&I) on professional development focused on the integration of literacy across the content.
- SOE faculty have supported the implementation of the new “Curriculum Enhancement and Enrichment Development” opportunities for CHS students, with participation from EDL and C&I.
- SOE students (Dean’s Dozen and ASCC) collaborated with CHS students in planning and implementing the school’s first dance.
- SOE teacher education and administration students were placed at the CHS in fulfillment of requirements related to introductory field experiences, student teaching, and administrative intern practica.
- The SOE’s support of a “Faculty in Residence” continued, with the appointment of Jennifer Bolander (C&I) to the CHS for AY 11.
- Cross-campus participation has included the SIUE STEM Center, which has provided resources for inquiry-based science instruction, and from Engineering as mentors for the regional Botball competition. As a direct result of support from the student chapter of the National Society of Black Engineers, CHS students earned third place in the regional contest and will be attending nationals in the summer of 2011.
- As a result of a substantial gift to the CHS for the development of a cutting-edge Math/Science learning lab, a team consisting of CHS students and teachers, STEM Center personnel, and C&I faculty have been working to develop the lab’s schematics and plan; the lab will be operational by the start of AY 12.
- The CHS has been included in the capital campaign goals for the SOE.

In summary, the SOE has made substantial progress in each of its AY 11 strategic annual goals. Future goals for the SOE, including an overview of progress towards its long-range strategic planning, are discussed below.

## **2. Strategies to Achieve Unfilled Goals**

As noted in the previous section, the School of Education and its academic units have made substantial progress in each of the eight identified annual goal areas. The following section outlines significant “action steps” or outcomes that were *unfulfilled* during AY 11 and, where appropriate, strategies to achieve these goals.

### *Goal 1: Leadership Development*

- a. *Develop specific strategies for supporting faculty and SOE administrators in achieving individual goals related to leadership in teaching, scholarship, service, and/or administration.* On a school-wide basis, there has been limited systemic focus on this goal area. It is anticipated that the SOE will work with University to support and fully engage in the development of leadership-specific professional development as a result of planned initiatives through SIUE’s Academic Affairs.

### *Goal 2: Accountability*

Significant progress was made in all action steps related to Accountability. However, a continued focus on this goal, particularly as it relates to the implementation of a comprehensive assessment management tool (e.g., TaskStream), will continue to be a priority for AY 12.

### *Goal 3: Community Outreach*

- a. *More fully engage alumni, retired faculty, and the community in the SOE’s programs and initiatives.* Progress towards meeting this action step was curtailed in AY 11 due to the November resignation of the SOE’s Director of Development (DOD). Once the new DOD is in place and her/his duties are more clearly identified, the SOE and its Administration Team will initiate planning to identify specific strategies for meeting this action step that will more fully engage the academic departments. The SOE Dean is also in the process of identifying the steps and procedures needed to develop an Alumni Club specific to the SOE.

#### *Goal 4: Diversity*

- a. *Provide the faculty with support and resources related to a variety of diversity issues.* While the SOE has established a Diversity Committee, its work has been limited during AY 11. In addition, travel support for faculty interested in pursuing professional development in this area was curtailed due to budget restrictions on travel. A focus on renewing the work of the Diversity Committee and identifying specific areas of support that are needed for its success will be a priority for the SOE's Associate Dean for Academic and Student Affairs in AY 12.
- b. *Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge to their workplace.* As clearly evidenced by graduates' perceptions of the lack of preparation received at SIUE for teaching students who are second language learners or infusing multicultural issues into the curriculum (see pgs. 15-16), this action step continues to be critical for the SOE's educator preparation programs. Preparing all educators to work effectively with students who are ELL and engaging candidates with appropriate multicultural educational experiences must continue to be a priority for the SOE in AY 12. Working effectively with diverse populations, and understanding the unique needs of a variety of constituent groups, is also a critical component of each of the SOE's programs, including those outside of educator preparation. This work will be facilitated by the Associate Dean for Academic and Student Affairs in AY 12.
- c. *Identify and support the needs of the community, particularly with underserved and underrepresented groups, through collaborative outreach and programming.* While community outreach is a strength of each of the SOE's academic units and across the SOE's student organizations, as reflected in the service work accomplished during AY 11 (e.g., pgs. 29-41), an additional strategy related to this action step is to reengage and fully support the SOE's Project PRIME. Project PRIME is a student organization that promotes the recruitment of students who are minorities into educational

fields. It is anticipated, for example, that PRIME members could play an important mentoring role with students at the SIUE East St. Louis Charter High School and with other middle- and high-school students within the Metro East's urban centers.

*Goal 5: Student Access*

- a. *Determine avenues to enhance student access that take advantage of existing and future instructional technologies.* Plans are in process in targeted programs to implement substantial online elements (e.g., PETE's revised graduate program, Informal Education). These plans will continue to be refined and/or implemented during AY 12. In addition, individual faculty members continue to use a range of online and hybrid methodologies to provide students with increased access to targeted courses. In order to expand the success of this goal, however, continued professional development is needed to support the effective integration of technology into new learning environments. Also to be considered is the use of synchronous video to allow for simultaneous instruction at more than one site, a strategy that has particular potential for rural graduate students.
- b. *Research and review how characteristics of the "Millennial Generation" impact learning, teaching, and evaluation; and determine how to optimize these characteristics within the SOE's academic experiences.* This action step was not fully operationalized on a school-wide level during AY 11 in part due to limited resources for professional development. However, some departments have initiated discussions within their units to identify how research in this area can support the continued refinement of academic experiences of students. This action step will be reviewed by the SOE's Technology Committee and Associate Dean for Academic and Student Affairs in order to determine its relevance for AY 12.

#### *Goal 6: Interdisciplinary Initiatives*

- a. *Collaborate across the SOE's departments in the integration of professional standards in identified academic areas, including technology and ELL education, to ensure that graduates are fully prepared for workplace realities.* As noted in Goal 4 (Diversity), a focus on integrating issues related to ELL education and P-12 student learning into appropriate course and field experiences is critical for the SOE's educator preparation programs and will continue to be an academic priority for AY 12. The issue of the integration of technology into educator preparation programs has also consistently been identified as a weakness in the educator preparation programs, and will need to be addressed in collaboration with the SOE's Technology Committee. One strategy for meeting this specific action step will be the development of a new Freshmen Seminar course specific to Instructional Technology, which is planned for full implementation by the fall of 2012.

#### *Goal 7: Fiscal Management*

- a. *Work entrepreneurially with the community to increase funding for the SOE's service, research, and academic initiatives, including full engagement with the University's capital campaign.* While the SOE has exceeded the amount raised through donations as compared to AY 10, it has not been able to fully engage in the University's capital campaign due to the vacancy in the position of Director of Development (DOD). It is anticipated that the SOE's DOD will be in place by July of 2011, and that this individual will focus on major gift solicitation and the capital campaign. It is also anticipated that the DOD will work with the academic departments to identify strategies for engaging with emeritus faculty and alumni in support of specific department-level funding goals.

#### *Goal 8: Charter High School Governance*

Significant progress has been made in all identified action steps for the goal related to the Charter High School (CHS). As the success of the CHS is a priority

for the SIUE's administration, the SOE's active involvement with the CHS will continue to be an area of strategic focus for AY 12.

Overall, the School of Education has made significant progress in each of its eight annual strategic goal areas. This has been due in large part to the effective collaborative efforts of the SOE's faculty, staff, and administrative team.

### **3. Overall Progress in Achieving the Strategic Plan**

This section provides an analysis of the overall progress of the School of Education in achieving its strategic plan, including primary strengths and weaknesses. This analysis is critical not only in determining the School's current progress in achieving its annual goals, but also in planning effectively for future short- and long-term strategic action that impacts the School as a whole as well as the planning priorities for each academic unit.

*Overall Progress: Strengths.* As reported in Section II.B.1., the SOE has made substantial progress in each of its strategic goals for AY 11. Specific strengths have built from those identified in AY 10 and are highlighted below.

- *Commitment to student success and access.* A focus on ensuring the success and access of SOE students is integrated within a majority of the SOE's identified strategic goals. Consistent with AY 10, this has been accomplished by increasing access for nontraditional students through course scheduling and site placements, expanding programs and course sizes to accommodate for student demand, increasing course presence online, more effectively engaging students and alumni through social media tools, developing new program pathways for students who are not pursuing certification, and fully engaging in the University's undergraduate research initiatives. This strength will continue to be leveraged by pursuing initiatives that include creating innovative dual majors and/or interdisciplinary degrees that take advantage of expertise in the SOE and across the University. As identified in AY 10, it will be important to tap students' perceptions of programs and social experiences provided within the University, including current uses of exit and alumni

surveys as well as planned focus groups, in order to identify how the SOE can most effectively provide future students with opportunities for access and success. While used with some success in a limited number of academic units, this goal has not been fully actualized. Additionally, the SOE will continue to capitalize on its successful use of enrollment management in order to identify courses and course sequences that optimize access for current and prospective students, and also review existing programs to determine the projected marketability of graduates and alignment with the state's economic goals.

- *Commitment to interdisciplinary initiatives.* Many of the initiatives that have been reported as strengths for the SOE have been a direct result of the ability of its faculty, staff, and students to blur the distinction between academic disciplines or “silos.” This is perhaps most clearly evidenced in the SOE’s role in the University’s initiatives related to the Interdisciplinary Health Sciences. Also evident in AY 11 has been the interdisciplinary nature of programs that have been implemented, such as the Ed.D., as well as those currently under development. These innovative new programs will include the graduate Informal Education degree (EDL) and new undergraduate proposals in Health Sciences (KHE) and in Educational and Human Services (EDL). Interdisciplinary collaboration within the SOE and with colleagues across campus has been evident in faculty research, both in terms of published scholarship and grants. Current and projected work with the STEM Center also reflect the commitment of the SOE’s faculty to work collaboratively in implementing the University’s goals related STEM education, outreach, and research. Finally, an interdisciplinary commitment will continue to be essential as the SOE and campus community engage in transforming the SIUE East St. Louis Charter High School to ensure academic excellence and success for its students.
- *Commitment to community outreach.* One of the School’s strengths continues to be its capacity to fully engage with the community (see also the section on Outreach, pgs. 29-41). This outreach includes the work and success of the

School's four clinics, which provide critical support to children, families, and individuals in the immediate region. Also related to outreach has been the continued engagement of faculty and students with a variety of service agencies throughout the community, through which the SOE has provided expertise, volunteering, and fundraising support. Outreach through workshops and conferences has provided regional professionals, families, and SOE students with access to new information and the potential for enhancing their own effectiveness in their current and/or future careers. By engaging with community agencies and schools, SOE faculty inform their own instructional practices while also supporting their scholarly endeavors. A continued commitment to outreach will not only enhance the educational experiences of SOE students through clinical practica, but reflect the distinct quality of academic programs that the SOE offers. Accessing connections made within the community will also be critical as the SOE more fully engages in the University's capital campaign.

- *Fiscal responsibility.* While the University's fiscal challenges have continued to be an issue in AY 11, the SOE's faculty, staff, and administration have effectively turned this challenge into an opportunity to refine enrollment management strategies, begin the planning process for new and innovative degree options and/or programs that will enhance enrollment and retain students within the University, and focus resources on the direct support of high quality instruction and scholarship. The ability of the SOE's units to work collaboratively and creatively within the constraints of the current budgeting landscape have allowed the SOE to continue to make progress on its annual strategic goals and is a clear indication of the SOE's commitment to student and programmatic excellence.

#### *Overall Progress: Weakness/Challenges*

When reviewing the School of Education's progress towards achieving its AY 11 goals, some weaknesses or challenges have continued and/or emerged that have impeded progress. These challenges are primarily situated externally (i.e., outside of the SOE and



the University), and will have the potential of continuing to impact the SOE's long-term strategic planning if not directly addressed.

- *Challenges related to changes in requirements of the Illinois State Board of Education (ISBE).* As noted in an April 2011 memo to the Provost (Appendix I) and described in section I.B.3 of this report (pgs. 9-12), changes recently made by ISBE regarding the Illinois Test of Basic Skills (ITBS) have had a dramatic and negative impact on the number of students eligible for educator preparation programs at SIUE and across the state. These impacts are significant both for the SOE and the College of Arts and Sciences, which houses majors in all secondary education programs. It is anticipated that individual programs could lose as much as 50% of their enrollment and that these reductions will affect overall enrollment at the University for the long term. In addition, ISBE has recently approved new professional standards and mandated the subsequent redesign of all educator preparation programs across the state. Program faculty are therefore engaged in a comprehensive review of all coursework, field experiences, and assessments associated with each educator preparation program. It is also anticipated that ISBE will adopt a new student teaching evaluation system that will be required of all programs, and that revisions to the state certification system are imminent that will impact the overall design of educator preparation programs including an increased focus on subject area content. As each of these external mandates have been proposed and/or implemented, the SOE has assumed a proactive stance in order to anticipate necessary changes to be made to programs, assessment systems, enrollment, clinical experiences, and relationships with school partners.
- *Challenges related to the state's fiscal status.* While the University's current fiscal challenges have provided the SOE with opportunities to collaboratively and innovatively focus its resources, as described previously in this report, the dramatic reductions in the state's teaching force as a result of the current economic climate have had a profound impact on the graduate enrollments in the SOE, specifically within its P-12 programs. As described in Section I.D. of this report (pgs. 46-49), and in an April 2011 memo to the Provost (Appendix E), the SOE has identified several strategies for increasing its recruitment efforts in P-12

graduate education. These efforts must remain a priority for the SOE through AY 12.

- *Challenges related to reporting requirements of external agencies.* As was described in the 2010 Annual Report, the SOE continues to be engaged in an unprecedented number of reports and meetings related to changes in required state and federal assessment procedures. For example, both state and federal agencies now require more substantive annual reports for each program, in addition to Professional Specialty Area recognition as required by NCATE, which all require different sets of data and reporting formats. NCATE has recently merged with the Teacher Education Accreditation Council (TEAC), and is in the process of revising its accreditation processes and standards. These changes will have an impact on the SOE's upcoming self-study report and 2015 site visit. Perhaps most significantly, the state has made the decision to separate from NCATE, which will require a new four-year report to ISBE that will be distinctly different and disassociated from the seven-year accreditation cycle of NCATE. These initiatives have taken an inordinate amount of time from the Associate Dean, Director of OCECA, Associate Director for Graduate Programs, Chairs, and departmental program directors. In a time of staffing shortages, these external requirements have also further strained clerical personnel. In order to overcome this external challenge, the SOE will need to continue to stay apprised of prospective reforms and policies related to program evaluation and requirements in order to remain as responsive to these changes as possible. In addition, the SOE has formed a new NACTE Leadership Team, which will participate in an NCATE training conference in June of 2011 and facilitate the accreditation work of the SOE as it begins to prepare for its site visit in 2015.
- *Challenges related to the diversity of faculty and student body.* Although it has been a strategic goal for four years, the SOE has made few substantive gains in increasing the ethnic diversity in its faculty and, most significantly, of its student body. While the SOE was successful in recruiting three new tenure-track faculty members of color for AY 12, the overall lack of diversity in the faculty and student body continue to have an impact on the academic experiences of students,

who do not have access to a more diverse range of perceptions from others with varied life experiences, and on opportunities for faculty to engage in scholarly inquiry with colleagues who hold diverse views and/or expertise. Despite initiatives of individual departments, including the formation of a Diversity Recruitment Committee in SECD and revisions made to selected web sites, a more systematic and school-wide approach to diversity will need to continue to be developed in order to address the implications of this weakness. The role of the SOE's Diversity Committee and newly formed International Committee will be critical in identifying strategies for successfully achieving this goal.

- *Assessment management system.* While the SOE has continued to make progress in the development and implementation of its assessment systems, these systems lack the comprehensiveness required by current accreditation bodies including NCATE. In order to develop a functional and appropriate electronic data system that will allow programs to effectively analyze and report data for program review and renewal, it is critical that the SOE be able to implement a comprehensive electronic data and assessment management system (e.g., TaskStream). The Associate Dean and SOE Media Specialist have been working closely with the Office of the Provost in identifying an appropriate system for campus-wide adoption, but progress has been impacted by procurement regulations and cost. It is anticipated that the SOE will be able to pilot a new system in AY 12, which will have the potential of significantly and positively curtailing the effects of state and federal assessment requirements and of program accreditation, as described above.
- *Identification of appropriate space for the SOE's outreach clinics.* While outreach and service to the community are considered ongoing strengths of the SOE, particularly in relation to its four clinics, limitations on space have increasingly been having a negative impact on the services provided, research opportunities for faculty and students, and academic clinical experiences for students. Space limitations were specifically noted during AY 11 in the external and internal reviews of Psychology's graduate program and the external and internal reviews of the graduate Speech-Language Pathology program. It is also

anticipated that limitations on tutoring space in the Cougar Literacy Clinic will arise in the AY 12 review of the graduate Literacy program (C&I). In order for the SOE to maintain its reputation for excellence in service to the community, maintain the quality and relevance in academic experiences for students in programs associated with the clinics, support the research of faculty and students related to the work provided in the clinics, and have the potential to expand services provided to the community and increase enrollments in affected programs, additional and/or substantially modified space must be made available. Space issues relate both to needs within Founders and Alumni Hall, which house the Literacy, Speech-Language and Hearing, and Attention and Behavior Clinics, as well as planned increases in space at the VC that are anticipated to support further development of the Weight Management Clinic as part of the University's Interdisciplinary Health Sciences priorities. Possible solutions could include identifying currently occupied space within Alumni and Founders Hall that could be reassigned within the University, and/or more efficiently combining the clinics and ancillary spaces in Alumni/Founders Halls. During AY 11, affected Chairs and the SOE Dean met with the Vice Chancellor for Administration to review the SOE's needs related to clinic space; however, follow-up meetings with University architects have not yet been scheduled.

- *Engagement with alumni, emeritus faculty, and the University's capital campaign.* The SOE has been unable to fully engage in the University's capital campaign in large part due to the resignation of the Director of Development in November of 2010. While specific campaign goals have been identified for the SOE, the SOE has not yet developed a functional Campaign Committee or begun the process of identifying potential major donors to support its campaign goals. It is anticipated that, with the selection of a DOD by the start of AY 12, the SOE will begin the process of identifying specific plans for meetings its campaign goals.

## II. C. UPDATES TO THE STRATEGIC PLAN

The School of Education's strategic plan for AY 12 is twofold. First, the SOE will refine its annual strategic action goals to build upon successes and challenges from AY 11, which will provide short-term guidance for the School and its departments. Simultaneously, the School will continue to engage in the collaborative strategic planning process began in AY 11, in order to generate long-term goals for the School. Both of these processes are described below.

*Strategic Action Goals.* The annual strategic goals for AY 12 will be built directly on the successes and remaining challenges from AY 11 and will reflect the initial long-term strategic planning priorities as identified in AY 11. This planning will begin at the summer SOE Administrative Team Retreat, with goals shared and refined at the initial fall meetings of the SOE faculty/staff, SOE Executive Committee, and SOE Executive Advisory Committee. The annual goals will continue to be reviewed and defined by the academic units, taking into account the ongoing initiatives directed by the University and external agencies, as well as the immediate needs of the School and its faculty, staff, and students.

Based on the review of the AY 11 annual goals and initial goal areas identified through the School's long-term strategic planning process, refinements to the School's eight strategic action goals are proposed for AY 12. These draft goals continue to reflect the SOE's student-centered philosophy and its five guiding principles: access, accountability, diversity, quality, and outreach. The School's proposed annual strategic goals, and their relation to the current Academic Imperatives, are presented in Table 25. Modifications from AY 11 action steps are indicated in blue.

**Table 25. Proposed SOE Annual Strategic Goals AY 12**

<b>SOE Annual Strategic Goal AY 12</b>	<b>SIUE Academic Imperative(s)</b>
<b>Leadership Development</b> <ul style="list-style-type: none"> <li>• Develop specific strategies for supporting faculty and SOE administrators in achieving individual goals related to leadership in teaching, scholarship, service, and/or administration.</li> <li>• Work collaboratively with the University in providing a range of development opportunities for educators within the SOE and the community to develop leadership skills appropriate to their profession.</li> <li>• Review the structure of the Joint Council on Teacher Preparation to determine its effectiveness and potential for collaborative governance in leading initiatives across all of the University's educator preparation programs.</li> </ul>	<b>Faculty Development</b>  <b>Student Success</b>
<b>Accountability</b> <ul style="list-style-type: none"> <li>• Systematically use assessment data for program improvement and report on progress annually.</li> <li>• Systematically review and revise program assessments based on data.</li> <li>• Use data school-wide to improve the academic and professional experiences of students across all programs.</li> <li>• Implement a comprehensive electronic assessment management system to support program review and accreditation.</li> <li>• Develop and implement a system for tracking students after graduation to determine trends related to job placement, retention, and impact on P-12 student learning (as appropriate).</li> </ul>	<b>Academic Quality/Effective Assessment</b>
<b>Community Outreach</b> <ul style="list-style-type: none"> <li>• Respond effectively to expressed needs of SOE constituents to enhance service and outreach for community members, educators, and youth.</li> <li>• More fully engage alumni, retired faculty, Academy of Fellows members, and the community in the SOE's programs and initiatives.</li> </ul>	<b>Educational Outreach</b>
<b>Diversity</b> <ul style="list-style-type: none"> <li>• Enhance the diversity of the SOE's student body, staff, and faculty through consistent, appropriate, and equitable practices and policies.</li> <li>• Provide the faculty with support and resources related to a variety of diversity issues.</li> <li>• Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge to their workplace.</li> <li>• Identify and support the needs of the community, particularly with underserved and underrepresented groups, through collaborative outreach and programming.</li> <li>• Provide faculty and students with opportunities to engage in international experiences that support high-quality academic, scholarly, and service endeavors.</li> </ul>	<b>Student Success</b>  <b>Educational Outreach</b>
<b>Student Access</b> <ul style="list-style-type: none"> <li>• Strategically review and revise current processes related to student recruitment and retention, including programmatic scheduling and admissions, to allow for greater access for students of varied populations including nontraditional and part-time students.</li> <li>• Strategically review, revise, and/or add programs to allow access for</li> </ul>	<b>Academic Quality/Effective Assessment</b>  <b>Student Success</b>

<p>a wider diversity of students, including nontraditional and part-time students.</p> <ul style="list-style-type: none"> <li>• Determine avenues to enhance student access that take advantage of existing and future instructional technologies.</li> <li>• Research and review how characteristics of the “Millennial Generation” impact learning, teaching, and evaluation; and determine how to optimize these characteristics within the SOE’s academic experiences.</li> </ul>	<p><b>Enrollment Management</b></p> <p><b>Educational Outreach</b></p>
<p><b>Interdisciplinary Initiatives</b></p> <ul style="list-style-type: none"> <li>• Collaborate across departments to develop program options to enhance the marketability and academic experiences of the SOE’s graduates.</li> <li>• Enhance cross-departmental and cross-campus initiatives related to scholarly activities of faculty and students.</li> <li>• Collaborate across the SOE’s departments in the integration of professional standards in identified academic areas, including technology and ELL education, to ensure that graduates are fully prepared for workplace realities.</li> <li>• Collaborate across the University community in the implementation of a variety of interdisciplinary and international initiatives to enhance opportunities in instruction, scholarship, and service for the SOE’s students, faculty, and staff.</li> <li>• <a href="#">Develop new academic programs that are intentionally interdisciplinary in their design.</a></li> </ul>	<p><b>Faculty Development</b></p> <p><b>Student Success</b></p> <p><b>Academic Quality/Effective Assessment</b></p>
<p><b>Fiscal Management</b></p> <ul style="list-style-type: none"> <li>• Develop School-wide processes for managing enrollment while maintaining high quality educational experiences for students across the SOE’s programs.</li> <li>• Engage the School’s leadership in the shared management of the School’s resources to ensure equity and program quality; communicate regularly with all affected stakeholders to elicit feedback and input.</li> <li>• Work entrepreneurially with the community to increase funding for the SOE’s service, research, and academic initiatives, including full engagement with the University’s capital campaign.</li> <li>• <a href="#">Initiate planning to address critical space shortages related to the SOE’s four outreach clinics.</a></li> </ul>	<p><b>Enrollment Management</b></p> <p><b>Student Success</b></p>
<p><b>Charter High School Governance (new)</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with the Office of Institutional Diversity and Inclusion, the University’s academic and service units, East St. Louis District 189, ISBE, and community agencies to refine the redesigned governance structure of the SIUE East St. Louis Charter High School (CHS).</li> <li>• Work collaboratively and interdisciplinary in the development and implementation of a curriculum that will ensure the academic success of CHS students and that reflects research-based best practices for at-risk urban youth.</li> <li>• Work collaboratively and interdisciplinary in the development and implementation of professional development to support the success of staff at the CHS.</li> <li>• Fully engage the community in support of academic, social, and enrichment activities at the CHS, including the identification of financial support for its initiatives.</li> </ul>	<p><b>Student Success</b></p> <p><b>Educational Outreach</b></p>

*Long-Term Strategic Planning.* In addition to its continued focus on annual strategic action goals, the School began a strategic planning process in AY 11 to identify long-term goals, review the SOE's Mission, and create a Vision statement. This process has also resulted in a proposed change to the School's name, which will be described below. The intended focus for the year's long-term strategic planning process was to provide an inclusive and collaborative environment through which the School's future goals could be identified.

The long-term strategic planning process began with preliminary brainstorming during the SOE's summer 2010 Administrative Retreat, during which the team identified the following as strengths of the SOE (those in blue were determined to be the primary strengths):

- *Focus on teaching & learning*
- *Teacher/Researcher/Service balance*
- *Work atmosphere/climate*
- Faculty
- Growth continuum
- Diversity of programs
- Impact on the community
- Multi-faceted community; geographic location
- Balance of newness and continuity
- Constituents seek our graduates
- Student performance
- Collaboration
- Central to the University's mission
- Technology support
- Fiscally responsible
- Sensitivity to data
- Openness to change; proud of accomplishments
- Student applicant pool



The Administrative Team then identified a future vision for the School based on the three prominent strengths. For example, the following were generated for the strength “Teaching and Learning”:

- Digital revolution
- Accessible programs that respond to student needs (including non-traditional students)
- Differentiated curriculum (not “one size fits all”)
- Differentiated routes
- Authentic experiences to prepare students for complex environments
- Evidence-based teaching
- Tools to reflect student learning
- Teaching reflects the Millennial Generation
- Clear differences between face-to-face and online experiences
- Keeping current regarding our students
- Deep knowledge of the field
- Access strengths across the SOE (e.g., collaborative teaching, research)
- SOE regarded as “premier”
- Faculty has the time to meet goals
- Systems in place to support new faculty
- International/global view

The strengths and future vision statements generated by the Administrative Team were shared and expanded upon at the initial meetings of the SOE Executive Committee and the SOE faculty and staff. In order to enhance access and provide the opportunity for continued dialogue, a Blackboard site was established and opened to all SOE faculty and staff that included resources related to strategic planning, notes from all subsequent strategic planning sessions, and an opportunity for conversations and input through a dedicated discussion board. In order to set the stage for future goal setting, three Town Hall meetings were scheduled in the fall of 2010 to continue to build on the SOE strength and future vision statements, delineate institutional priorities, and begin to identify

potential barriers to future planning. The strength and vision planning statements were also shared with the SOE's Executive Advisory Board for review and input. During the October 2010 Town Hall meeting, potential themes were generated from the identified strengths and vision statements. In order to expand participation in this dialogue, large posters of the statements were created and provided to each academic department and OCECA, with the intent of providing increased input and participation into the planning process. A compiled list of strengths and themes is included in Appendix J. The identified themes included Accountability, Diversity, and Leadership, with the overarching theme of Outreach.

Due to very low participation in the Town Hall meetings and with the Blackboard site, two face-to-face spring strategic planning "retreats" were held with the SOE's faculty. This venue was found to be much more effective in garnering participation. During the first retreat, faculty broke into small groups, which focused on one of three specific tasks: reviewing the existing Mission statement, developing a Vision statement for the SOE, and recommending a change to the SOE's name that more clearly reflects its mission and vision. The work of the small groups was unanimously affirmed at the conclusion of the "retreat." A follow-up meeting was held with the faculty in April, during which participants divided into small groups to begin brainstorming actionable long-term goals related to the identified themes of Accountability, Diversity, and Leadership. During that meeting, a final vote was held regarding the change of the School's name (College of Education and Human Sciences). Also affirmed was the School's revised Mission statement:

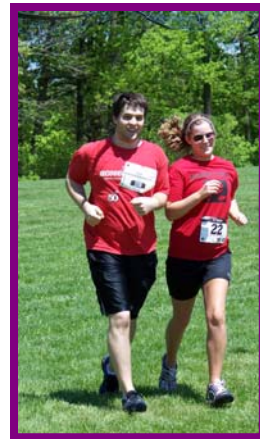
*The [School of Education] at Southern Illinois University Edwardsville engages and prepares learners by creating an inviting, collaborative and rigorous academic atmosphere; integrating theory and practice to inform teaching, scholarship and service; challenging learners to synthesize knowledge and generate diverse perspectives; stimulating critical dialogue; promoting ethical action, social justice, personal responsibility and effective leadership to serve diverse individuals, organizations and communities.*

While the long-term strategic planning process was not completed during AY 11, progress was made in achieving the original goals of this process. Most notably, the faculty were unanimous in their support of a revised Mission statement and to a proposed change to the School's name (College of Education and Human Sciences), which more clearly identifies the School's interdisciplinary nature and its emergence on campus as a leader in health sciences initiatives. Specific goals for the long-term strategic planning process for AY 12 include the following:

- Complete the process of identifying a unifying Vision for the SOE
- Complete the University's approval process in order to formally change the School's name to "College of Education and Human Sciences"
- More clearly communicate the Dean's vision for the School and its relation to long-range strategic goals
- Identify actionable and specific long-term goals related to the broad areas of Accountability, Leadership, and Diversity, with the overarching goal of Outreach
- Identify specific barriers to the implementation of identified goals, and strategies to mitigate the impact of these barriers
- Expand the engagement of the SOE in the strategic planning process, including the faculty, staff, students, and community constituents
- Develop a process to communicate the SOE's long-term strategic plan within the University as well as with external groups that include alumni, prospective students, and advisory boards

As identified through the AY 11 strategic planning process, the broad goal areas of Diversity, Leadership, and Accountability, with the overarching theme of Outreach, clearly align with the SOE's guiding principles, annual action goals, and University's academic imperatives. As the SOE engages in its collaborative planning of related long-term strategic goals in AY 12, it is anticipated that the School's future vision will continue to build on its excellence in teaching, research, and service and the leadership that this critical unit provides for the University and the region.

### III. UNIVERSITY STRATEGIC PLAN APPENDIX MATERIALS



### III. A. LISTS OF ACTIVITIES

#### 1. External Awards for Curricular Innovation

During AY 2011 the SOE did not receive any external awards for curricular innovation.

#### 2. External Grants for Curricular Innovation

A summary of external grants related to curricular innovation is provided in Table 26.

**Table 26. External Grants for Curricular Innovation**

<b>Project Title</b>	<b>Agency/Sponsor</b>	<b>Unit</b>	<b>Award Amount</b>
Back to Basics Transition to Teaching (BTBT3)	East St. Louis School District #189	C&I	\$66,300
Abraham Lincoln and the Forging of Modern America	National Endowment for the Humanities	C&I	\$157,564
Teaching with Primary Sources	Library of Congress	SOE	\$200,000
<i>Piasa Bluffs Writing Project*</i>	National Writing Project Corp/University of California	C&I	\$47,000
<b>Total</b>			<b>\$470,864</b>

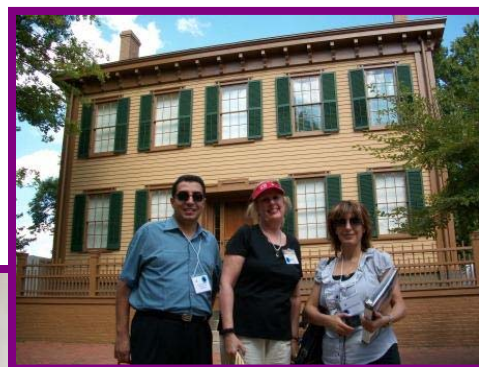
*\*Notice has been received that the Writing Project will be funded; as of June 1, 2011 this approval is still recorded as pending on Graduate School records.*

#### 3. Program Recognition Awards from External Groups

The graduate Speech-Language Pathology (SPPA) program was granted reaccreditation by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association in March of 2011. The program was found to be in full compliance in all areas.

Lambda Theta, the SIUE chapter of Kappa Delta Pi, was recognized as an outstanding chapter at the international level, receiving the Achieving Chapter Excellence or ACE award.

## IV. APPENDICES



## APPENDIX A: CAA Accreditation Notification

**Council on Academic Accreditation  
in Audiology and Speech-Language Pathology**

**ACCREDITATION ACTION REPORT**

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its February 16-19, 2011 meeting regarding the following program:

**Name of Program:** Southern Illinois University, Edwardsville

**File #:** 145

**Professional Area:**

Audiology

☐

Speech-Language  
Pathology

☒

Residential Program

☒

Distance Education

☐

Satellite Campus

☐

Contractual Arrangement

☐

**Degree Designator:** MS

**Current Accreditation Cycle:** 2003-2011

**Action Taken:** Accredited for 8 years

**Effective Date:** February 17, 2011

**New Accreditation Cycle:** April 2011-March 2019

**Next Review:** February 2012

**Notices:** The CAA advises the program to adhere to the following notices that are appended to this report.

- COMPLIANCE EXPECTATIONS
- PUBLIC DISCLOSURE OF ACCREDITATION STATUS



*In its comprehensive review, the CAA found the program to be in compliance with all accreditation standards except those noted below.*

### **AREAS OF NON-COMPLIANCE**

The program was determined to be in non-compliance with the following standards for accreditation. Non-compliance means that the program does not have in place the essential elements necessary to meet the standard. The program should report its progress made toward addressing these concerns in the Prior Concerns section of the next Annual Report or according to the time line specified below. The CAA will indicate in its review of that report whether the program has adequately addressed these areas.

- **There are no areas of non-compliance with accreditation standards.**

### **AREAS OF PARTIAL COMPLIANCE**

The program is in partial compliance with the following standards. Partial compliance means that the program has in place some, but not all, of the essential elements necessary to meet all aspects of the standard. The program should report its progress made toward addressing these concerns in the Prior Concerns section of the next Annual Report or according to the time line specified below. The CAA will indicate in its review of that report whether the program has adequately addressed these areas.

- **There are no areas of partial compliance with accreditation standards.**

### **AREAS FOR FOLLOW-UP clarification/verification**

The program should provide an update in the next Annual Report on the issues related to the following Standards for Accreditation. The CAA did not determine the program to be out of compliance with these standards at this time, but will require additional information in the next Annual Report in order to monitor the program's continued compliance in the stated areas.

#### **Standard: 2.2**

##### **Evidence/Rationale:**

The program reports having two open faculty lines, and are in the process of recruiting for those positions.

##### **Steps to be Taken:**

In the next annual report, please discuss progress made to fill these faculty vacancies. Please also comment on the impact these continuing vacancies on student outcomes and/or faculty workloads.

#### **Standard: 3.5**

##### **Evidence/Rationale:**

In response to the site visit report, the program indicated that it has reduced its supervision

formula from 4:1 to 3:1.

### Steps to be Taken:

In the next annual report, please describe what impact(s) this increase in supervisor availability has on clinical education efforts.

*As a recognized accrediting agency, the CAA has evaluated the program regarding its performance with respect to student achievement and provides the following report, as required by the US Secretary of Education [34 CFR 602.17(f)(2)].*

## PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

### Comments/Observations:

*The CAA found the program to meet or exceed the established expectations for student achievement (as described in accreditation standard 5.0-Assessment) in the following checked areas. Details regarding any of these areas not found to be in compliance are described earlier in this report.*

- ☒ Program Completion Rates
- ☒ Employment Rates
- ☒ Praxis Examination Rates

## COMPLIANCE EXPECTATIONS

CAA's recognition by the United States Department of Education (ED) requires that, if an accrediting agency's review of a program under any standard indicates that the program is not in compliance with that standard, the agency must require the program to take appropriate action to bring itself into compliance with the agency's standards within a time period that must not exceed two years. [34 CFR 602.20(a)(2)(iii)] If, after review of a reaccreditation application or an Annual Report, the program remains out of compliance with any standard and sufficient progress toward compliance has not been demonstrated, CAA may act to place the program on probation in accordance with the policy and procedures outlined in the Accreditation Manual on the CAA Web site. If the program does not bring itself into compliance within the specified period, the accrediting agency must take immediate adverse action. If the program continues to remain out of compliance with any standard at the end of the specified period, CAA will withdraw accreditation, unless the CAA judges the program to be making a good faith effort to come into compliance with the standards criteria. In such case the CAA may, for good cause, extend the period for achieving compliance and may determine to continue the accreditation cycle and to monitor the program's progress. CAA defines a "good faith effort" as 1) an appropriate plan for achieving compliance within a reasonable time frame, 2) a detailed timeline for completion of the plan, 3) evidence that the plan has been implemented according to the established timeline, and 4) reasonable assurance that the program can and will achieve compliance as stated in the plan.

## PUBLIC DISCLOSURE OF THIS DECISION AND ACCREDITATION STATUS BY THE PROGRAM AND INSTITUTION

The US Department of Education recognition requires all recognized accrediting agencies to provide

for the public correction of incorrect or misleading information an accredited or preaccredited institution or program releases about accreditation or preaccreditation status, contents of reports of on-site reviews, and accrediting or preaccrediting actions with respect to the institution or program. [34 CFR 602.23(d) and 602.23(e)] The institution and program must make accurate public disclosure of the accreditation or preaccreditation status awarded to the program. If the institution or program chooses to disclose any additional information within the scope of the ED rule, such disclosure also must be accurate. Any public disclosure of information within the scope of the rule must include the CAA's name, address, and telephone number as described in the Accreditation Manual located on the CAA Web site. If an institution or program misrepresents or distorts any action by the CAA with respect to any aspect of the accreditation process, its accreditation status, the contents of the site visit report, or final CAA accreditation actions or decisions, the CAA will notify the chief executive officer of the institution and the program director, informing them that corrective action must be taken. If corrective action is not taken, the CAA will release a public statement that provides correct information and may invoke other sanctions as may be appropriate. If the Accreditation unit discovers that an institution or program has released incorrect or misleading information within the scope of the ED rule, then it, acting on behalf of CAA, will make public correction, and it reserves the right to disclose this Accreditation Action Report in its entirety for that purpose.

## APPENDIX B: SOE Research Citations

## SOE Research Citations Calendar Year 2010

SOE faculty are indicated in blue.

### Articles

#### Peer-Reviewed

- Bailey, B.W., Sullivan, D.K., **Kirk, E.P.**, and Donnelly, J.E. Dietary Predictors of Visceral Adiposity in Overweight College Students. *British Journal of Nutrition* 2010, 103: 1702-1705.
- Beitelshees, A, Finck, B., Loene, T., Cresci, S., Wu, J., Province, M., Fabbrini, E., **Kirk, E.P.**, Zineh, I., Klein, S., Spertus, J., Kelly, D. Interaction between the *UCP2* -866 G>A polymorphism, diabetes, and  $\beta$ -blocker use among patients with acute coronary syndromes. *Pharmacogenetics and Genomics*, 2010 Apr;20(4):231-8.
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- Brewer, G. A., Marsh, R. L., Clark-Foos, A., & **Meeks, J. T.** (2010). Noncriterial recollection influences metacognitive monitoring and control processes. *Quarterly Journal of Experimental Psychology*, 63 (10), 1936-1942.
- Byrd-Blake, M., **Afolayan, M.**, **Hunt, J.**, Fabunmi, M., Pryor, B., & Leander, R. (2010). Morale of teachers in high poverty schools: A post NCLB mixed methods analysis. *Education and Urban Society*, 42, 450-472.
- Córdova, R.**, Murawski, M. (2010). Cultural landscapes for literacies learning: An innovative art museum and teacher-research community partnership. *The Missouri Reader* 4(2).
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- Córdova, R.** (2010). From local knowledge to global professional resource: The cultural landscapes collaboratory harnesses digital video technologies to support local teacher-research and inquiries. *Language and Social Processes Newsletter, American Education Research Association*. 31(1), p. 13-15.
- Córdova, R.**, Garkie, J., & Gaudette, C. (2010). Learning to see learning at the art museum. *School Arts*. 110(5), p. 14.
- Denkyirah, A. M.**, & Agbeke, W. K. (2010). Strategies for transitioning preschoolers with autism spectrum disorders to kindergarten. *Early Childhood Education Journal*, 38, 265-270.

- Everett, G. E.** (2010). Time-out in special education settings: The parameters of previous implementation. *North American Journal of Psychology*, 12, 159-170.
- Everett, G. E., Hupp, S. D. A., & Olmi, D. J.** (2010). Time-out with parents: A descriptive analysis of 30 years of research. *Education and Treatment of Children*, 33, 235-259.
- Ferguson, E. D.** (2010). Adler's innovative contributions regarding the need to belong. *Journal of Individual Psychology*, 66 (1), 1-7.
- Fanetti, S, **Bushrow, K.**, & **DeWeese, D.** (2010). Closing the gap between high school writing instruction and college writing expectations. *English Journal*, 99 4, 77-83.
- Fisher, C. F., Herbenick, D. H., Reece, M., Dodge, B., Satinsky, S., **Fischtein [Henry], D. S.** (2010). Exploring sexuality education opportunities at in-home sex toy parties in the United States. *Sex Education*, 10 (2), 131 – 144. DOI: 10.1080/14681811003666341
- Gapin, J.I.** & Etnier, J.L. (2010). The relationship between physical activity and executive function performance in children with Attention Deficit Hyperactivity Disorder. *Journal of Sport and Exercise Psychology*, 32, 753-763.
- Hambrick, D.Z., **Meinz, E. J.**, Pink, J. E., **Pettibone, J. C.**, & Oswald, F.L. (2010). Learning outside the laboratory: Ability and non-ability influences on acquiring political knowledge. *Learning and Individual Differences*, 20, 40-45.
- Herrick, JE**, Franco, RL, Stewart, JK, Arrowood, JA, Evans, RK. (2010). Ventilatory efficiency ( $V_E/V_{CO_2}$  slope) is not improved during progressive treadmill exercise in females 3-months after weight loss surgery. *Medicine & Science in Sports & Exercise*. 42(5).
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- Hunt, J.** (2010). The evolution of James A. Michener from high school teacher to writer: The formative years. *Vitae Scholasticae*, 27(1), 44-61.
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- Kirk, S. M.**, & Walker, D. (2010). Combining Teacher Facilitation with Preferred Play Materials to Improve Social Interaction of Young Children. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness*, 4, 213-228.

- Klein, N.A. & Breck, S.E.** (2010). "I wish I had known the truth sooner": Middle school teacher candidates' sexuality education experiences. *Research in Middle Level Education Online* 33(6) 1-10.
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- Knowlton, D. S.** (2010). Take out the tests, and hide the grades; add the spiritual with all voices raised! Professor explications and students' opinions of an unconventional classroom milieu. *Critical Questions in Education*, 1(2), 70-93. Retrieved July 22, 2010 from <http://education.missouristate.edu/AcadEd/87193.htm>
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- Loucks, T. M. J., Shosted, R.K., De Nil, L. F., Poletto, C. J. & **King, A.** (2010). Coordinating voice onset with articulation: a potential role for sensory cues in shaping phonological distinctions. *Phonetica*, 67, 1-16.
- Lux, K.** (2010). How to raise the status of PE at your school, *Journal of Physical Education, Recreation, and Dance*, 81, p. 40-43.
- Meinz, E. J.** & Hambrick, D. Z. (2010). Deliberate practice is necessary but not sufficient to explain individual differences in piano sight-reading skill: The role of working memory capacity. *Psychological Science*, 21, 914-919.
- O'Donnell, B. D.** & Hitpas, R. (2010, Fall). Two teachers learn from their students: Examining teaching, learning, and the use of learning centers. *Networks: An On-line Journal for Teacher Research* (12)2. Retrieved from <http://journals.library.wisc.edu/index.php/networks>
- Pawlow, L.** (2010). Standardized test and other criteria in admissions decisions: A classroom activity. *Teaching of Psychology*, 37 (3), 190-192.
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- Theodore, P. A., & Afolayan, M. O.** (2010). Facilitating cultural competence in teacher education students with digital storytelling: Implications for urban educators. *Multicultural Learning and Teaching*, 5(2), 95-105. (international)
- Theodore, P.A.** (2010) Neither Establishing nor Prohibiting: Exploring Some of the Complexities of Taking a Neutral Stance Toward Religion in Public Schools. *Journal of Philosophy and History of Education*, Volume 60. (national)
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- Yu, T.** (2010). Deconstructing the master narrative on Tibet: Lessons for education. *Discourse: Studies in the Cultural Politics of Education*, 31 (1), 1-15.
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### ***Other/Invited Articles***

**Breck, S. E.** (2010). Review of Mike Rose, *Why School? Reclaiming Education for All of Us*. New York New Press, 2009. *The Councilor*, 71 (1), 1-2.

**Karanovich, F.** (2010), Leadership for Diversity Conference Reflections, *Illinois Women in Educational Leadership Newsletter*.

**Karanovich, F.** & Eichman, J. (2010). Mentoring: Research supports it; dollars often lacking. *The Illinois Association of School Boards Journal*, 78 (6), 22-27.

**Morice, L.C.** "Editor's Note," *Vitae Scholasticae: The Journal of Educational Biography*, 2010, 27 (1).

### **Books**

#### ***Peer-Reviewed***

Goldfinger, K. & **Pomerantz, A. M.** (2010). *Psychological Assessment and Report Writing*. Thousand Oaks, CA: Sage.

**Lox, C.L.**, Martin, K.A., & Petruzzello, S.J. (2010). *The Psychology of Exercise: Integrating Theory and Practice*, 3<sup>rd</sup> ed. Scottsdale, AZ: Holcomb Hathaway Publishers.

### **Book Chapters**

#### ***Peer-Reviewed***

**Karanovich, F.** (2010). Transitioning from the Superintendent's Chair to the Professor's Podium: A Narrative of Personal Reflections. In Michael Afolayan (Ed.), *Multiculturalism in the Age of the Mosaic: Essays in Honor of Rudolph G. Wilson*. New York: Nova Science Publishers.

**Liu, Y.** (2010). Chapter 9: Strategies for providing formative feedback to maximize learner satisfaction and online learning. In H. H. Yang, & S. C. Yuen (Eds.), *Handbook of Research on Practices and Outcomes in E-Learning* (pp. 150-163) (ISBN: 978-1-60566-788-1). Hershey PA: IGI Global.

McCarthy, C. & **Logue, J.** (2010). "Re-Reading Class, Re-Reading Cultural Studies, Re-Reading Tradition: Neo-Marxist Nostalgia and the Remorselessly Vanishing Pasts." In Z. Leonardo, (Ed.). *Handbook of Cultural Politics and Education*. Boston: Sense Publishers, 269-288.

**Pawlow, L., & Pomerantz, A.** (2010). A Growing Application: Health Psychology. In A. Pomerantz (ed.), *Clinical Psychology 2<sup>nd</sup> Edition*. Thousand Oaks, CA: Sage

### ***Other/Invited***

- Ferguson, E. D.** (2010). Fundamentals of Adlerian Psychology: Their value in preventing and reducing stress. In P. Prina, C. Shelley, K. John & A. Millar (Eds.), *UK Adlerian Yearbook 2010*, 64-75.
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- Hupp, S. D. A., Jewell, J.,** Reitman, D., LeBlanc, M. (2010). Competencies in clinical child psychology. In J. C. Thomson & M. Hersen (Eds.), *Handbook of Clinical Psychology Competencies*. New York, NY: Springer Publishing.
- McAndrews, S.** (2010). Keys for evaluating writing performance and encouraging creativity. In Coffey, D. *Keys for Literacy Instruction in the Elementary Grades*. Dubuque, IA: Kendall Hunt.
- Taylor, A. R.,** Anderson, S., Meyer, K., Wagner, M. K., West, C. (2010). Lesson study: A professional development model for mathematics reform. (2005) *The Rural Educator*, 26 (2), 17-22. In C. Mertler (Ed.), *Introduction to Educational Research* (7th ed.). New York: Pearson Allyn & Bacon/Merrill Publishing.
- Taylor, A., & O'Donnell, B.** (2010). Collaboratives at work: Lesson study. In C. Lassonde & S. Israel (Eds.), *Teacher Collaboration for Professional Learning: Facilitating Study, Research, and Inquiry Communities*. New York: Jossey-Bass, 115-118.
- Yu, T.** (2010). Character education for adolescents: pedagogy of control. In J. DeVitis and L. Irwin-DeVitis (Eds.) *Adolescent education: A reader* (pp. 407-419). New York: Peter Lang.

### **Conference Presentations**

#### ***Peer-Reviewed***

- Bergeron, B. S., Fuchs, W.,** Bradbury-Wolff, M., Hammar, B., & Hahn, S. (2010, April). *Implementing effective literacy practices through RTI: Perspectives from the field*. Symposium presented at the 55<sup>th</sup> IRA Annual Convention, Chicago, IL.
- Bergeron, B. S.,** Curtis, D., Jackman, D., & **Searcy, B.** (2010, February). *Enacting change in times of challenge: Preparing educational leaders for successful strategic planning*. Symposium presented at the American Association of Colleges of Teacher Education Annual Conference, Atlanta, GA.

- Berghoff, C. R., **Pomerantz, A. M.**, **Segrist, D. J.**, Bedwell, D. R., & Russo, A. R. (2010, November). *Why do we avoid? The relationship between experiential avoidance and behavioral and self-reported impulsivity*. Poster presented at the 44th annual convention of the Association of Behavioral and Cognitive Therapies, San Francisco.
- Bode, M., Page, G., Werner, R., & **Pawlow, L.** (2010, May). *Perceptions of Professors with Non-Traditional Facial Piercings*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Bradshaw, K. & **Hupp, S.** (2010, November). *Undergraduates' Beliefs About Evidence-Based Therapies versus Alternative Therapies for Oppositional Defiant Disorder Using the Specific Therapeutic Approaches Rating Scale- Child Form (STARS-CF)*. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in San Francisco, CA.
- Brown, D. L.**, Blackmon, S. M., Schumacher, K., Urbanski, B. (2010, June). *Racial socialization in therapeutic work with African American clients*. Poster session presented at the Inaugural Division 45 Conference. Ann Arbor, MI.
- Cameron, S. M., & **Nadler, J. N.** (2010, April). *Gender and OCB participation's effect on managerial evaluations*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Chang, Y.K., Labban, J.D., **Gapin, J.I.**, & Etnier, J.L. (2010). *The effects of acute exercise on cognitive performance: A comprehensive meta-analytic review*. North American Society for the Psychology of Sport and Physical Activity, Tucson, AZ.
- Combs, M.W.**, **Breck, S.E.**, **Bushrow, K.M.**, **Pryor, C.**, & **Bolander, J.** (2010, February). *The role of context in learning to teach in secondary education*. Presentation for the Annual Meeting of the Association of Teacher Educators, Chicago, IL.
- Combs, M.W.**, **Breck, S.E.**, **Bushrow, K.M.**, **Bolander, J.**, & **Pryor, C.** (2010, October). *Learning to teach: Impact of campus-based coursework in secondary classrooms*. Presentation for the Annual Meeting of the American Association for Teaching Curriculum, St. Louis, MO.
- Combs, M.**, & Koetting, J. R. (2010, October). *The Importance of Taking a Philosophical Stance Toward Our Work*. American Association for Teaching and Curriculum.
- Combs, M.**, & Koetting, J. R. (2010, September). *On the Need to Re-Invent Higher Education in the Midst of a Digital Revolution*, American Association for Teaching and Curriculum.
- Combs, M.**, & Koetting, J. R. (2010, September). *Knowing the World: The Disconnect Between Philosophy and Schooling*, Society of Philosophy and History of Education.
- Crompton, J. & **Panico, J.**, (2010). College Students' Perceptions of Stuttering. *American Speech-Language-Hearing Association Convention*, Philadelphia, PA.
- Daus, C.** & **Brown, D.**; (2010). *Emotion work of police*. Presented at the VII Annual EMONET conference (Emotions Network) in Montreal, Canada.

- Daus, C. S.,** Jordan, Ashkanasy, Dasborough (2010). *We are all mad in Wonderland: An organizational culture framework for emotions and emotional intelligence research*. Presented at the VII Annual EMONET conference (Emotions Network) in Montreal, Canada.
- Daus, C.S., Pawlow, L.,** Elhoffer, J., & George, M. (2010, August). *Yes I Can! An Organizational Initiative Affecting Weight Loss, Mood, and Job Satisfaction*. Poster presented at the annual meeting of the Emotions Network, Montreal, Canada.
- Daus, C. S. & Trejo, B.** (2009/2010). *Emotional contagion influences during a merger*. Presented as a student presentation with Daus as second author at *Midwestern Psychological Association*; presented Jan, 2010, with Daus as first author (expanded and revised from MPA) at the International Association of Management and Business.
- DeWeese, D. & Bushrow, K.** (2010, February). *Writing across the curriculum: implications for teachers, teacher educators and students*. Association of Teacher Educators Annual Conference, Chicago, Illinois.
- DeWeese, D. & Smith, R.** (2010, January). *Shared supervision of secondary education student teaching experiences: challenges and opportunities*. The Hawaii International Conference on Education. Honolulu, Hawaii.
- Doener, J., Richardson, S., Rion, R., Smeltzer, S., Lowery, M. R., & **Nadler, J. T.** (2010, April). *Gender differences in career decisions: Effects on job and life satisfaction*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Dudley, M. G.** (January, 2010). *Predicting real-world user characteristics from virtual-world avatars*. Society for Personality and Social Psychology, Las Vegas, NV.
- Fahsl, A. & Groves-Scott, V.** (2010, October). *New directions in faculty development: Using clickers to enhance faculty development activities*. 35<sup>th</sup> Annual Professional and Organizational Development Conference. St. Louis, MO.
- Ferguson, E. D.** (2010). *Mutual Respect Relates to Need to Belong and to Contribute*. Paper presented at the convention of the North American Society of Adlerian Psychology, June 11, 2010 in Minneapolis, MN.
- Ferguson, E. D. & Hagaman, J. A.** (2010). *Do Culture and Parenting Styles Influence Transitivity of Simple Choices?* Paper presented at the Psychonomic Society convention November 20, 2010 in St. Louis, MO.
- Ferrero-Baker, B., **Krohn, E.J., Jewell, J., & Hupp, S.** (2010, March). *Examination of variables predicting attitudes toward mental health care utilization*. National Association of School Psychologists Annual Convention, Chicago, IL.
- Forbringer, L.** (2010, November). *Interactive remotes: Increasing achievement outcomes in undergraduate teacher preparation courses*. Interactive paper presented at 33<sup>rd</sup> Annual TED Conference (Teacher Education Division of the Council for Exceptional Children), St. Louis, MO.

- Gapin, J.I.** (2010). *Navigating the field: Unique issues faced by female sport psychology consultants*. Sport and Society in America, Green Bay, WI, 2010.
- Gapin, J.I., & Etner, J.L.** (2010). *Parental perceptions of the effects of exercise on behavior in children and adolescents with AD/HD*. North American Society for the Psychology of Sport and Physical Activity, Tucson, AZ.
- Gregory, C., **Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J.** (2010, August). *How does disclosure of psychologists' religious background affect prospective clients?* Poster presented at the annual convention of the American Psychological Association, San Diego.
- Griffin-Fennell, F., Johnson, R., **Brown, D., & Wingate, L.** (2010, February). *Developing inclusive research on Black Women's experiences: Reaching into the community*. Presented at the 26<sup>th</sup> annual Winter Roundtable on Cultural Psychology and Education. New York, NY.
- Heden, T., **Kirk, E.P.**, Wessling, R., Kanaley, J. (2010, June). *Effect of resistance training dose on metabolic responses and behavior habits*. Presented: American College of Sports Medicine Annual Meeting: Baltimore, MD.
- Henry, D. S.** (2010, November). *Couple Reports of the Perceived Influences of a College Human Sexuality Course on their Relationship: A Qualitative Study*. Presented at the Annual Meeting of the Society for the Scientific Study of Human Sexuality, Las Vegas, NV.
- Hunt, J.** & Pierson, G. (2010, July). *The social justice implications of the deteriorating world economy on public school students in selected U.S. school districts in Colorado and Illinois*. Paper presented at the 2<sup>nd</sup> Paris International Conference on Education, Economy & Society. Paris, France.
- Hunt, J.** (2010, May). *The future of urban public education in the United States: A call to action*. Paper presented at the 12<sup>th</sup> Annual International Conference on Education (ATINER), Athens, Greece.
- Hunt, J. A .** (2010, April). *Hoosier mentors generations of doctoral students in Illinois: The story of Robert L. Buser*. Paper presented to the 27<sup>th</sup> Annual Meeting of the International Society for Educational Biography in St. Louis, MO.
- Hunt, J. W. & VanTuyle, V.** (2010, November). *Carousel of Panels: The Board's Role in Hiring Principals: The Impending Shortage*. IASB/IASA/IASBO 78<sup>th</sup> Joint Annual Conference, Chicago, IL
- Hupp, S.** & Bradley, C. (2010, November). *Measuring Undergraduate Student Beliefs about Evidence-Based Treatments and Not-So-Evidence-Based Treatments in a Child Psychology Course*. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in San Francisco, CA.
- Jewell, J. D., Brown, D.,** Smith, G., & Thompson, R. (2010). *Examining the influence of caregiver ethnicity on youth placed in out of home care: Ethnicity matters – for some*. Poster presented at the 44<sup>th</sup> Annual Convention, Association for Behavioral and Cognitive Therapies, San Francisco, CA.

- Kirk, E.P.**, Sullivan, S., & Klein, S., (2010, June). *Exercise Reduces intrahepatic triglyceride and improves insulin action in adults with nonalcoholic fatty liver disease*. Presented: American College of Sports Medicine Annual Meeting: Baltimore, MD.
- Klein, N.A.** (2010, March). *On Cloud Nine: Word cloud technology in the health classroom*. Presentation to the American Association of Health, Physical Education, Recreation and Dance Convention and Exposition, Indianapolis, IN.
- Logue, J.** (2010, March). *Reading Resistance Psychoanalytically*. Paper presented at the annual Philosophy of Education conference in San Francisco, CA.
- Logue, J.** (2010, October). *Dilemmas of Ignorance: Exploring Dynamics of Difficult Knowledge in Social Justice Education*. Paper presented at the annual AESA conference in Denver, CO.
- Lowery, M. R., & **Nadler, J. T.** (2010, June). *Gender Differences in Workplace Preferences for Compensation*. Paper presented at Society for the Psychological Study of Social Issues, New Orleans, LA.
- Lowery, M. R., & **Nadler, J. T.**, (2010, January). *The role of gender, personality, and work experiences in risk-taking*. Poster presented at the Annual meeting of the Society for Personality and Social Psychology. Las Vegas, NV.
- Lux, K.** & McCullick, B. (2010, October). *Re-examining Structuration Theory (Giddens, 1984) and its use in understanding physical education teachers' marginality*. Paper presented at the Association Internationale des Ecoles Superieures d'Education Physique (AIESEP). World Congress, A Coruna, Spain.
- Manning, J. & **Henry, D. S.** (2010, November) *Advanced Qualitative Data Analysis*. Continuing Education Session provided at the Annual Meeting of the Society for the Scientific Study of Sexuality, Las Vegas Nevada.
- McAndrews, S.** et al. (2010, December). *Transfer and Transformation: What Reading Clinic/Literacy Lab Graduates' Current Practices and Contexts Mean for Clinic/Lab Instruction*, Paper presented at the annual meeting of the Literacy Research Association/National Reading Conference, Ft. Worth, TX.
- McCullick, B., Baker, T., Tomporowski, P., Isaac, T., & **Lux, K.** (2010, October). *First things first: A Preliminary analysis of state school based physical education (SBPE) policy and obesity rates*. Paper presented at the Association Internationale des Ecoles Superieures d'Education Physique (AIESEP). World Congress, A Coruna, Spain.
- Meeks, J.T.**, Marsh, R.L., Meisel, M.K., & Wall, J.L. (2010, November). *The Differential Effectiveness of Implementation Intentions*. Poster presented at the annual meetings of the Psychonomic Society, St. Louis, MO.
- Meinz, E. J.**, & Hambrick, D. Z. (2010). *Predictors of Knowledge Acquisition in Introductory Psychology*. Poster presented at Meeting of the Association for Psychological Science, Boston, MA, May 2010.



- Miner, C.** (2010, December). *Customized employment: What special education teachers should know*. Presentation at 2010 Annual TASH Conference, Denver, CO. State Conference.
- Morice, L.C.** (2010, September). *Juxtaposing Progressive Education and Organized Religion: Flora White's Story*. Paper presented at the annual meeting of the Society of Philosophy and History of Education, Oklahoma City, Oklahoma.
- Morice, L. C.** (2010, May). *Rediscovering a Biographical Subject: Moving from the Public to the Private Sphere*. Presented to the Biographical and Documentary Research Special Interest Group of the American Educational Research Association at the annual meeting in Denver Colorado.
- Mundschenk, N., Bergstrom, M., & **Fuchs, W.** (2010). Large-Scale Response-to-Intervention Personnel Development: Sustaining Implementation to Meet the Needs of All Students. Annual Conference for *Teacher Education Division of Council for Exceptional Children*, St. Louis, MO. November 2010.
- Nadler, J. T.**, Berry, S. A., & Stockdale, M. S. (2010, June). *Instant Gender Discrimination: Student Perceptions of Men and Women Professors*. Paper presented at Society for the Psychological Study of Social Issues, New Orleans, LA.
- Nadler, J. T.**, Lowery, M. R., & Hentrich, M. M. (2010, January). *Gender bias in perceptions of prescriptive stereotypes of managers*. Poster presented at the Annual meeting of the Society for Personality and Social Psychology. Las Vegas, NV.
- Nelson, W.A.**, Palumbo, D. B., & Orey, M. (2010, February). *Designing and design-based research*. Paper presented at the annual meeting of the Eastern Education Research Association. Savannah, GA.
- Novotony, L, **Kirk, EP**, Gavin, SG, **Herrick, JE**. (2010, October). *Reductions in truncal adiposity following 6-months of weight loss did not improve ventilatory responses to carbon dioxide*. Poster presented at the Midwest Chapter of the American College of Sports Medicine annual conference, , Indianapolis, IN.
- O'Donnell, B. D.**, **Taylor, A.**, & Danford, K. (2010). *Analyzing teaching techniques with digital interactive video exploration and reflection tool (WebDiver)*. Paper presented November 12 at Focus on Teaching & Technology, University of Missouri-St. Louis, MO.
- O'Farrell, C., & **Nordstrom, C.** (May 2010). *Workplace bullying: Examining self-monitoring and culture*. Poster presented at the Society of Industrial/Organizational Psychology Conference. Atlanta, GA.
- O'Malley, M., Roseboro, D. & **Hunt, J.** (2010, May). *A case study of accountability, fiscal management, and student achievement in the East St. Louis, IL school district*. Paper presented at the 2010 American Educational Research Association Meeting in Denver, CO.
- Owens, S., Fujiki, M., & **Hupp, S.** (2010, November). *Beliefs about evidence-based psychosocial treatments for ADHD among undergraduate students: Evaluating the teaching effectiveness*. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in San Francisco, CA.

- Parthasarathy, T.K.** and Howard, R., (2010). *Effects of Cigarette Smoking on Otoacoustic Emissions in Male and Female Subjects*. American Speech-Language-Hearing Association Convention, Philadelphia, PA.
- Pellegrin, L. & **Brown, D.** (2010, February). *Undergraduate multicultural experiences and interest as an educational tool*. Presented at the 22<sup>nd</sup> annual Southeastern Conference on the Teaching of Psychology. Atlanta, GA.
- Pettibone, J. C.** (2010). *Applying Decision Field Theory to Understanding the Phantom Decoy Effect*. Talk presented at the 2010 meeting of the Illinois Data Conference.
- Pettibone, J. C.** (2010). *Testing the Predictions of Decision Field Theory for the Phantom Decoy*. Poster presented at the 31<sup>st</sup> Annual meeting of the Society for Judgment and Decision Making.
- Pettibone, J. C.**, Englert, B., & Laughlin, A. (2010). *Can a Decoy Influence Preference for Presidential Candidates?* Poster presented at the 82<sup>nd</sup> annual Midwestern Psychology Association Meeting.
- Pomerantz, A. M.** (2010, August). *Informed consent for psychotherapy: Why, What, How, and When*. Paper presented at the annual convention of the American Psychological Association, San Diego.
- Pryor, B.W., & **Pryor, C.R.** (2010, October 13-17). *Attitudes of Undergraduates toward Their Instruction: An Examination of the Underlying Beliefs and Evaluations*, Mid-Western Educational Research Association, Columbus Ohio.
- Puchner, L. & Klein, N.A.** (2010, April). *Skirting the issue : Teachers' experiences addressing sexuality issues in middle level Language Arts*. First author presentation to the American Association for the Advancement of Curriculum Studies Conference, Denver, CO.
- Pryor, B.W., & **Pryor, C. R.** (2010, April ). *Understanding and Influencing the Beliefs that Form Teachers' Decisions: A Tool for Educational Leadership*. A paper accepted for presentation at the annual meeting of the American Educational Research Association, Denver.
- Pryor, C. R.** Brown, K.A. & Kang, R. (2010). *Learning for Democracy: Thematic issues of Karl Popper*. A keynote panel address to the Special Interest Group, Democratic Citizenship in Education, the American Educational Research Association, at the annual meeting of the American Educational Research Association, Denver.
- Pryor, C. R.**, Hudak, G. M., Gause, C. P., & Brown, K. S. (2010, April). *Journal talks: Learning for Democracy: An International Journal of Thought and Practice*. Roundtable discussion presented at the meeting of the American Educational Research Association, Denver.
- Puchner, L.** (2010, October). *Social Justice and student self-narratives: Reflections on the injection of social justice topics into a non-foundations course*. Presented at the Annual Meeting of the American Educational Studies Association, Denver, CO.



- Puchner, L. & Klein, N. A.** (2010, April). *Skirting the Issue: Teachers Experiences Addressing Sexuality Issues in Middle Level Language Arts*. Presented at the Annual Meeting of the American Association for the Advancement of Curriculum Studies, Denver, CO.
- Reeves, A.** (2010, April). *Evaluating the social justice potential of Indigenous-serving charter schools: Lessons from one case site*. Paper presented at the AERA Annual Meeting, Denver, CO.
- Reeves, A., Theodore, P., & Afolayan, M.** (2010, March). *Exploring pre-service teachers' conceptions of culture through digital storytelling*. Society for Information Technology & Teacher Education (SITE). San Diego, CA.
- Retzlaff, W., & **Pawlow, L.** (2010, October). *SIUE's Undergraduate Research and Creative Activities Program*. Poster presented at the CCAS/CUR Creating a Culture of Research on Campus meeting, Williamsburg, VA.
- Rose, P.** & Comstock, S. (2010, February). *Buying-is-for-belonging beliefs and materialistic values as predictors of compulsive buying: A mediational model*. Poster presented at the 2010 Meeting of the Society for Personality and Social Psychology, Las Vegas, NV.
- Rose, P. & Segrist, D.** (2010, May). *Probing the association between undergraduates' heavy drinking and compulsive buying*. Poster presented at the 2010 meeting of the Midwestern Psychological Association, Chicago, IL.
- Rosnick, C. B.** & Balota, D. A. (2010, April). *Intrusive Thinking Reliably Discriminates Between Normal Healthy Older Adults and Early Alzheimer's Disease*. Poster presented at the Cognitive Aging Conference, Atlanta, GA
- Rosnick, C. B.,** Lenze, E. J., & Rawson, K. S. (2010, April). *Geriatric Generalized Anxiety Disorder and Cognitive Performance: The Moderating Role of Cortisol*. Poster presented at the Cognitive Aging Conference, Atlanta, GA.
- Segrist, D.J.,** & Cohn, A. (2010, February). *Students' implicit theories of personality: A social norms approach*. Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Segrist, D.J.,** Gilbert, D.G., & **Rose, P.** (2010, August). *Emotional distress tolerance and alexithymia: Predicting the desire to smoke*. Presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Smith, R., DeWeese, D., & Pokhrel, B.** (2010, January). *Shared supervision of secondary education student teaching experiences: Challenges and opportunities*. Hawaii International Conference on Education, Honolulu, Hawaii.
- Stapleton, J, **Lox, CL, Kirk, EP, Herrick, JE,** Gapin, JL, Novotny, LM, **Gapin, JG.** (2010, October). *Improvements in perceived body image following behavioral change focused weight loss in obese adults*. Poster presented at the Midwest Chapter of the American College of Sports Medicine annual conference, Indianapolis, IN.

- Stockdale, M.S., & **Nadler, J. T.** (2010, June). *The “Think Manager/Think Male” stereotype and familiar managers*. Paper presented at Society for the Psychological Study of Social Issues, New Orleans, LA.
- Stockdale, M. S., & **Nadler, J. T.** (2010, June). *Predictors of occupational gender balance of career choices*. Paper presented at Society for the Psychological Study of Social Issues, New Orleans, LA.
- Trejo, B., & **Daus, C. S.** (2009/2010). *Multitasking and Type A interactions on student coping with stress*. Presented as a student presentation with Daus as second author at Midwestern Psychological Association; being presented Jan, 2010, with Daus as second author (expanded and revised from MPA) at the International Association of Management and Business.
- Thomeczek, M.** (2010, March). *Learning in MUVES. Really?* Paper presented at the Society for Information Technology in Teacher Education (SITE) conference in San Diego, CA.
- Tripses, J., **Hunt, J.** & Watkins, S. (2010, July). *A United States organization working to strengthen school leadership preparation*. Paper presented at the 2<sup>nd</sup> Paris International Conference on Education, Economy & Society, Paris, France.
- VanTuyle, V.** & Watkins, S. (2010, November). *Accelerating Critical Conversations on Rural and Small Schools*. IASB/IASA/IASBO 78<sup>th</sup> Joint Annual Conference. Chicago, IL
- VanTuyle, V.** (2010, October). *The Revolving Door in Rural Education: New Teacher Retention Issues and Answers*. 102<sup>nd</sup> NREA Convention & Research Symposium. Branson, MO
- Voyles, E. C., & **Nadler, J. N.** (2010, April). *The influence of fame on impressions: The mere exposure effect*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Watkins, S. & **VanTuyle, V.** (2010, October). *Rural and Small Schools: Critical Research to Support Their Efficacy*. 102<sup>nd</sup> NREA Convention & Research Symposium. Branson, MO
- Watkins, S. & **VanTuyle, V.** (2010, October). *Gender Differences: Perceptions of School Board Members’ Roles, Relationships, and Responsibilities*. Women in Educational Leadership Conference. Lincoln, NE.
- Watkins, S. & **VanTuyle, V.** (2010, October). *Ascent to the Superintendency: Showing Women the Way*. Women in Educational Leadership Conference. Lincoln, NE
- Wingate, L., Griffin-Fennell, F., **Brown, D.**, & Johnson, R. (2010, August). *Charting a New Course for Psychological Research on Black Women's Well-being*. Presented at the 118<sup>th</sup> annual conference for the American Psychological Association. San Diego, CA.
- Yu, T.** (2010, November). *Examining Chinese moral education: Critical perspectives*, symposium introduction paper at the 36<sup>th</sup> annual meeting of the Association for Moral Education, St. Louis, MO. (International)

- Yu, T.** (2010, October). *Character education for adolescents: A pedagogy of control*. Paper presented at the annual meeting of the American Educational Studies Association, Denver, CO. (National)
- Yu, T.** (2010, October). *What is it that I don't know? Learning with white teachers on multicultural education*. Paper presented at the annual meeting of the American Educational Studies Association, Denver, CO. (National)
- Yu, T.** (2010, October). *The return to Confucius in Chinese moral education: A critical analysis*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO. (National)

#### ***Other/Invited Presentations***

- Fuchs, W.** & Bergstrom, M. (2010). *New Eligibility and Entitlement Document: Implications for Schools and Districts in Illinois*. Presentation at Illinois ASPIRE South Annual Conference, Collinsville, IL. April 2010.
- Fuchs, W.** (2010). *Changing Role of Special Educators in an RtI Framework*, Invited presentation at Illinois Council for Exceptional Children Spring Conference, Effingham, IL. February 2010.
- Fuchs, W.** & Bergstrom, M. (2010). *New Eligibility and Entitlement Document: Implications for Schools and Districts in Illinois*. Presentation at Illinois ASPIRE South Annual Conference, Collinsville, IL. April 2010.
- Humphrey, R., Jordan, P. **Daus, C. S.** (2010). *Invited discussant for symposium entitled: Emotional intelligence: Advances and challenges for the new decade*. Society of Industrial and Organizational Psychology, Atlanta, April, 2010.
- Hunt, J.** and **Van Tuyle, V.** (2010). *The board's role in hiring principals: The impending shortage*. Paper presented at the 2010 Joint Annual Conference (Illinois Association of School Boards) Chicago, IL 3 sessions. November 20, 2010.
- Hunt, J.** (2010). *The care and feeding of assistant principals: Leadership development or squandered potential?* Paper presented at the 2010 Meeting of the Society for the Philosophy and History of Education in Oklahoma City, OK.
- King, A.** (2010, September). *Assessment and treatment of childhood stuttering*. Evansville Speech-Language-Hearing Association. Evansville, IN. (Invited)
- Kirk, S. M.,** (2010, February). *Healthy Bodies, Healthy Minds: Promoting Early Literacy Skills through Teacher-Directed Physical Activity*. Poster invited for presentation. Presented: Active Living Research Annual Conference (ALR). San Diego, CA.
- Klein, L., Markowitz, L., **Puchner, L.** & Anderson, J. (2010, February). *Undressing the hidden curriculum: Sexuality education and middle school literature*. Re-framing Sexuality Education: Second National Summit. Wilmington, NC.

- Klein, N.A. & Puchner, L.** (2010, February). *Undressing the hidden curriculum: Sexuality education and middle school literature*. Presentation to the Summit on Youth Culture, Popular Culture and Sexuality Education, Wrightsville Beach, NC.
- Logue, J.** (2010, November). *Dilemmas of Ignorance: Exploring Dynamics of Difficult Knowledge in Social Justice Education*. Invited talk in the Department of Theory and Policy Studies at the Ontario Institute for Studies in Education, University of Toronto.
- McAndrews, S.** (2010, November). *What's New in the World of Literacy Clinics*. Invited speaker at the Association of Literacy Educators and Researchers, Omaha, Nebraska.
- Miner, C.** (2010, September). *Person centered transition planning*. Invited presentation at the Illinois Transition Planning Institute. Bloomington, IL.
- Morice, L. & Puchner, L.** (2010, April). *Publishing Opportunities*. Presented at the 2010 Annual Meeting of the International Society for Educational Biography, St. Louis.
- Parthasarathy, T.K.** (2010). *Management Strategies for Children with Auditory Processing Disorders*. Invited Speaker at the All India Pediatric Audiology Conference.
- Theodore, P.** (2010, September). *Talking about sunlight in the cave: Working toward a Democratic approach to spiritual reality in the public school classroom*. Society for the Philosophy and History of Education. Oklahoma City, OK.
- Weishaar, P. W.** (2010, April). *Twelve Ways to Incorporate Strengths-Based Planning into the IEP Process*. Presented at the 2010 National Council for Exceptional Children Convention and Expo, Nashville, TN.
- Weishaar, P.W. & Weishaar, M.K.** (2010, March). *Assessment for high quality programs in university education*. Published as part of the conference proceedings at International Scientific-Research Conference-Actual Problems of Educating and Upbringing of People in the Integrated Educational Environment, Kiev, Ukraine.
- Yu, T.** (2010, June). *Towards the qualitative: The shifting paradigm of methodology in educational research*. Open lecture at Capital Normal University, Beijing, China.
- Yu, T.** (2010, January). *Religion in public schools*. Presentation to education graduate students at Shandong Normal University, Jinan, China.

## **Proceedings**

### ***Peer-Reviewed***

- Heden, T., **Kirk, E.P.**, Wessling, R., Kanaley, J. (2010). Effect of resistance training dose on metabolic responses and behavior habits. *Medicine and Science in Sport and Exercise* 42:5, S356, Supplement.
- Karanovich, F.** (2010). Peer Mentoring Support for Scholarly Writing Productivity in the Next Generation of College Professors. *8th Hawaii International Conference on Education*, Honolulu, Hawaii, January 7 - 10, 2010.

- Kirk, E.P.**, Sullivan, S. and Klein, S. (2010). Exercise reduces intrahepatic triglyceride and improves insulin action in adults with nonalcoholic fatty liver disease. *Medicine and Science in Sport and Exercise* 42:5, S353, Supplement.
- Liu, Y.** (2010). Experiences of integrating formative feedback in an online educational research course. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 645-653). Chesapeake, VA: AACE.
- Liu, Y.** (2010). The distribution power of online instruction. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 654-658). Chesapeake, VA: AACE.
- Reeves, A., Theodore, P., & Afolayan, M.** (2010). Exploring Pre-service Teachers' Conceptions of Culture Through Digital Storytelling. In D. Gibson & B. Dodge (Eds.), *Conference 2010* (pp. 1161-1164). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/33512>.
- Weishaar, P.W. & Weishaar, M.K.** (2010). *Assessment for High Quality Programs in University Education*. To be published as part of the conference proceedings at X International Scientific-Research Conference-Actual Problems of Educating and Upbringing of People in the Integrated Educational Environment, March 24-25, 2010, Kiev, Ukraine

## APPENDIX C: OCECA Annual Report (AY 2011)

## **OCECA Annual Report 2010-2011 Academic Year**

The Office of Clinical Experiences, Certification and Advisement (OCECA) exists to serve students throughout all facets of their undergraduate initial teacher education programs at Southern Illinois University Edwardsville. It is my pleasure to report on some of the activities of the office during the 2010-2011 academic year. This is not a comprehensive list of activities, but rather a sampling of activities to give a feel for the functions and accomplishments of the office.

### **Awards**

- Five year service recognition – *Lisa Hempen*
- Twenty-Five year service recognition – *Beverly Ahrens*

### **Committees on which we've served**

- State Wide
  - IACTE Certification Subcommittee – *Gretchen Fricke*
- University Wide
  - SIUE Transfer Advisory Group - *Lisa Hempen*
  - University Staff Senate – *Pamela Feters*
  - Preview Planning Committee – *Gretchen Fricke*
  - Academic Admissions Appeals Committee (campus wide) – *Elaine Farrar*
  - Building Coordinator Committee – *Beverly Ahrens*
  - Academic Advising Counsel – *Gretchen Fricke*
  - Committee to review the dean of the School of Engineering – *Pamela Feters*
  - Academic Advising Search Committee (General Advising) – *Gretchen Fricke*
  - Preview Planning Committee – *Gretchen Fricke*
- School of Education
  - School wide
    - Committee to review the Dean of the School of Education – *Angie White*
    - SOE Executive Committee – *Gretchen Fricke, Bill Porzukowiak, Angie White*
    - Joint Council for Teacher Preparation – *Gretchen Fricke, Bill Porzukowiak*
    - P-12 Working Group – *Gretchen Fricke, Bill Porzukowiak, Angie White*
    - Undergraduate Retention Working Group – *Gretchen Fricke, Pamela Feters, Lorrie Stricklin, Elaine Farrar*
    - Academy of Fellows – *Bill Porzukowiak*
    - Dean's Dozen Selection Committee – *Gretchen Fricke*
    - School of Education Scholarship Committee – *Gretchen Fricke*
    - Staffing Task Force – *Beverly Ahrens*
    - KHE Advisor Search Committee – *Bill Porzukowiak, Kelly Atkins, Gretchen Fricke*
  - Departmental
    - Secondary Education/MAT – *Bill Porzukowiak*

### **Professional Development**

- Attended webinar: Building the Framework: Advising as a Teaching and Learning Process– *Kelly Atkins*
- Attended webinar: Academic Advising for Student Retention and Persistence: A Strength Development Approach – *Elaine Farrar*
- Attended Criminal Background Check Training Symposium (October) – *Gretchen Fricke*
- Attended Appreciative Advising Conference (November) – *Gretchen Fricke*
- Attended ISBE Certification Update meeting, April – *Gretchen Fricke, Angie White, Lorrie Stricklin*
- Attended presentation on Conflict Management and Dealing with Difficult People, January – *Elaine Farrar*
- Attended NCAA Training to serve as Athletic Mentor – *Lisa Hempen*

### **Presentations**

- “No Child Left Behind” to a number of CI 200 classes – *Bill Porzukowiak*
- Getting a Job to special education candidates – *Bill Porzukowiak*
- Conceptual Framework/Dispositions to all CI 200 classes – *Gretchen Fricke*
- The IEP Process from a parent’s perspective to special education candidates – *Gretchen Fricke*
- SIUE Education programs to all SWIC ED 255 classes (equivalent of CI 200) – *Lisa Hempen*
- An overview of undergraduate certification programs at SIUE to all CI 200 classes – *Lorrie Stricklin, Pamela Feters, Lisa Hempen, Elaine Farrar*
- Moving from an Initial to a Standard Certificate – *Angie White*

### **Advising Highlights**

- Developed and presented a welcome session for students entering the Early Childhood and Elementary programs, held during the fall to help ease the transition for new students, approximately 117 elementary and 30 early childhood students attended –*Lorrie Stricklin, Lisa Hempen*
- Completed a transcript review and started approximately 400 files for prospective Elementary and Early Childhood students during the school year – *Lorrie Stricklin, Lisa Hempen, Rhona Crail*
- Worked on the University wide Curriculum, Advising and Program Planning (CAPP) initiative to implement degree audit – *all advisors*
- Created an application timeline for native and transfer Elementary and Early Childhood students –*Lisa Hempen*
- Created electronic checklist for year 1 and 2 Elementary, Early Childhood and ECHOS students –*Lisa Hempen*
- Provided new opportunity for Spring graduates to sign entitlements early with advisor – *Lorrie Stricklin, Lisa Hempen*
- Continue to maintain and update Academic Program Profiles – *all staff*
- Advising position for Kinesiology and Health Education students was increased to full time position during the 2010-2011 school year and has been approved for a permanent full-time position going forward. A search is currently underway to replace Irene Pendleton, who retires at the end of the 10-11 school year.



### **Undergraduate Program Outreach**

- New Student Welcome, assembled information folders and shared information on programs – *Gretchen Fricke (with Dean's Dozen)*
- Community College Day, responded to feedback from previous years and did a complete overhaul of the School of Education presentation – *Lorrie Stricklin, Lisa Hempen, Pamela Fetters, Elaine Farrar, Irene Pendleton, Kelly Atkins*
- Transformation, met with prospective students on campus for Transformation activities – *Lorrie Stricklin, Lisa Hempen, Pamela Fetters, Elaine Farrar, Irene Pendleton, Kelly Atkins*
- Monthly visits to SWIC Belleville campus, hosted information table on all School of Education programs and met with students intending to transfer to SIUE – *Lisa Hempen*
- School of Education Open House, hosted information table and assisted program faculty with presentations – *all staff*
- Attended 2010 Springboard session for new students – *Lorrie Stricklin*
- Worked with College of Arts and Sciences to transition advising of CAS Secondary Education majors to professional advisors within CAS, set up list serve to aid in communication and participated in training new staff – *Gretchen Fricke, Pamela Fetters, Elaine Farrar*
- Collaborated with College of Lake County in preparing a Transfer Guide for prospective students - *Lisa Hempen*
- Revised SIUE transfer and curriculum guides with Jo Gibson, Admission and Academic Advising – *Lorrie Stricklin, Lisa Hempen*
- Attended Multicultural Reception held by Admissions - *Lisa Hempen*
- Preparing to host School of Education sessions for 2011 Springboard (new in May 2011) – *entire office*

### **Graduate Program Outreach**

- Jersey County Teachers' Institute, hosted information table – *Angie White*
- Informational meetings in the following locations - *Angie White*
  - Red Bud
  - Belleville ROE (TAH Grant)
  - Jerseyville
  - Mt. Olive
- Maintained Graduate Newsletter for current off-campus students – *Angie White*
- Attended Adult Educators Fair, Sheraton Four Points, Fairview Heights – *Angie White*
- Delivered Cap & Gowns to off campus graduating cohorts in Red Bud and Mt. Olive – *Angie White*
- Developed flyers for the Jerseyville Curriculum & Instruction program and Mt. Olive Educational Administration program in conjunction with Educational Outreach – *Angie White (with Mary Ettling)*
- Spring 2011 delivered flyers to schools within a 40 mile radius of SIUE for the Jerseyville and Mt. Olive cohorts starting Summer 2011- *Angie White, Bill Porzukowiak*
- Designed two-sided color poster for Summer Marketing. Poster was mailed to 315 schools 50 miles from SIUE, postage & copying costs provided by Educational Outreach – *Angie White, Bill Porzukowiak, Mary Ettling*
- Developed and maintained an e-mail list of over 20,000 local educators and sent numerous e-mail messages about SIUE events and opportunities – *Bill Porzukowiak*
- IMSA Workshops in Troy and Alton, hosted information table – *Angie White*
- Visited 27 public schools to promote graduate programs – *Angie White*

- Assisted over 300 graduate students registering for courses – *Angie White*
- Developed and sent Summer and Fall announcements to local schools – *Angie White, Bill Porzukowiak*
- Developed Summer and Fall course listings and emailed to local educators – *Angie White, Bill Porzukowiak*

### **Special/New Populations**

- Participated in the planning, recruiting, advising and administering of the following off campus populations: – *Angie White, Bill Porzukowiak, Gretchen Fricke, Lorrie Stricklin, Lisa Hempen*
  - Curriculum and Instruction, Mt. Olive, SU09-SU11
  - Curriculum and Instruction, Jerseyville, SU11-SP13
  - Curriculum and Instruction/History, Belleville, SU10-SP12
  - Curriculum and Instruction/History, Belleville, SU11-SP13, anticipated
  - Curriculum and Instruction/History, Belleville, SU12-SP14, anticipated
  - ECHOS, Granite City, F09-SP12
  - ECHOS, East St. Louis, SU10-F12
  - ECHOS, TBA, F11-SP14, anticipated
  - Educational Leadership, Belleville Whiteside, SP10-SP12
  - Educational Leadership, Belleville, SP12-F13, anticipated
  - Educational Leadership, Mt. Olive, SU09-SU11
  - Educational Leadership, Mt. Olive, SU11-SP13
  - Educational Leadership, Red Bud SWIC, SP09-SP11
  - Educational Leadership, Red Bud, SP11-SP13
  - Grow Your Own, East St. Louis, SP09-SP11
  - MAT, East St. Louis, SU10-SP11

### **Technology-related projects**

- Continued implementation and improvement of new database for placement tracking – *Gretchen Fricke, Bill Porzukowiak, Nancy Waltz*
- Continued to improve process of e-mailing placement confirmation letters to cooperating teachers and teacher candidates – *Bill Porzukowiak, Nancy Waltz*
- Implementation of providing registration PIN numbers and other pertinent information to EDAD Graduate Students via e-mail, working to add additional majors – *Angie White*
- New assessment reporting procedure for Graduate Programs implemented late Summer 2010 to be run late spring of every year – *Angie White (with Mary Weishaar and Binod Pokhrel)*
- Attended new Graduate application admissions processing training – *Angie White*
- Created electronic worksheets for Elementary, Early Childhood and ECHOS students – *Lisa Hempen*
- Created electronic checklist for all Elementary, Early Childhood and ECHOS students for the beginning of each semester – *Lisa Hempen*
- Developing electronic advising files for Elementary and Early Childhood students – *Lisa Hempen*
- Developing system to track trends in basic skill scores; content scores and emphasis areas trends in Elementary and Early Childhood programs – *Lisa Hempen*
- Responded to approximately 100 emails/month on the general OCECA help desk email ([ocecahelpdesk@siue.edu](mailto:ocecahelpdesk@siue.edu)) – *Rhona Crail*

### **University-School Partnerships/Field Placements**

- Obtained pictures, printed and distributed **383** new ID badges for the school year – *Gretchen Fricke, Nancy Waltz, Rhona Crail*
- Confirmed **1,934** field placements during the 2010-11 school year, representing **191** individual schools and **64** districts – *Bill Porzukowiak, Nancy Waltz*
- Issued **4,731** credit hours in tuition waivers, representing **2,148** actual waivers, to cooperating teachers to date for the academic year– *Nancy Waltz and Gretchen Fricke*
- Processed approximately 1,000 tuition waivers redeemed by cooperating teachers– *Beverly Ahrens*
- Continued monitoring Secondary Education program students to ensure CI 315A placements include a high school, a middle school and a diverse school setting – *Gretchen Fricke*
- Met periodically with groups of supervisors and helped trouble shoot various placement issues – *Bill Porzukowiak*
- Attended St. Clair and Madison County Administrators Meetings – *Bill Porzukowiak*
- Maintained information on location schools and districts – *Bill Porzukowiak*
- Updated School Partner contracts for **79** school districts – *Bill Porzukowiak*
- Processed criminal background checks on **478** students – *Gretchen Fricke*
- Tracked compliance of new safety education state requirement for **573** students (started Spring 2011) – *Gretchen Fricke, Nancy Waltz*
- Tracked compliance of new DCFC Mandated Reporter requirement **for 475** student teachers (started Fall 2010) – *Gretchen Fricke, Rhona Crail*
- Implemented new student teaching start dates, based on feedback received from the Undergraduate Working Group – *Gretchen Fricke, Bill Porzukowiak*

### **Certification Highlights**

- Certification by entitlement: Processed 563 entitlement certifications throughout the year, plus numerous out of state certifications – *Beverly Ahrens*
- Developed individual plans for 26 individuals seeking subsequent certification through SIUE – *Gretchen Fricke*
- Tracked major changes to certification that will impact our students:
  - Testing limits (5x)
  - Basic Skills test scores
  - Grades of D no longer counted
  - Secondary Education Endorsement changes
- Modified certification process for Spring and Fall 2010 graduates to assist students in obtaining substitute positions before significant retirement changes went into effect – *entire office.*

### **Other Important Highlights**

- Participated in School of Education Strategic Planning Town Hall meetings – *Gretchen Fricke, Bill Porzukowiak, Pamela Feters, Angie White*
- Continued to offer expanded service hours: the OCECA office is now open 7:30 – 5:30 every day in the summer and 7:30 – 5:30 Monday through Thursday (8-4:30 on Fridays) during the school year providing better service to both undergraduate and graduate students – *all staff*
- UNIV 112: Co-taught various sections of UNIV 112 –*Lorrie Stricklin, Lisa Hempen, Pamela Feters*

- Helped with Student Move-In, wearing School of Education t-shirts and fielding SOE questions – *Lorrie Stricklin and Pamela Feters, Elaine Farrar*
- Served as graduation volunteer – *Lorrie Stricklin*
- Worked with other Directors of Advising across campus to develop a pilot plan for students on academic probation – *Gretchen Fricke (with Cheryle Tucker-Lowe, Brian Hinterscher and Loen Graceson-Martin)*

### **Reporting Functions**

- Teacher Data Warehouse annual submission – *Gretchen Fricke (working with Institutional Research)*
- Completed yearly Title II reporting – *Gretchen Fricke*
- Assisted with ISBE annual Reports – *Gretchen Fricke (with Mary Weishaar)*
- Completed PEDS annual report – *Gretchen Fricke (with help from Mary Weishaar, Institutional Research and Anne Moore)*
- Completed yearly unit assessment data – *all staff*

### **Dean's Dozen**

- Presented at New Student Welcome
- Hosted School of Education table at Welcome Week activities
- Continued to support the new student organization, Association for School and Community Careers
- Assisted recruitment activities at both Fall Preview dates
- Participated in a luncheon with the Deans
- Presented a panel with the Dean at the School of Education Open House
- Rachel Breuer, 2010 Dean's Dozen, was selected to be the student speaker at the May 2011 School of Education Commencement
- Changed selection process to invite qualified students to apply, resulting in a much broader pool.
- Committee members for 10-11:
  - *CI - Gloria Reading, David DeWeese, Martha Latorre*
  - *EDL – Tianlong Yu*
  - *PSY – Danice Brown*
  - *KHE – Karen Lux, Jeff Herrick, Nicole Klein*
  - *SECD – Craig Miner, James Panico*
  - *Mary Weishaar, Bill Searcy*

### **Association for School and Community Careers**

- Facebook group used as main recruiting tool (grown to 193 fans)
- Assisted at the School of Education booth at Alumni Row during Homecoming, 2010
- Sold SOE T-shirts throughout year as a fundraiser.
- Helped coordinate the first school dance at the SIUE Charter School, February 2011
- Hosted an informational table during the SIUE Activities Fair, January 2011
- Hosted an ADVICement session with the assistance of Dr. Bergeron and Gary Swalley, November, 2010
- Hosted a Bowling Social event, April 2010
- Hosted an informational table at the School of Education Open House, March 2011
- Hosted an informational table at Springfest, April 2011

*Reported by: Gretchen Fricke, Director, OCECA*

## **APPENDIX D: SIUE ESL Charter High School Highlights (AY 2011)**

**SIUE- E. St. Louis Charter High School  
Annual Review Highlights  
2010-2011**

**School Climate/Strategic Planning:**

- Worked with SIUE Marketing to develop new logo for CHS.
- Held Strategic Planning Sessions during Pre-Service Days with faculty to develop:
  - Belief Statements
  - Logo Interpretation developed by all faculty and written with consensus from all faculty.
  - School Creed, written by two teachers and accepted by all faculty.
- Belief statements, logo, and logo interpretation posted in main entry area.
- Worked collaboratively with the Regional Office of Education to implement a RESPRO program and the ISBE Rising Star School Improvement Management system under leadership of Dr. Nate Anderson.

**Personnel:**

- Reached collective bargaining agreement to provide certified and highly qualified teachers in all content area course, allowing a two-year window for three teachers to become certified and highly qualified or they will be released from their contracts at the beginning of the 2012-2013 school year.
- Expanded work day one full hour daily.
- Provided salary adjustment for full time, high qualified faculty associates working the addition hour of \$10,000, making CHS salaries more compatible with area salaries.
- Expanded number of faculty to include:
  - Additional half time science teacher
  - Additional half time math teacher
  - Full time certified reading specialist
  - Full time certified special education teacher
- Hired part time Read 180 Program Assistant and School Social worker using Title I and ARRA grant funding.
- Hired a graduate assistant to assist in clerical duties and responsibilities in the office and school lunch program.

**Curriculum and Instruction:**

- Faculty developed the first written curriculum maps in all content areas with leadership from Dr. Jenny Bolander, resident literacy expert.
- Designed and implemented monthly Curriculum Enhancement and Enrichment Development (CEED) program providing instruction to students while teachers attended a variety of faculty development activities in lieu of tradition of sending students home for half day early release from CHS school. Faculty literacy resident coordinated the CEED Day activities involving SIUE current and retired faculty. Primary theme strands included: College and Career Readiness, Senior Portfolio development, Fine Arts [dance, theater, and art history/production], Media/technology, and healthy relationships.
- Expanded curriculum offerings:
  - Pre-Engineering and Robotics Course
  - Science Explorations Class
  - Choir (Performed at the Fall SIUE Choral Program)
  - Journalism
  - Debate
  - Implemented Scholastic Read 180 Program to 75 students
- Received authorization from District 189 to:
  - Expand School Day one hour each day.
  - Inclusion of PLAN and EXPLORE tests to be considered in our annual audit of administered tests.
  - One hour late start on Thursdays to provide faculty development time.
- Developed a pool of certified substitute teachers from which to provide substitutes during faculty absences.

**Response to Intervention:**

- Developed school-wide Response to Intervention (RTI) Framework, arranged extensive training for designated RTI faculty leadership team, and provided daily release time to the RTI leadership team (special needs and reading specialist).

**Expanded Partnerships with SIUE:**

- Worked with SIUE Marketing to design new logo for branding the CHS as it initiated its transformation.
- Hosted C & I 200 students
- Hosted MAT students during observation semester and student teaching
- STEM Center collaborations:
  - Established team of teachers and students to participating in the visioning planning sessions
  - Science Teachers visited and accessed STEM resource center materials

- Provided letter of support for NSAS grant written by Dr. P. Gay agreeing to pilot STEM astronomy curriculum at the CHS.
- Provided letter of support to Dr. D. Knowlton for \$50,000 drums grant for 2011-2012 school year. (Invited to submit a full grant.)
- Developed working relationship with Community Clinic Services housed on the E. St. Louis Campus of Higher Learning.
- Worked with SIUE personnel to develop use of BANNER for scheduling, course offerings, semester grades, and transcripts of CHS students.
- University personnel provided instruction in several CEED class offerings as service to the CHS.

**Area Outreach:**

- Supervised Administrative Intern from Webster College.

**Grants/Donations to Foundation**

- \$1M Foundation Donation for STEM education at SIUE CHS
- \$10,000 Grant for Literacy coach and Debate Team from Dana
- \$1,000 Grant for breakfast program at CHS from St. Louis Area Good Will Industries
- \$3,000 donation for CHS student sweaters

**Professional Development:**

- Contracted with the National Writing and Literacy Project (SIUE base) to provide faculty development throughout the school year with extended full days of training during pre-service (August 2010) and end-of-year (June 2011) faculty development days. Used Title I resources to fund this \$10,000+ training for the teachers.
- Four teachers (Woods, Nelson, Tutor, and Newton) attended Read 180 two day training by Scholastic in August, 2010 and January, 2011.
- Two teachers (Tutor and Newton) and Director attended two-day symposium, RTI for Middle and High Schools, sponsored by ILASPIRE [Collinsville] September 27 & 28.
- Two teachers (Tutor and Newton) attended RTI Networking meetings sponsored by ILSPIRE [Collinsville] October 19, December 14, February 8, and April 5.
- Two teachers (Newton and Neumeyer) attended workshop, Motivating Hard to Reach, Uninterested, and Disruptive students, sponsored by the Teacher Learning Center in December 2010 [ St. Louis].
- Director and three teachers (Vance, Kribs, Chaffee) attended two-day conference: Urban Conference on Differentiated Instruction for Middle and High School Educators (January 27-28, 2011) St. Louis, MO.
- Assistant Director and two teachers (Johnson, Mosley) attended ESEA-NCLB 2011 Annual Statewide Conference February 8-10 (Chicago: Beyond Slogans: Working Together for Real Change.



- Two teachers (Kribs and Lane), two parents (Junior and Willis), and assistant director attended first ever Illinois Network of Charter Schools annual conference in March (Chicago). Conference was also attended by Dean Bergeron.
- Director and three teachers (Newton, Tutor, and Neumeyer) attended workshop, RTI for Middle and High School sponsored by IPA in Springfield March 24, 2011.
- Two teachers (Tutor and Newton) attended workshop sponsored by IL ASPIRE, PLC for RTI, March 28 and April 11).
- Barbara Lane: SIUE: IBHE: Students Learning Science Through a Sustained Network of Teachers—High School Physics, Summer 2011
- Ms. Johnson, math teacher, attend IPAD apps for high school math instruction (May 11) on SIUE campus.
- Assistant Director and three teachers (Kribs, Chaffee, and Mosley) will attend the Educating Black Males Conference in Chicago May 14.
- Half Day sessions on Differentiated Learning (Dr. B. O'Donnell), RTI (Dr. W. Fuchs), School-wide Positive Behavior System (G. Hoenig, G. Urban, and W. Fuchs) throughout the school year.
- Consultation with W. Fuchs throughout the year on RTI and special needs services to identified students.

#### **Policy Development:**

- In collaboration with university legal services, provost office, and school of education developed a Suspension and Expulsion policy and procedures for the CHS.

#### **Student Services:**

- Published second annual Year Book
- Journalism class resurrected a student newspaper and named it, *Charter Times*
- Provided seniors with a senior field trip to Six Flags of America
- Piloted a mentoring program, which has been formalized and enhanced for the 2011-2012 school year.
- Used ARRA grant funds to provide a part time school social worker.
- Worked with many groups at SIUE to provide students with their FIRST formal winter dance with the theme, "Winter Masquerade."
- Second annual Junior Saturday Academy, a series of five Saturdays, for PSAT/ACT preparation.

- Initiated a Student Ambassador program to train seven students to serve as ambassadors of our school to lead tours, greet visitors, and serve as positive role models for other students.
- Implemented a Student of the Week and Student of the Month Recognition program.
- Sponsored a team of students to attend the SIUE Martin Luther King luncheon.
- Held a Black History Month Program featuring talented CHS students as the performers rewarded with an off-campus lunch trip in response to their outstanding work.
- Held school-wide viewing of *Reviving Ophelia* followed by panel breakout sessions in recognition of national domestic violence week. Entire program designed and implemented by a CHS student.
- Shakespeare competition held in school-wide assembly.
- Held the first field day with numerous events and competitions among the students. Parents came to observe.

- **Parental Involvement**

- 20% of Parents attended our First Fall Field Day
- 80% of Parents attended our Open House, the most ever!
- We had a full slate of Parent Organization officers for the year that attended regularly scheduled meetings and hosted refreshments at the Culture Fest, open house, report card and parent conference evenings, and the second annual Poetry Jam, along with Donuts for Dad and Muffins for Mom morning round table discussions with parents and administrators.
- Provided a parent resource room throughout the school year for parental meetings and educational opportunities. Staffed room with Parent liaison using Title I Funds.
- Parents designed a CHS PTO Polo Shirt sold to and worn by interested parents and school administrators.
- Held a family chicken dinner for juniors and their parents with faculty and administration present to discuss PSAT/ACT testing and the role parents can play in enhancing student achievement on the PSAT/ACT.
- Accompanied parents to the National Charter School Conference in Chicago, Illinois in June 2010. Two administrators, two teachers, and two SIUE administrative leaders, along with the parent representatives, made up the CHS team.

**Awards and Recognitions:**

- Junior, BreAnna Armstrong, accepted to New York State College Shakespeare Summer 2010 Institute.
- Charter high school choir invited to sing in the SIUE Fall Choral Program in October, 2010.
- The Charter School Botball Team developed competitive robots and won third place in the double elimination portion of the tournament.

- FOCUS St. Louis Leadership Class of 2011 had four SIUE CHS students in the 2011 graduating class: Deborah Wilson Wiley, Juliann Bynum, James Washington, and Carlton Willis.
- Select CHS students performed in two East St. Louis Center for Higher Learning Fine Arts community performances (Winter and spring).
- Faculty Associate Colin Neumeyer to present at the Literacy Conference in Romania, June 2-4, 2011.
- Faculty Associate Candice Jackson awarded scholarship to attend 3-week teacher training institute in how to teach Shakespeare at the Globe theater in London, England.

*Reported by: Dr. Frances Karanovich, CHS Director*

## APPENDIX E: Memo to the Provost: Summer 2011 Enrollments

**Memo To:** Paul Ferguson, Provost and Vice Chancellor  
Scott Belobrajdic, Assistant Vice Chancellor for Enrollment Management

**From:** Bette Bergeron, Dean *Bette S. Bergeron*

**Re:** SOE's Summer 2011 Graduate Enrollment

**Date:** April 19, 2011

On behalf of the School of Education, I want to thank you for the opportunity to share with you our perspectives on the current declines in summer 2011 graduate enrollments and the strategies that have been put in place to enhance registration. We also acknowledge and appreciate your offer to provide assistance. As will be described in this memo, the SOE is anticipating that an additional 225 graduate students will be enrolling for the Summer 2011 semester in an Education degree program or as an Education/Unclassified student.

The majority of the School of Education's summer graduate enrollments have typically been P-12 teachers and school leaders who have been working towards the completion of a master's degree in order to gain additional certification and/or to move up on their district's pay scale. Unfortunately, the current economic climate has had a profound impact on our enrollments. Specifically, we have anticipated and are experiencing a decline in summer graduate enrollments due to the following conditions:

- Fewer new teachers were hired in the fall of 2011, which substantially diminishes the pool of potential candidates for graduate-level classes and programs. Specifically, the number of new teachers hired in the fall of 2010 is down 29% state-wide as compared to the previous year, and down 30% in the region that includes the Metro East. It is anticipated that the state will lose an additional 2,000 positions for the 2011/2012 school year.
- A significant number of classroom teachers in Madison and St. Clair Counties have been laid off, pending financial commitments to districts from the state for FY12. Because of contract language regarding tenure, those teachers that are laid off first are those with least seniority and are therefore those teachers who are least likely to hold a master's degree. Therefore, an additional substantial pool of candidates for summer graduate courses has been negatively affected.
- Because most districts are contractually obligated to pay teachers with a master's degree more than those without a graduate degree, many teachers are holding off from enrolling in or completing a graduate degree program so that they do not jeopardize their competitiveness in the current job market.
- The P-12 school calendar is later than usual this year, in part due to the increased number of snow days and late Easter break. Graduate students in Education are notorious for delaying registration until after their break, which will occur within the next two weeks.

- Some Education graduate courses have only been recently added to Banner; enrollment will therefore increase once students have been notified of their addition.
- Institutionally, students have expressed concern and frustration with glitches in the Banner system and with the new Financial Agreement Hold requirements that have slowed down their registration process or have discouraged them from enrolling at SIUE. (It has been noted that most of the Banner issues have been resolved.)

As compared with McKendree University, our primary competitor for graduate students, SIUE is perceived by students as having additional “barriers” that inhibit the enrollment process. For example:

- SIUE charges a \$30.00 application fee; McKendree does not charge any application fees.
- SIUE requires immunizations be up to date; otherwise, students are charged a \$25.00 fee by the fourth week of the semester and a hold is placed on their account blocking them from future enrollment. This requirement is not in place at McKendree.
- McKendree students aren’t blocked from registering for classes because of any Financial Agreement or other administrative holds.
- Students at SIUE have different passwords for e-id and cougar net, which is a further inconvenience and roadblock for enrollment. McKendree provides a hassle-free enrollment system.

Even given these financial and administrative challenges, the SOE does anticipate that the Summer 2011 graduate enrollment will substantially increase over the next two to three weeks. Specifically, it is important to note that the following are not reflected in the most current enrollment counts:

- The new Ed.D. students are not yet reflected in the summer 2011 numbers, as these students have not yet been notified of acceptance into the program. It is anticipated that 19 will begin doctoral coursework this summer.
- New graduate students in SPPA do not typically receive initial advisement until early May, and therefore approximately 25 students are not yet appearing in the SOE’s enrollments for the summer.
- Due to conference travel and increased graduate student recruitment efforts, appointments for faculty advisement of current Psychology graduate students have been delayed, but all these students are persisting in the program. It is anticipated that an additional 30 Psychology graduate students will be registered for the Summer 2011 semester.
- The modified Physical Education and Sport Pedagogy master’s program has just recently been approved for the Summer of 2011, and its courses have just been added to Banner. It is anticipated that 10-15 new graduate students will be enrolled in this program for the Summer of 2011.
- It is anticipated that an additional 15 students will be enrolled in the Masters of Arts in Education degree program for the Summer of 2011. These students are currently awaiting test results before formally enrolling in the program.

- Approximately 66 students are accepted in the Educational Administration Master's or Educational Specialist degrees that have not yet enrolled for the Summer of 2011 semester.
- A number of graduate students are not yet enrolled for a variety of programs offered through the Department of Curriculum and Instruction. Specifically, it is anticipated that 30 students will be enrolled in the Invitational NWP Summer Institute, 20-30 students in the Invitational NEH Summer Institute, and 10-15 students in Collinsville who are currently in a professional development course sequence. These students would appear on the Education/Unclassified Graduate enrollment for the Summer of 2011.

Given the expected numbers described above, it is anticipated that an additional **165 graduate students** could be enrolled by the start of the Summer 2011. It is also anticipated that there will be approximately **60-75 additional students** who will be enrolled as Education/Unclassified Graduate students this summer.

The SOE has been very active in marketing its summer programs, with a specific focus on graduate programs for school-based educators. Specific strategies have included the following:

- A poster/flyer was developed in collaboration with Academic Marketing and is being mailed to 315 schools.
- Course offerings have been designed specifically to match the summer schedules of practicing teachers and school administrators. This has also included moving courses off-campus to increase accessibility and convenience.
- Courses have been added to the schedule that will enhance teachers' marketability, including courses related to the endorsement in Special Education.
- Updated information on summer courses and new cohorts is provided on the SOE's landing page of its website. In addition, a specific website has been created for the summer 2011 semester (<http://www.siu.edu/education/summer>).
- A spreadsheet has been created that provides information on all of the SOE's summer graduate programs that are applicable for P-12 teachers and school leaders.
- Over 20,000 educators in the local area have recently received an email regarding the SOE's summer offerings; this email includes a link to the summer course spreadsheet.
- The SOE's summer course offering email message, along with a reminder to be sent on April 19, was directed to nearly 9,000 Missouri educators in the St. Louis area. These messages include the summer course listing as well as information on the convenience of attending classes at the SOE's multiple off-campus locations.

You had also indicated interest in supporting the SOE in enhancing summer enrollment. One specific avenue for assistance would be to help us identify additional funding sources for the color flyer/poster, which will allow us to more widely distribute this information. Chairs and program directors have also indicated that it would be very helpful if they can be provided with data on student credit hour production per program, per semester. This will enable us to more accurately track trends in our course offerings,

and particularly with courses that serve other programs outside of the SOE. Additionally, it would be very helpful if Enrollment Management could provide us with an Argos report that shows who was enrolled in the previous semester so the student list can be printed and compared with who is currently enrolled, allowing the Graduate Coordinator to directly contact those who are not yet enrolled for the current semester. The list could include 800#, name, major (EDAD, CI, SPED, etc), email, and phone number.

I will continue to provide you with updates regarding the status of the SOE's anticipated summer enrollments. If you have any further questions regarding the SOE's summer graduate initiatives, or have any suggestions to enhance our enrollment, please do not hesitate to contact me.



## APPENDIX F: SOE Points of Pride (AY 2011)

## **SOE Points of Pride AY 2011**

1. A special “congratulations” to the Department of Special Education and Communication Disorder and the *Speech-Language Pathology program*, which received news this spring that their graduate program has been accredited for eight years with full compliance in all areas by the Council on Academic Accreditation in Audiology and Speech-Language Pathology! This accomplishment reflects highly on the caliber of the program and its faculty, staff, and students.
2. Annice Brave, an SOE alum, was the 2011 Illinois’ Teacher of Year and one of four finalists for the 2011 National Teacher of the Year. As part of this honor, Annice was invited to visit with President Obama in Washington, D.C. Annice currently teaches English and Journalism at Alton High School.
3. In the summer of 2010, nine faculty from the SOE provided a total of eight days of training for the SIUE/St. Clair County Head Start and Early Head Start teachers and staff. Additionally, three graduate students from the Clinical Child and School Psychology program provided additional training on supporting child-directed interactions.
4. The School of Education Interdisciplinary Speaker Series titled “Obesity and America’s Youth: Responding to a National Epidemic” held on March 31, 2011 was a great success. Topic presenters were Stacie Kirk, Erik Kirk, Jeff Herrick and Laura Pawlow.
5. Dr. Stephen Hupp received a Teaching Recognition Award from the Office of the Provost.
6. Dr. Thad Meeks won the Sigma Xi Researcher of the Year Award. At a Sigma Xi meeting honoring his accomplishments, he gave a lecture titled *Individual Factors that Determine Our Ability to Fulfill Future Intentions*.
7. STEP grants were received by Melissa Thomeczek, Wayne Nelson, Vicki Scott, and Amie King.
8. Bevan Gibson, the Director of SIPDC, was selected to serve on the design team for the ABE to Credentials grant (Gates Foundation) to redesign adult education in the state of IL.
9. The School of Education supplied the STEM Center with the first faculty research fellow this spring. This position was held by Stephen Marlette from Curriculum & Instruction.
10. Ten teachers were selected for the Boeing Space Camp Scholarship as part of a partnership between Boeing, the STEM Center, and the School of Education.
11. SIUE was selected as a site for MASLI3-Rural, a Mathematics and Science Partnership grant through the Department of Education. This grant will involve integrating engineering design using robots in K-12 rural schools. PI’s include Stephen Marlette, Allison Fahsl from the School of Education, and Gary Mayer from Engineering.
12. Stephen Marlette was appointed as the Region 5 Director of the Illinois Science Teachers Association. He also serves as the section editor for a newly created preservice teacher column in the Illinois Science Teachers Association journal “the Spectrum.”

13. The Summer 2011 IMSA / Boeing Partnership is underway. As part of this collaborative with IMSA, Boeing, and the STEM Center, High School students from the region will be participating in a residential camp at SIUE and teacher candidates from the SOE will receive professional development in STEM education.
14. Yuliang Liu served as a peer review panelist for the ISE Virtual Preliminary Proposal Panel in NSF, Pilot Program for Course Material Rental in U.S. Department of Education, the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) in U.S. Department of Education, the ITEST Informal Science Education (ISE) program in NSF, the International Education Programs Service (IEPS) in U.S. Department of Education, and the Research on Learning in Formal and Informal Settings Informal Science Education (ISE) program in NSF.
15. Wayne Nelson, Educational Leadership, worked with 20 students over four sessions at the Charter High School on video game design and programming.
16. Caroline Pryor, Curriculum & Instruction, was elected as the AERA SIG Chair of Democratic Citizenship in Education, 2011-2012 and as Division L Chair, Evaluation and Assessment, for the MidWestern Educational Research Association.
17. Faustina Blankson, Kinesiology and Health Education, was awarded the SIUE Teaching Excellence Award for non tenure-track faculty.
18. Gina Goebel, Kinesiology and Health Education, was selected as the SIUE Student Organization Advisor of the Year.
19. This past summer (2010), Community Health Education students ventured to Ghana (Africa) for a five-week intensive field experience aimed at providing students the opportunity to learn about health issues in developing societies. Students worked closely with non-profit and government organizations to provide health-related services and assisted in the planning, implementation and evaluation of health programs. Student and faculty from KHE will be making another trip this summer!
20. John Hunt, Educational Leadership, served as the president of the International Society for Educational Biography (ISEB), and as the president for the Illinois Council of Professors of Educational Administration (ICPEA)
21. The new Interdisciplinary Health Sciences initiative has been developed with the ultimate goal to develop a greater health science footprint on campus that: (a) initiates strong stand alone health science programs and degrees; (b) takes into account our current students' needs; (c) utilizes our current strengths and available resources; and (d) addresses student retention in the health science programs of study (School of Dental Medicine, Pharmacy, and Nursing as well as departments of Chemistry, Environmental Science, Biology, and Kinesiology & Health Education).
22. Dr. Stacie M. Kirk (SECD), Dr. Erik Kirk (KHE) and Dr. Curt Lox (KHE) have been awarded a \$75,000 grant from Active Living Research, a national program office of the Robert Wood Johnson Foundation, to investigate physical activity and its relationship to the development of early literacy skills. The purpose of the study is to determine the impact of implementing a teacher-led physical activity program in a Head Start program on 1)

increasing physical activity levels, and 2) improving early literacy in African-American (AA) preschool children.

23. The Physical Education and Sport Pedagogy graduate specialization has been redesigned to better meet the needs of individuals currently teaching physical education in community schools who desire to hone their knowledge and skills in order to better serve their students. The 30-credit hour program is offered entirely online.
24. The SOE's Ed.D. in Educational Leadership has been approved, and will begin its first courses in the summer of 2011.
25. Linda Forbringer was the SIUE Representative and Co-Chair for the Facilities Committee of the Piecing It All Together Conference held at SIUE March 8-9, 2011. This annual conference is sponsored by the National Institute of Mental Health and numerous local mental health agencies for the purpose of supporting children and adolescents with mental health issues in Southern Illinois
26. For the third consecutive year, The National Endowment for the Humanities, Landmarks Workshop for Schoolteachers, "Abraham Lincoln and the Forging of Modern American" was held at SIUE in June and July 2010. Over 550 applications were received from teachers across the nation, one of the most highly applied to Workshop programs. Among the group were three international teachers from Lebanon, Thailand and Egypt, sponsored by the US Department of State.
27. Literacy specialist candidates in the Cougar Literacy Clinic continue to provide reading and writing assessment and tutoring to children in Grades 1 through 12 from the neighboring communities during an elementary level clinic and a middle and secondary level clinic. This program is not only providing literacy support to children, but is preparing graduates to be literacy specialists and literacy leaders in their schools.
28. Now entering its 4th year, the 2010-2011 academic year has been extraordinary for the Piasa Bluffs Writing Project (PBWP) and the Cultural Landscapes Collaboratory (CoLab). It hosted the first-ever New Literacies and Design Thinking conference in January 2011, with visiting colleagues Drs. Maureen Carroll and Leticia Britos from Stanford University's d.School. In June 2011 PBWP-CoLab will hold its largest Invitational Summer Institute where 24 locally-nominated successful Kindergarten - High School will become teacher-researchers and teacher-leaders in educational transformation with a focal point on 21st century literacies and writing as a tool for learning. BWP-CoLab's professional development efforts have scaled up significantly as evidenced in its work with over 350 teachers in Belleville District 118. It worked with teachers and all administrators to explore, envision and enact a "Writing-Rich and Writing-Strong" classroom in Pre-K through 8th grades. That successful undertaking, paired with a year-long professional development partnership with SIUE's East Saint Louis Charter High School, is a testament to the readiness and talent of our PBWP-CoLab leadership team and community of Teacher Consultants.
29. An article in the journal that was edited by Linda Morice and Laurie Puchner (*Vitae Scholasticae*) won the Elizabeth Powell Award from the University Professional Continuing Education Associate (UPCEA) competition as the best article on the subject of Distance Education for 2010. The article's title was "Correspondence Study and the 'Crime

of the Century': Helen Williams, Nathan Leopold, and the Stateville Correspondence School," authored by Von Pittman.

30. The online journal housed at SOE, and supported by the AERA Special Interest Group, Democratic Citizenship in Education (Learning for Democracy: A journal of thought and practice) has published 3 issues in 2010. The journal has increased its international and national subscriptions and attracted cutting edge manuscripts for publication. SIUE's Undergraduate Research and Creative Activities Program provides support for an undergraduate student to augment the journal's publication process. The journal expects to offer a hard copy option beginning in 2012.

## **Students**

31. At the Great Plains Student Psychology Convention Jillian Elhoffer and Megan George won 1<sup>st</sup> place in the Health Behaviors Empirical Poster division – they reworked data from a worksite wellness project facilitated by Cathy Daus and Laura Pawlow.
32. In the 2010-2011 academic year the Psychology Club hosted a back to school BBQ, a student peer mentoring night, a game night for students, a student event where speakers from Chestnut Mental Health came and described their experiences. They also volunteered at the local YMCA's Halloween event for children and the annual Alzheimer's Association walk on our campus, and raised money for Children's Health and Aide of Southern Illinois, did a personal product drive for Oasis Women's Center, and put on a Valentine's Day party for residents of Maryville Manor (a local nursing home).
33. Project SHARE (Social Health & Academic Readiness Enrichment) provided services to nearly 1500 children enrolled in the SIUE/St. Clair County Head Start and Early Head Start programs. From the Clinical Child and School Psychology graduate program, 15 graduate students provided behavioral screens. After the screen, over 200 children received individualized social support services. Additionally, 40 SIUE undergraduate students implemented the Second Step program to over 1000 children. Second Step teaches children skills related to emotion management and problem solving. Project SHARE is directed by Dr. Stephen Hupp.
34. Eight graduate students and one faculty member from the Clinical Child and School Psychology graduate program provided a Children's Mental Health Symposium for staff of the Children's Home + Aid in Granite City, Illinois. The goal of this symposium was to review specific types of treatments for several specific clinical problems, including anxiety, mood, and other issues. The symposium was moderated by Dr. Stephen Hupp.
35. In 2011, Chelsea Vanderpool's thesis on gender-role congruency and salary negotiations won an honorable mention from the Midwestern Association of Graduate Schools. Chelsea graduated from the SOE's graduate Industrial-Organizational Psychology program in 2010 and is now in a PhD program at Cornell.
36. In 2011, Shanique Brown, an Industrial-Organizational Psychology graduate student, won the Phi Kappa Phi award for her thesis-based research poster (presented at the graduate school's research symposium) titled *The Influence of Anticipated Regret on Decision-Making Within Law Enforcement*.

37. In spring 2011, Psychology major Laura Koch won the Degree Completion Award from SIUE's Office of Human Resources. This award gives an SIUE staff member who is an exceptional student a year of support to complete his or her baccalaureate degree.
38. In 2011, Psychology major Renee Dow won the Gateway Career Services Association Career Kit Award. This award honors an excellent undergraduate in the St. Louis region who has developed exceptional professional skills through out-of-class work.
39. This spring, Psychology senior Renee Dow also won a graduate fellowship (to support her later graduate work) from Phi Kappa Phi.
40. In spring 2011, Psychology seniors Ashley Hemrich and Renee Dow won Senior Standout Awards (as did several other School of Education students) for their academic accomplishments and contributions to campus life.
41. Approximately 20 Psychology students presented their research at the annual meeting of the Midwestern Psychological Association in Chicago.
42. A secondary education student was selected for a NASA Endeavor fellowship. Stephen Marlette serves as her faculty mentor.
43. Rachel Breuer (KHE) was selected as the Student Graduation speaker for May's convocation.
44. Five community health projects were planned, implemented and evaluated in the community in Fall 2010 (South Roxana Elementary School, St. John's Community Care in Collinsville, Teen Parenting Program for Madison County Health Department, Heartlinks Family Hospice in Belleville, IL, East St. Louis Charter School and South Roxana Elementary School).
45. Kim Johannpeter, a graduate student in SPE, wrote the first draft of an article as a paper for SPE 540. The final version is being published with Linda Forbringer in *Reclaiming Children and Youth*, a refereed journal.
46. At the regional Greater St. Louis Botball Tournament held on campus in the spring, the Charter High School students placed 3rd out of 17 teams and received a trophy for the tournament portion of the competition. The event was attended by over 200 middle/high school students. The Charter High School team was mentored by the SIUE chapter of the National Society for Black Engineers.
47. The Lambda Theta Chapter of Kappa Delta Pi had an outstanding year of service, professional development, and fundraising. Members volunteered to plan lessons and engage students in Literacy Alive activities at Henry Raab Elementary School, host Breakfast with Santa, organize donations at the Community Hope Center, cook and serve meals at Ronald McDonald House, sort and package food products for the St. Louis Food Bank, facilitate children's art projects at Healing Through the Arts at St. John's Mercy Hospital, and visit residents of Rosewood Care Center as well as participating in fundraising events for St. Jude and the American Cancer Society.

## **APPENDIX G: SOE Enhancement of Instructional Technology (AY 2011)**

## **Enhancement of Instructional Technology**

***AY 2011***

### ***Classroom Updates***

- Five Classrooms have been approved to be updated with brand new podiums equipped with Smart monitor, Crestron Touch Panel, Document camera, laptop connectors and new computer. Setup should be complete by the end of summer semester.
- Twenty five classrooms have been approved to be updated with new computers including new Operating system and updated software.
- Three classroom projectors have been replaced with brand new ones.
- Several research labs and Instructional Material Center (IMC) computer lab have been approved to be updated with new computers by the end of summer semester.
- Two extra projectors have been purchased for emergencies.

### ***Unit/Assessment Updates***

- Information Technology Services has provided funds to purchase Merit software to be installed in AH1314 computer lab. Merit Software covers the core language arts competencies necessary to prepare a student for college level work and also helps in preparing for the Basic Skills Test.
- Various assessment tools, databases, online field and practicum evaluation tools have been implemented to effectively support the School's assessment data system.
- Additional firewall policies have been implemented on the Database Servers.
- More shared directories have been created to enhance accessibility to faculty and staff within the School of Education and also to faculty from College of Arts and Science who partner in the teacher preparation programs.
- Online Course Evaluation system has been implemented in the Department of Kinesiology and Health Education for all Graduate and Undergraduate courses, with survey results stored at the Departmental Shared drive.



***Instruction/Faculty/Staff Updates***

- A total of five faculty and staff workshops have been held within the School and for the University community.
- Additional Portable checkout equipment has been purchased for off-campus teaching and presentations including document cameras.
- A total of 20 computers have been updated with new Operating system (Windows 7) and new version of Microsoft Office (Office 10).
- More than 45 faculty members and 10 staff members are scheduled for computer refresh during summer and fall semester.
- Alumni Hall 1314 computer lab has been updated with new Operating system (Windows 7) and updated software.

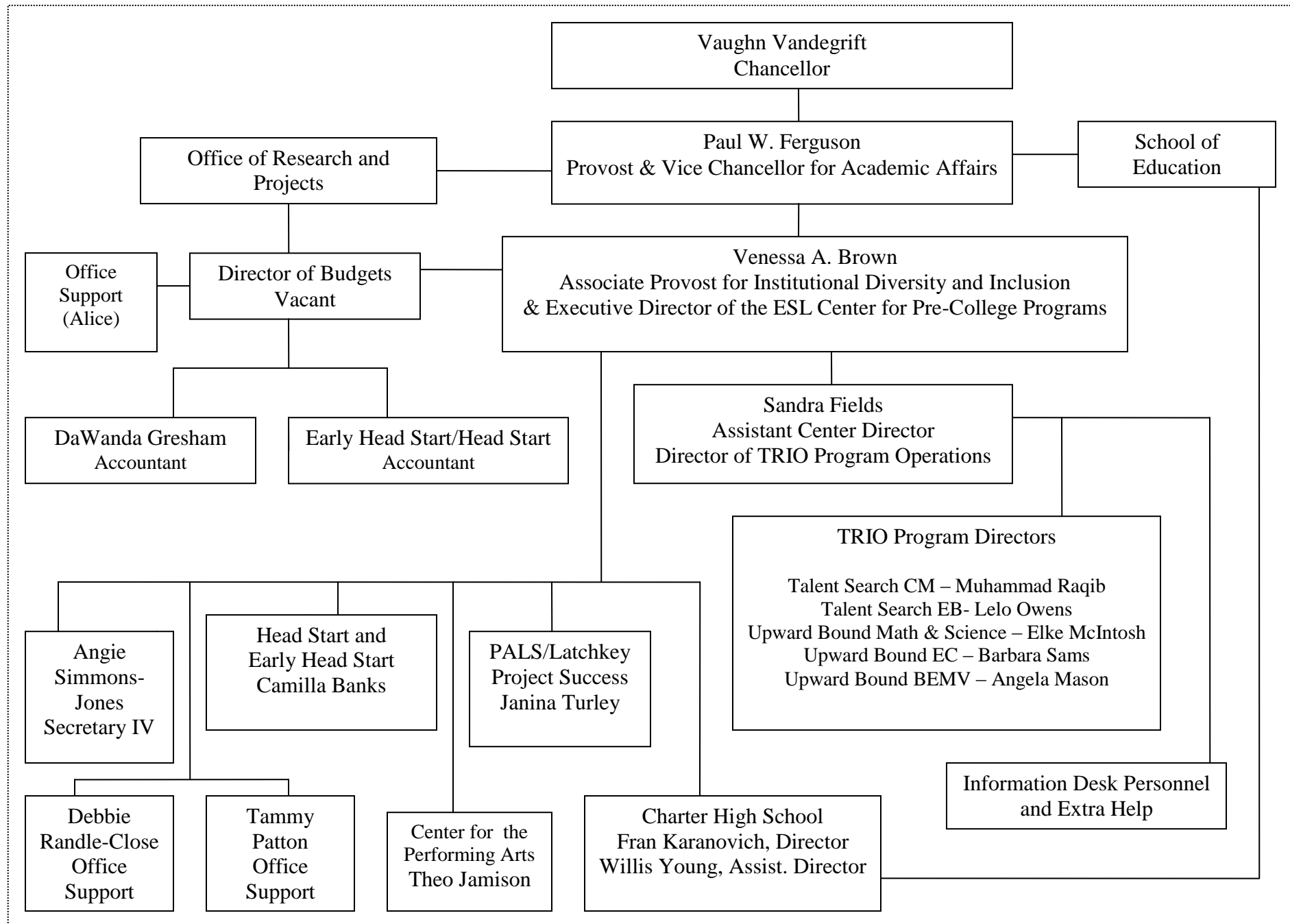
***Outreach Updates***

- Several workshops have been held and planned for the Madison County community through the Office of Educational Outreach.

*Prepared by: Binod Pokhrel, SOE Technology Specialist*

## APPENDIX H: CHS Organizational Chart


**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**  
**EAST ST. LOUIS CENTER FOR PRE-COLLEGE PROGRAMS**  
**ORGANIZATIONAL CHART** (April 1, 2011)



## APPENDIX I: Memo to the Provost: Impact of ITBS

SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**  
 SCHOOL OF EDUCATION

Memo To: Paul Ferguson, Provost and Vice Chancellor

From: Bette Bergeron, Dean 

Re: Responding to the Basic Skills Test

Date: April 29, 2011

The purpose of this memo is to share with you the strategies that the School of Education is currently implementing to address challenges to undergraduate enrollment resulting from recent changes to the state's Basic Skills Test (IBST). The IBST covers subject area content in Language Arts, Reading Comprehension, Writing, and Mathematics at a level expected for entering college students. As we have previously discussed, the state's new cut-off scores, coupled with requirements for students to pass each individual subtest of the IBST and the five-time cap on the number of retakes allowed, have substantially and negatively impacted enrollment for the fall of 2011. It is critical to note that these impacts are not only related to enrollment in the SOE's educator preparation programs, but that they equally impact the College of Arts and Sciences as all secondary education students are declared majors in CAS. Therefore, as described in this memo, a University-wide approach should be undertaken in order to fully address this critical challenge.

The anticipated impact on fall 2011 enrollment is outlined in the Table, below. These data reflect *incoming* juniors only and not those already enrolled as seniors in the educator preparation programs. A reduction in enrollment at the senior level is not anticipated, as these students have already been accepted into the teacher preparation programs and are unaffected by the IBST changes.

	Program Capacity	Fall 2011 Enrollment	Anticipated Addt. Students	Potential Net Loss	%Change
<b>Elementary Ed.</b>	120	62	28	-30	-25%
<b>Early Childhood</b>	30	16	6	-8	-27%
<b>EC EChOS</b>	20	15	0	-5	-25%
<b>Special Ed.</b>	25	20	2	-3	-12%
<b>Physical Ed.</b>	30	18	2	-10	33%
<b>Secondary Ed.*</b>	70	52	0	-18	-26%
<b>TOTAL IMPACT</b>	<b>295</b>	<b>183</b>	<b>38</b>	<b>-74</b>	<b>-25%</b>

*\*Secondary education students are majors outside of the SOE, and therefore numbers are estimated based on last fall's enrollment.*

The School of Education formed an Undergraduate Working Group in the fall of 2008 to address issues related to admission and retention. This Working Group consists of deans, chairs, program directors, and staff from across the SOE. As soon as the Working Group

was made aware of impending changes to the IBST cut scores, it began proactively planning for anticipated reductions in enrollment due to pass rate reductions. A variety of strategies have already been implemented, including the following:

- Access to an online test prep from the testing company (“diagnostic test”)
- Circulation of a test guide available in OCECA
- Information on resources available through OCECA’s website:  
<http://www.siue.edu/education/advisement/testing.shtml>
- Increased awareness of new testing requirements through the introductory education course, CI 200
- Enhanced advising strategies (e.g., contacting students who fail the IBST to recommend strategies for remediation)
- Enhanced communication with General Advising with updates on the testing requirements
- Advisory visits to SWIC’s Introduction to Education course students
- Promotion of campus relaxation workshops
- Creation of the Association of School and Community Careers, which provides networking and mentoring between underclassmen and majors; ASCC also hosted a relaxation session for students
- Providing prospective students/parents with updated information on testing requirements at Open House and Preview
- Providing for “rolling admissions” by allowing students who have met the deadline for program application to submit test scores over the summer
- Promotion of workshops and courses outside of SIUE, including SWIC’s test prep course, ED 257, which has been open to SIUE students
- Access to an online test prep available through ICCB (free to SIUE students)
- Increasing capacity in Community Health and Exercise/Wellness programs to provide an avenue for retaining students who do not meet the IBST requirement
- Development of an Early Childhood non-certification option that does not require the IBST but provides an appropriate career option for those interested in working with young children in a non-school setting

The following strategies are currently under development:

- Creation of a University-wide Task Force to address the broad implications and strategies related to the IBST and student retention; it is hoped that the Task Force can be developed and charged in May of 2011
- Development of a common list of appropriate content courses for C&I and SPE educator preparation programs to be integrated into the Lincoln Plan
- Inclusion of Springboard sessions specific to incoming Education students (through OCECA) to begin in the summer of 2011
- Purchase and implementation of software specific to Language Arts and Reading Comprehension skills, to be made available in an SOE technology lab by the end of the summer of 2011
- Exploration of the implementation of a “direct declaration” early admissions option for entering students who show academic promise; directly recruiting these students into the SOE

- Development of a new degree in “Educational and Human Sciences” to provide increased options for students at SIUE as well as to attract and retain students who might otherwise not be admitted to the educator preparation programs
- Identification of Pre-Education coded students and providing targeted advising specific to the IBST and potential remediation needs
- Collaboration with Instructional Services to develop an SIUE course specific to the IBST (projected spring 2013)

Additional strategies that are under consideration include:

- Creating an advising position specific to early admitted students and prospective students within the SOE to enhance retention and student success
- Creating a “Testing Support” position within the SOE, perhaps through hiring a part-time retired teacher, to work individually with students in analyzing test data, developing a remediation plan, and providing targeted test support
- Developing Relaxation/Test anxiety workshops
- Collaborating with CAS to develop workshops specific to content (e.g., Math, Language Arts)
- Enhancing communication with Lewis & Clark regarding strategies for supporting student success
- Requiring the IBST “diagnostic test” as part of CI 200 and SPE 200; working with students to identify a remediation plan based on these results
- Developing a data system to identify relationships (if any) between ACT, high school GPA, testing strategies, and IBST pass rates

Of the strategies noted above, it has been determined that the work of the University-wide Task Force and the addition of a pre-Education advisor and Testing Support position are the most critical in identifying a systemic approach to what will become an ongoing institutional challenge. These strategies will support the promotion of best practices in recruiting and retaining high-performing students. If you have any questions or recommendations regarding these strategies, or if I can provide any further data regarding the IBST’s anticipated impact, do not hesitate to contact me.

## APPENDIX J: SOE Strengths-Themes



## **SOE Strengths- Themes (AY 2011)**

### **SOE Strengths\***

**QUESTION: What are the current strengths of the School of Education?**

- Faculty quality
- Growth continuum
- Diversity of programs
- Impact on the community
- Multi-faceted community; geographic location
- Focus on teaching & learning
- Balance of newness and continuity
- Employability of our graduates
- Student performance
- Collaboration
- Central to the University's mission
- Teacher/Researcher/Service balance
- Technology support
- Fiscally responsible
- Sensitivity to data
- Work atmosphere/climate
- Openness to change; proud of accomplishments
- Student applicant pool
- Quality of the staff
- Efforts to become more student-friendly (access)
- Flexibility/responsiveness in dealing with change (e.g., state/federal)
- Data systems (i.e., for assessment)
- Willingness to go off-campus; access
- Student organizations
- Outreach to alumni, Fellows
- Outreach to the community, including centers, programs, CHS, GYO, school partnerships
- Students' exposure to practical experiences
- URCA
- NTT supervisors
- State leadership (e.g., faculty serving on state committees)
- CHS partnership
- Facilities/location
- Partnerships
- Innovation
- Senior assignment/capstone
- Students who are willing to get involved
- Competent, friendly, hard-working staff
- Knowledge base of office staff/wonderful front desk staff
- Willingness to go the extra mile
- Concern for students
- Attention to detail

- One-on-one advising
- Early transcript evaluations/access to advisors for prospective students

*\*Based on input from the following: SOE 2010 Administrative Retreat, SOE September 2010 Town Hall Meeting, SOE October 2010 Town Hall Meeting, SOE Executive Advisory Board; Departmental Feedback Posters*

### **SIUE's Institutional Vision\***

**QUESTION: What is the vision for SIUE as an institution as it looks towards the future?  
How does SIUE identify itself?**

- Health Sciences
- STEM
- Interdisciplinary
- Responding to Geography/Economics of the region
- Global/International
- Electronic Education
- Connections w/ industry
- Steady enrollment growth
- Graduates: Career-ready with a strong knowledge base
- Division I athletics
- Leadership in STEM
- Preparing teachers/students for the 21<sup>st</sup> century
- Collaborative partnerships
- Recruiting/retaining students of high caliber
- Broader role for the SOE
- “Branding” of the University
- Technology as a tool for learning
- Academic Affairs Imperatives:
  - Assessment
  - Student Success
  - Faculty Development
  - Enrollment Management
  - Educational Outreach

Note: We need consistency in our vision over the long term.

*\*Based on input from the following: SOE September 2010 Town Hall Meeting, SOE October 2010 Town Hall Meeting, SOE Executive Advisory Board; Departmental Feedback Posters*

## **Themes: SOE Strengths\***

**QUESTION: Based on the SOE's Strengths (and aligned with the SIUE's Vision), what common themes emerge?**

- Overarching theme: Balancing teaching, research, and service
- Related themes:
  - Leadership
    - Within the SOE (faculty, staff, students), community, profession
    - Deep knowledge allows for innovation
    - Pushes us to reach out
  - Accountability
    - To students, each other, constituents
    - Focus on teaching and learning
    - Beyond assessment; holding ourselves responsible
    - Nationally recognized
  - Diversity
    - Diversity/range of academic programs within the SOE
    - Diversity in research focus
    - Student population (expanding diversity is also a goal)
    - Office of Diversity and Professional Development
    - Openness to ideas; always learning
    - Organizational flexibility, climate, culture
    - Relationships (includes alumni, Fellows)
    - Ability to work collaboratively
    - Experiences, placements of students
    - International, interdisciplinary
- Outcome of the three themes:
  - Outreach
    - Outreach is the operationalization of leadership
    - Programs, service
    - Interdisciplinary

### **Input, Feedback, Comments\***

- Mission statement should mention research excellence (applied & basic research) [PSYCH]
- Are we a creative/innovative school? If not, should we become one? [PSYCH]
- Vision—high standards for students (i.e., not a diploma mill) [PSYCH]
- Emphasize need for high quality graduate students [PSYCH]
- Promote SOE's important outreach activities (e.g., clinics) [PSYCH]
- Focus on environmental stewardship- as having both improved and needing to improve [PSYCH]
- Emphasize need for graduate programs to receive funding support and not strip away resources from this area even though undergraduate is our main focus [PSYCH]
- Current vision/mission statements don't seem too bad [PSYCH]
- My understanding is that this type of strategic planning looks good on paper, but generally leads to few substantive changes. So I find it hard to be more than minimally enthusiastic. [EDL]
- We should be energetically and systematically working on making connections across the river to fulfill our role as a metropolitan university [EDL]
- See Blackboard (resources) for barriers discussed [EDL]
- More mention of KHE programs in SOE materials (programs, degrees, etc.) [KHE]
- Strong interpersonal communication, but organizationally there seems to be some disconnects [C&I]
- Seem to lack structures for dealing with complex issues, communication between programs/departments/OCECA [C&I]
- What do we need to do to move deliberately to the next level? [C&I]
- How does the shared vision become part of a deliberate dialogue? [C&I]
- What steps are being taken at SOE (& University) level to attract/retain critical and quality faculty members? Mentoring? [SECD]
- Scholarship of teaching and learning [SECD]
- Evidence-based teaching [SECD]

***With thanks to the following for their assistance in preparing this report:***

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- SOE Faculty and Staff

*Cover Design by Jo Wottowa, SOE Marketing & Media Technology Specialist*

